



Australian Government

PSP04 Public Sector Training Package

Release: 4.1

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Modification History

Version modification history

The version details of this endorsed Training Package are in the table following.

Table 1 Version Modification History of PSP04 Public Sector Training Package		
Version	Release Date	Comments
4.1	23 December 2010	Incorporation of Greenskills into units of competency. Mandatory text updated. Incorporation of packaging flexibility rules into qualifications not addressed in previous version.
4	30 June 2010	<p>Removal of:</p> <ul style="list-style-type: none"> • PSP41304 Certificate IV in Government (Procurement) • PSP50404 Diploma of Government (Enterprise Architecture) • PSP51504 Diploma of Government (Contract Management) • PSP51604 Diploma of Government (Recordkeeping) • PSP60204 Advanced Diploma of Government (Enterprise Architecture) • PSP60704 Advanced Diploma of Government (Strategic Procurement) • PSP60804 Advanced Diploma of Government (Recordkeeping) <p>Addition of:</p> <ul style="list-style-type: none"> • PSP42210 Certificate IV in Government (Workplace Relations) • PSP42310 Certificate IV in Government (Trade Measurement) • PSP42410 Certificate IV in Government (Procurement and Contracting) • PSP52110 Diploma of Government (Workplace Relations) • PSP52210 Diploma of Government (Trade Measurement) • PSP52310 Diploma of Translating, • PSP52410 Diploma of Interpreting • PSP52510 Diploma of Government (Procurement and Contracting) • PSP61010 Advanced Diploma of Translating • PSP61110 Advanced Diploma of Interpreting • PSP61210 Advanced Diploma of Government (Procurement

		<p>and Contracting)</p> <ul style="list-style-type: none"> • PSP70110 Vocational Graduate Certificate in Government (Strategic Procurement) • PSP70210 Vocational Graduate Certificate in Radiation Safety <p>Addition of four new Courts units. Revision of 21 existing Courts unit.</p> <p>Addition of new Regulatory unit PSPREG505A Conduct measurement licensee audit.</p> <p>Addition of new Road Transport Compliance unit PSPTRAN405A Operate weighbridges.</p> <p>Addition of seven new Workplace Relations units.</p> <p>Revision of Workplace Inspection unit PSPWPI503C Investigate possible breaches of workplace legislation.</p> <p>Addition of new Policy unit PSPPOL405A Implement e-correspondence policies.</p> <p>Addition of PSP42010 Certificate IV in School Support Services to replace PSP42004 Certificate IV in School Support Services to reflect replacement of imported core unit.</p> <p>Addition of 10 new Radiation Safety units.</p> <p>Revision of 8 Procurement and Contract Management units. Deletion of 11 Procurement and Contract Management units. Addition of 15 new Procurement and Contract Management units.</p> <p>Addition of 27 new Translating and Interpreting units.</p> <p>Removal of Enterprise Architecture units.</p> <p>Addition of 17 new skill sets.</p> <p>Updated imported units.</p>
3	5 May 2009	<p>Addition of PSP52008 Diploma of Government (Rail Safety Regulation) and six new Rail Safety Regulation units of competency:</p> <ul style="list-style-type: none"> • PSPRAIL501A Operate within the regulatory framework for rail safety • PSPRAIL502A Assess and administer accreditation and registration applications • PSPRAIL503A Receive and act on industry safety information and intelligence • PSPRAIL504A Review and promote safety culture • PSPRAIL505A Review training arrangements

		<ul style="list-style-type: none"> • PSPRAIL601A Coordinate audit or inspection programs
2	8 October 2008	<p>Employability skills added.</p> <p>Removal of BSB10101 Certificate I in Business</p> <p>Addition of PSP42108 Certificate IV in Government (Revenue Administration) and nine new Revenue Administration units of competency:</p> <ul style="list-style-type: none"> • Identify and apply statute law • Undertake legislative decision making • Manage information on legal entities, relationships and property • Interpret and assess contracts • Assess applications for grants, subsidies and rebates • Evaluate returns-based taxes • Determine land tax liability • Determine stamp duties • Administer levies, fines and other taxes <p>Required updating of mandatory text.</p> <p>Inclusion of Employability Skills text and Employability Skills Summaries.</p> <p>Removal of superseded BSZ units of competency.</p> <p>Removal of packaging rule restrictions in PSP41304 Certificate IV in Government (Procurement) so that PSPPROC408A, PSPPROC409A and PSPPROC410A may all be selected within the qualification.</p>
1	27/11/2004	<p>Primary Release including Ethics & Accountability; Working in Government; Legislation & Compliance; Occupational Health & Safety (Generalist); Border Protection; Community Engagement; Courts; Enterprise Architecture; Financial Services; Fraud Control; Government Service Delivery; Human Resource Management; Injury Management; Public Land Administration; Management; Public Affairs; Project Management (Public); Policy; Procurement & Contract Management; Regulatory; Government Science & Technology; Government Security Management; Road Transport Compliance; Workplace Inspection; Automotive/Retail Services and Repair; Civil Construction, Clerical Administration; e-Business; Frontline Management; Human Resources</p>

		<p>(Private); Marketing; Occupational Health & Safety (Specialist); Recordkeeping; Project Management (Private); Community Services; Correctional Services; Museum and Library/Information Services; Music; Financial Services; Forest Industry; Information Technology; Water Industry; Laboratory Operations; Property Management; Asset Security; Public Safety; Conservation and Land Management; Recreation Industry; Training and Assessment; Transport and Distribution; Hospitality.</p> <p>This Training Package supersedes PSP99 Public Service Training Package</p>
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Preliminary Information

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 4.1 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Government Skills Australia (www.governmentskills.com.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed and replaced.

Version modification history

The version details of this endorsed Training Package are in the table following.

Version	Release Date	Comments
4.1	Dec 2010	Incorporation of Greenskills into units of competency. Mandatory text updated. Incorporation of packaging flexibility rules into qualifications not addressed in previous version.
4	30 June 2010	Removal of: PSP41304 Certificate IV in Government (Procurement) PSP50404 Diploma of Government (Enterprise Architecture) PSP51504 Diploma of Government (Contract Management)

		<p>PSP51604 Diploma of Government (Recordkeeping)</p> <p>PSP60204 Advanced Diploma of Government (Enterprise Architecture)</p> <p>PSP60704 Advanced Diploma of Government (Strategic Procurement)</p> <p>PSP60804 Advanced Diploma of Government (Recordkeeping)</p> <p>Addition of:</p> <p>PSP42210 Certificate IV in Government (Workplace Relations)</p> <p>PSP42310 Certificate IV in Government (Trade Measurement)</p> <p>PSP42410 Certificate IV in Government (Procurement and Contracting)</p> <p>PSP52110 Diploma of Government (Workplace Relations)</p> <p>PSP52210 Diploma of Government (Trade Measurement)</p> <p>PSP52310 Diploma of Translating, PSP52410 Diploma of Interpreting</p> <p>PSP52510 Diploma of Government (Procurement and Contracting)</p> <p>PSP61010 Advanced Diploma of Translating</p> <p>PSP61110 Advanced Diploma of Interpreting</p> <p>PSP61210 Advanced Diploma of Government (Procurement and Contracting)</p> <p>PSP70110 Vocational Graduate Certificate in Government (Strategic Procurement)</p> <p>PSP70210 Vocational Graduate Certificate in Radiation Safety</p> <p>Addition of four new Courts units. Revision of 21 existing Courts unit.</p> <p>Addition of new Regulatory unit PSPREG505A Conduct measurement licensee audit.</p> <p>Addition of new Road Transport Compliance unit PSPTRAN405A Operate weighbridges.</p> <p>Addition of seven new Workplace Relations units.</p> <p>Revision of Workplace Inspection unit PSPWPI503C Investigate possible breaches of workplace legislation.</p>
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		<p>Addition of new Policy unit PSPPOL405A Implement e-correspondence policies.</p> <p>Addition of PSP42010 Certificate IV in School Support Services to replace PSP42004 Certificate IV in School Support Services to reflect replacement of imported core unit.</p> <p>Addition of 10 new Radiation Safety units.</p> <p>Revision of 8 Procurement and Contract Management units. Deletion of 11 Procurement and Contract Management units. Addition of 15 new Procurement and Contract Management units.</p> <p>Addition of 27 new Translating and Interpreting units.</p> <p>Removal of Enterprise Architecture units.</p> <p>Addition of 17 new skill sets.</p> <p>Updated imported units.</p>
3	5 May 2009	<p>Addition of PSP52008 Diploma of Government (Rail Safety Regulation) and six new Rail Safety Regulation units of competency:</p> <p>PSPRAIL501A Operate within the regulatory framework for rail safety</p> <p>PSPRAIL502A Assess and administer accreditation and registration applications</p> <p>PSPRAIL503A Receive and act on industry safety information and intelligence</p> <p>PSPRAIL504A Review and promote safety culture</p> <p>PSPRAIL505A Review training arrangements</p>

		PSPRAIL601A Coordinate audit or inspection programs
2	8 October 2008	<p>Employability skills added.</p> <p>Removal of BSB10101 Certificate I in Business</p> <p>Addition of PSP42108 Certificate IV in Government (Revenue Administration) and nine new Revenue Administration units of competency:</p> <ul style="list-style-type: none"> Identify and apply statute law Undertake legislative decision making Manage information on legal entities, relationships and property Interpret and assess contracts Assess applications for grants, subsidies and rebates Evaluate returns-based taxes Determine land tax liability Determine stamp duties Administer levies, fines and other taxes <p>Required updating of mandatory text.</p> <p>Inclusion of Employability Skills text and Employability Skills Summaries.</p> <p>Removal of superseded BSZ units of competency.</p> <p>Removal of packaging rule restrictions in PSP41304 Certificate IV in Government (Procurement) so that PSPPROC408A, PSPPROC409A and PSPPROC410A may all be selected within the qualification.</p>

1	27/11/2004	<p>Primary Release including Ethics & Accountability; Working in Government; Legislation & Compliance; Occupational Health & Safety (Generalist); Border Protection; Community Engagement; Courts; Enterprise Architecture; Financial Services; Fraud Control; Government Service Delivery; Human Resource Management; Injury Management; Public Land Administration; Management; Public Affairs; Project Management (Public); Policy; Procurement & Contract Management; Regulatory; Government Science & Technology; Government Security Management; Road Transport Compliance; Workplace Inspection; Automotive/Retail Services and Repair; Civil Construction, Clerical Administration; e-Business; Frontline Management; Human Resources (Private); Marketing; Occupational Health & Safety (Specialist); Recordkeeping; Project Management (Private); Community Services; Correctional Services; Museum and Library/Information Services; Music; Financial Services; Forest Industry; Information Technology; Water Industry; Laboratory Operations; Property Management; Asset Security; Public Safety; Conservation and Land Management; Recreation Industry; Training and Assessment; Transport and Distribution; Hospitality.</p>
		<p>This Training Package supersedes PSP99 Public Service Training Package</p>

AQF Qualifications in PSP04 Public Sector Training Package	
Code	Title
PSP2010 4	Certificate II in Government
PSP3010 4	Certificate III in Government
PSP3020 4	Certificate III in Government (Border Protection)
PSP3030 4	Certificate III in Government (Court Compliance)
PSP3040 4	Certificate III in Government (Land Administration)
PSP3050 4	Certificate III in Government (Security)
PSP3060 4	Certificate III in Government (School Support Services)
PSP3070 4	Certificate III in School Support Services
PSP4010 4	Certificate IV in Government
PSP4020 4	Certificate IV in Government (Border Protection)
PSP4030 4	Certificate IV in Government (Court Compliance)
PSP4040 4	Certificate IV in Government (Court Services)
PSP4050 4	Certificate IV in Government (Financial Services)
PSP4060 4	Certificate IV in Government (Fraud Control)
PSP4070	Certificate IV in Government (Service Delivery)

AQF Qualifications in PSP04 Public Sector Training Package	
4	
PSP4080 4	Certificate IV in Government (Injury Claims Administration)
PSP4090 4	Certificate IV in Government (Injury Rehabilitation Management)
PSP4100 4	Certificate IV in Government (Land Administration)
PSP4110 4	Certificate IV in Government (Occupational Health & Safety)
PSP4120 4	Certificate IV in Government (Project Management)
PSP4140 4	Certificate IV in Government (Statutory Compliance)
PSP4150 4	Certificate IV in Government (Investigation)
PSP4160 4	Certificate IV in Government (Security)
PSP4170 4	Certificate IV in Government (Personnel Security)
PSP4180 4	Certificate IV in Government (Road Transport Compliance)
PSP4190 4	Certificate IV in Government (School Support Services)
PSP4201 0	Certificate IV in School Support Services
PSP4210 8	Certificate IV in Government (Revenue Administration)
PSP4221 0	Certificate IV in Government (Workplace Relations)
PSP4231 0	Certificate IV in Government (Trade Measurement)

AQF Qualifications in PSP04 Public Sector Training Package	
PSP4241 0	Certificate IV in Government (Procurement and Contracting)
PSP5010 4	Diploma of Government
PSP5020 4	Diploma of Government (Community Capacity)
PSP5030 4	Diploma of Government (Court Services)
PSP5050 4	Diploma of Government (Financial Services)
PSP5060 4	Diploma of Government (Fraud Control)
PSP5080 4	Diploma of Government (Human Resources)
PSP5090 4	Diploma of Government (Injury Management)
PSP5100 4	Diploma of Government (Land Administration)
PSP5110 4	Diploma of Government (Management)
PSP5120 4	Diploma of Government (Occupational Health & Safety)
PSP5130 4	Diploma of Government (Project Management)
PSP5140 4	Diploma of Government (Policy Development)
PSP5170 4	Diploma of Government (Investigation)
PSP5180 4	Diploma of Government (Security)
PSP5190 4	Diploma of Government (Workplace Inspection)

AQF Qualifications in PSP04 Public Sector Training Package	
PSP5200 8	Diploma of Government (Rail Safety Regulation)
PSP5211 0	Diploma of Government (Workplace Relations)
PSP5221 0	Diploma of Government (Trade Measurement)
PSP5231 0	Diploma of Translating
PSP5241 0	Diploma of Interpreting
PSP5251 0	Diploma of Government (Procurement and Contracting)
PSP6010 4	Advanced Diploma of Government
PSP6030 4	Advanced Diploma of Government (Financial Management)
PSP6040 4	Advanced Diploma of Government (Human Resources)
PSP6050 4	Advanced Diploma of Government (Management)
PSP6060 4	Advanced Diploma of Government (Occupational Health & Safety)
PSP6090 4	Advanced Diploma of Government (Workplace Inspection)
PSP6101 0	Advanced Diploma of Translating
PSP6111 0	Advanced Diploma of Interpreting
PSP6121 0	Advanced Diploma of Government (Procurement and Contracting)
PSP7011 0	Vocational Graduate Certificate in Government (Strategic Procurement)

AQF Qualifications in PSP04 Public Sector Training Package	
PSP7021 0	Vocational Graduate Certificate in Radiation Safety

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPETHC301 B	Uphold the values and principles of public service	Nil
PSPETHC401 A	Uphold and support the values and principles of public service	Nil
PSPETHC501 B	Promote the values and ethos of public service	Nil
PSPETHC601 B	Maintain and enhance confidence in public service	Nil
PSPETHC701 A	Lead and influence ethical practice in the public sector	Nil
PSPGOV201B	Work in a public sector environment	Nil
PSPGOV202B	Use routine workplace communication techniques	Nil
PSPGOV203B	Deliver a service to clients	Nil
PSPGOV204B	Access and use resources	Nil
PSPGOV205B	Participate in workplace change	Nil
PSPGOV206B	Handle workplace information	Nil
PSPGOV207B	Use technology in the workplace	Nil
PSPGOV208A	Write routine workplace materials	Nil
PSPGOV301B	Work effectively in the organisation	Nil
PSPGOV302B	Contribute to workgroup activities	Nil
PSPGOV303B	Build and maintain internal networks	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPGOV305B	Access and use resources and financial systems	Nil
PSPGOV306B	Implement change	Nil
PSPGOV307B	Organise workplace information	Nil
PSPGOV308B	Work effectively with diversity	Nil
PSPGOV309A	Address client needs	Nil
PSPGOV310A	Work in and with small, regional and remote organisations	Nil
PSPGOV311A	Work with a coach or mentor	Nil
PSPGOV312A	Use workplace communication strategies	Nil
PSPGOV313A	Compose workplace documents	Nil
PSPGOV314A	Contribute to conflict management	Nil
PSPGOV315A	Give and receive workplace feedback	Nil
PSPGOV402B	Deliver and monitor service to clients	Nil
PSPGOV403B	Use resources to achieve work unit goals	Nil
PSPGOV404B	Develop and implement work unit plans	Nil
PSPGOV405B	Provide input to change processes	Nil
PSPGOV406B	Gather and analyse information	Nil
PSPGOV407B	Provide a quotation	Nil
PSPGOV408A	Value diversity	Nil
PSPGOV409A	Provide support to Parliament	Nil
PSPGOV410A	Undertake career planning	Nil
PSPGOV411A	Deal with conflict	Nil
PSPGOV412A	Use advanced workplace communication strategies	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPGOV413A	Compose complex workplace documents	Nil
PSPGOV414A	Provide workplace mentoring	Nil
PSPGOV415A	Provide workplace coaching	Nil
PSPGOV416A	Monitor performance and provide feedback	Nil
PSPGOV417A	Identify and treat risks	Nil
PSPGOV418A	Develop internal and external networks	Nil
PSPGOV419A	Work with interpreters	Nil
PSPGOV420A	Use translation services	Nil
PSPGOV421A	Exercise delegations	Nil
PSPGOV422A	Apply government processes	Nil
PSPGOV502B	Develop client services	Nil
PSPGOV503B	Coordinate resource allocation and usage	Nil
PSPGOV504B	Undertake research and analysis	Nil
PSPGOV505A	Promote diversity	Nil
PSPGOV506A	Support workplace coaching and mentoring	Nil
PSPGOV507A	Undertake negotiations	Nil
PSPGOV508A	Manage conflict	Nil
PSPGOV509A	Conduct evaluations	Nil
PSPGOV510A	Undertake and promote career management	Nil
PSPGOV511A	Provide leadership	Nil
PSPGOV512A	Use complex workplace communication strategies	Nil
PSPGOV513A	Refine complex workplace documents	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPGOV514A	Facilitate change	Nil
PSPGOV515A	Develop and use political nous	Nil
PSPGOV516A	Develop and use emotional intelligence	Nil
PSPGOV517A	Coordinate risk management	Nil
PSPGOV518A	Benchmark performance	Nil
PSPGOV519A	Manage performance	Nil
PSPGOV520A	Scope statistical data collection	Nil
PSPGOV521A	Collect statistical data	Nil
PSPGOV522A	Process statistical data	Nil
PSPGOV523A	Interrogate and analyse statistical data	Nil
PSPGOV524A	Interpret data and related statistics	Nil
PSPGOV601B	Apply government systems	Nil
PSPGOV602B	Establish and maintain strategic networks	Nil
PSPGOV603B	Develop a tender submission response	Nil
PSPGOV604A	Foster leadership and innovation	Nil
PSPGOV605A	Persuade and influence opinion	Nil
PSPGOV606A	Prepare high-level/sensitive written materials	Nil
PSPLEGN301 B	Comply with legislation in the public sector	Nil
PSPLEGN401 A	Encourage compliance with legislation in the public sector	Nil
PSPLEGN501 B	Promote compliance with legislation in the public sector	Nil
PSPLEGN601	Manage compliance with legislation in the public sector	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
B		
PSPOHS201B	Follow workplace safety procedures	Nil
PSPOHS301A	Contribute to workplace safety	Nil
PSPOHS401B	Implement workplace safety procedures and programs	Nil
PSPOHS501A	Monitor and maintain workplace safety	Nil
PSPOHS601B	Establish and maintain a workplace safety system	Nil
PSPOHS602A	Manage workplace safety	Nil
PSPBORD301 A	Conduct patrols	Nil
PSPBORD302 A	Use border protection technology equipment	Nil
PSPBORD303 A	Deploy detector dog	Nil
PSPBORD304 A	Maintain detector dog proficiency	Nil
PSPBORD305 A	Calculate taxes, fees and charges	Nil
PSPBORD401 A	Create and maintain profiles	Nil
PSPBORD402 A	Develop surveillance flight routes	Nil
PSPBORD403 A	Review operational schedules	Nil
PSPBORD404 A	Analyse surveillance products	Nil
PSPBORD405 A	Develop operational effectiveness of detector dog teams	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPBORD406 A	Conduct detector dog team training	Nil
PSPBORD407 A	Command operational groups	Nil
PSPBORD408 A	Examine and test firearms	Nil
PSPBORD501 A	Command operational forces	Nil
PSPBORD601 A	Manage operations	Nil
PSPCOM501A	Prepare for community engagement	Nil
PSPCOM502A	Develop and implement community engagement strategies	Nil
PSPCOM503A	Build and maintain community relationships	Nil
PSPCRT301B	Audio record court proceedings	Nil
PSPCRT401C	Carry out court orderly functions	Nil
PSPCRT402C	Manage witnesses	Nil
PSPCRT403C	Handle exhibits and documents tendered	Nil
PSPCRT404C	Serve process	Nil
PSPCRT405C	Handle monies received in satisfaction of warrants and orders	Nil
PSPCRT406C	Compile and use official notes	Nil
PSPCRT407B	Undertake court listings	Nil
PSPCRT408B	Provide court registry and information services	Nil
PSPCRT409B	Administer court fines and debt management	Nil
PSPCRT410B	Provide court support to Indigenous clients	Nil
PSPCRT411B	Audio record complex court proceedings	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPCRT412B	Record court proceedings	Nil
PSPCRT413A	Contribute to an integrated service delivery program	Nil
PSPCRT414A	Administer court legislation	Nil
PSPCRT415A	Administer alternative dispute resolution proceedings	Nil
PSPCRT416A	Provide support to self represented litigants	Nil
PSPCRT501C	Perform court duties	Nil
PSPCRT502C	Manage jurors	Nil
PSPCRT503C	Execute process	Nil
PSPCRT504C	Carry out possessions and evictions	Nil
PSPCRT505B	Undertake senior court listing activities	Nil
PSPCRT506B	Perform quasi-judicial functions	Nil
PSPCRT507B	Record complex court proceedings	Nil
PSPCRT601B	Manage court practice and process	Nil
PSPFIN401A	Use public sector financial processes	Nil
PSPFIN501A	Apply public sector financial policies and processes	Nil
PSPFIN601A	Apply complex public sector financial requirements	Nil
PSPFIN602A	Undertake strategic financial analysis	Nil
PSPFIN603A	Develop public sector financial strategies	Nil
PSPFRAU401 B	Monitor data for indicators of fraud	Nil
PSPFRAU407 B	Conduct fraud control awareness sessions	Nil
PSPFRAU501 B	Communicate fraud control awareness	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPFRAU502 B	Anticipate and detect possible fraud activity	Nil
PSPFRAU504 B	Conduct fraud risk assessments	Nil
PSPFRAU505 B	Develop fraud control plans	Nil
PSPFRAU506 B	Implement fraud control activities	Nil
PSPFRAU507 B	Coordinate development and implementation of fraud information systems	Nil
PSPFRAU601 B	Develop fraud control strategy	Nil
PSPFRAU602 B	Manage fraud risk assessment and action plan	Nil
PSPFRAU603 B	Manage fraud control awareness	Nil
PSPFRAU605 B	Review fraud control activities	Nil
PSPGSD401A	Identify and select government service delivery options	Nil
PSPGSD402A	Administer government service delivery requirements	Nil
PSPGSD403A	Conduct government service delivery interviews	Nil
PSPGSD404A	Administer delivery of financial and other benefits	Nil
PSPGSD405A	Introduce the government service delivery model	Nil
PSPGSD406A	Facilitate participation in government service delivery	Nil
PSPGSD407A	Assist self-management of government service offers	Nil
PSPGSD408A	Assist government service recipients with complex needs	Nil
PSPGSD409A	Deal with incorrect payments and debts	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPGSD501A	Develop and implement procedures for government service delivery	Nil
PSPGSD502A	Manage the emergent dynamics of government service delivery	Nil
PSPGSD503A	Provide specialist technical service delivery	Nil
PSPHR402A	Administer human resource processes	Nil
PSPHR403A	Provide a consultancy service for human resource management	Nil
PSPHR503A	Facilitate performance management processes	Nil
PSPHR504A	Implement workforce planning and succession strategies	Nil
PSPHR505A	Implement staffing policies	Nil
PSPHR506A	Coordinate employment relations	Nil
PSPHR507A	Coordinate employee support	Nil
PSPHR508A	Coordinate career development	Nil
PSPHR603B	Provide advisory and mediation services	Nil
PSPHR612A	Manage recruitment	Nil
PSPHR613A	Manage retention and separation	Nil
PSPHR614A	Manage employment relations	Nil
PSPHR615A	Manage human resource development strategies	Nil
PSPHR616A	Manage performance management system	Nil
PSPHR617A	Manage redeployment	Nil
PSPHR618A	Manage human resource information	Nil
PSPHR619A	Manage remuneration strategies and plans	Nil
PSPHR620A	Manage organisational development	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPHR621A	Manage organisational design strategies	Nil
PSPHR702B	Formulate a strategic human resource plan	Nil
PSPHR703A	Provide leadership in strategic human resource management	Nil
PSPIM301A	Process claims	Nil
PSPIM401A	Conduct initial claim assessments	Nil
PSPIM402A	Undertake initial rehabilitation assessments	Nil
PSPIM403A	Make claim determinations	Nil
PSPIM404A	Conduct situational workplace assessments	Nil
PSPIM405A	Develop return to work plans	Nil
PSPIM406A	Implement and monitor return to work plans	Nil
PSPIM407A	Promote and educate about injury management	Nil
PSPIM408A	Monitor and review injury management cases	Nil
PSPIM409A	Maintain injury management case files	Nil
PSPIM501A	Determine liability and negotiate settlements	Nil
PSPIM502A	Manage case direction and outcomes	Nil
PSPIM503A	Maintain and monitor service standards	Nil
PSPIM504A	Contribute to a quality injury management system	Nil
PSPLAND301 A	Collect land revenue	Nil
PSPLAND302 A	Investigate tenure and land use history	Nil
PSPLAND303 A	Administer public land tenures	Nil
PSPLAND304	Provide administrative support for public reserves	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
A		
PSPLAND305 A	Provide administrative support for reserve management bodies	Nil
PSPLAND306 A	Dispose of public land	Nil
PSPLAND307 A	Assist in processing Aboriginal land claims/applications	Nil
PSPLAND308 A	Compile and check survey plans	Nil
PSPLAND309 A	Administer roads	Nil
PSPLAND401 A	Assess Crown land	Nil
PSPLAND402 A	Undertake native title assessments	Nil
PSPLAND403 A	Prepare and lodge non-claimant native title applications	Nil
PSPLAND404 A	Investigate tenure applications	Nil
PSPLAND405 A	Administer public reserves	Nil
PSPLAND406 A	Monitor reserves management	Nil
PSPLAND407 A	Coordinate land board sittings	Nil
PSPLAND408 A	Investigate Aboriginal land claims/applications	Nil
PSPLAND409 A	Handle compensation claims	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPLAND501 A	Review planning documents and environmental assessments	Nil
PSPLAND502 A	Develop and market public land	Nil
PSPLAND503 A	Manage native title future act processes	Nil
PSPLAND504 A	Manage public land tenures and applications	Nil
PSPLAND505 A	Provide technical expertise	Nil
PSPLAND506 A	Identify and manage contaminated sites	Nil
PSPLAND507 A	Undertake land acquisitions/withdrawals	Nil
PSPLAND508 A	Coordinate Aboriginal land claims/applications	Nil
PSPLAND509 A	Negotiate/mediate public land business agreements	Nil
PSPLAND601 A	Manage unallocated land	Nil
PSPMNGT602 B	Manage resources	Nil
PSPMNGT603 B	Facilitate people management	Nil
PSPMNGT604 B	Manage change	Nil
PSPMNGT605 B	Manage diversity	Nil
PSPMNGT606 B	Manage quality client service	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPMNGT607 B	Develop a business case	Nil
PSPMNGT608 B	Manage risk	Nil
PSPMNGT609 B	Formulate business strategies	Nil
PSPMNGT610 A	Manage public sector financial resources	Nil
PSPMNGT611 A	Manage evaluations	Nil
PSPMNGT612 A	Review and improve business performance	Nil
PSPMNGT613 A	Develop partnering arrangements	Nil
PSPMNGT614 A	Facilitate knowledge management	Nil
PSPMNGT615 A	Influence workforce effectiveness	Nil
PSPMNGT701 B	Provide strategic direction	Nil
PSPMNGT702 A	Influence and shape diversity management	Nil
PSPMNGT703 A	Lead and influence change	Nil
PSPMNGT704 A	Undertake enterprise risk management	Nil
PSPPA501A	Provide public affairs writing and editorial services	Nil
PSPPA502A	Coordinate public affairs events and activities	Nil
PSPPA601A	Manage public affairs	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPPA602A	Provide public affairs advisory service	Nil
PSPPA603A	Manage media relationships	Nil
PSPPM401B	Design simple projects	Nil
PSPPM402B	Manage simple projects	Nil
PSPPM403B	Close simple projects	Nil
PSPPM404A	Carry out simple project activities	Nil
PSPPM405A	Administer simple projects	Nil
PSPPM501B	Design complex projects	Nil
PSPPM502B	Manage complex projects	Nil
PSPPM503B	Close complex projects	Nil
PSPPM504A	Carry out complex project activities	Nil
PSPPM601B	Direct complex project activities	Nil
PSPPOL401A	Contribute to policy development	Nil
PSPPOL402A	Assist with specialist policy development	Nil
PSPPOL403A	Give and receive policy information	Nil
PSPPOL404A	Support policy implementation	Nil
PSPPOL405A	Implement e-correspondence policies	Nil
PSPPOL501A	Develop organisation policy	Nil
PSPPOL502A	Advise on organisation policy	Nil
PSPPOL601A	Develop public policy	Nil
PSPPOL602A	Provide policy advice	Nil
PSPPOL603A	Manage policy implementation	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPPOL701A	Influence strategic policy	Nil
PSPPROC303 A	Carry out basic procurement	Nil
PSPPROC405 C	Dispose of assets	Nil
PSPPROC406 B	Procure goods and services	Nil
PSPPROC411 A	Plan procurement	Nil
PSPPROC412 A	Develop and distribute requests for offers	Nil
PSPPROC413 A	Select providers and develop contracts	Nil
PSPPROC414 A	Manage contracts	Nil
PSPPROC503 B	Manage contract performance	Nil
PSPPROC504 B	Finalise contracts	Nil
PSPPROC505 A	Manage procurement risk	Nil
PSPPROC506 A	Plan to manage a contract	Nil
PSPPROC507 A	Plan procurement outcomes	Nil
PSPPROC508 A	Make procurement decisions	Nil
PSPPROC509 A	Participate in budget and procurement review processes	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPPROC510 A	Conduct and manage coordinated procurement	Nil
PSPPROC603 C	Divest strategic assets	Nil
PSPPROC604 B	Plan for strategic procurement	Nil
PSPPROC605 B	Coordinate strategic procurement	Nil
PSPPROC606 B	Negotiate strategic procurement	Nil
PSPPROC607 A	Manage strategic contracts	Nil
PSPPROC704 A	Influence and define strategic procurement direction	Nil
PSPPROC705 A	Establish the strategic procurement context	Nil
PSPPROC706 A	Evaluate and improve strategic procurement performance	Nil
PSPRAD701A	Work safely in a radiation environment	Nil
PSPRAD702A	Work safely with radioactive ores and minerals	Nil
PSPRAD703A	Perform basic radiation measurements	Nil
PSPRAD704A	Consign radioactive material	Nil
PSPRAD705A	Handle and transport radioactive material	Nil
PSPRAD706A	Work safely with radiation sealed source equipment	Nil
PSPRAD707A	Monitor radiation	Nil
PSPRAD708A	Coordinate radiation safety	Nil
PSPRAD709A	Select, commission and maintain radiation measuring	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
	instruments	
PSPRAD710A	Apply radiation safety knowledge to develop and implement ionising radiation management plans	Nil
PSPRAIL501A	Operate within the regulatory framework for rail safety	Nil
PSPRAIL502A	Assess and administer accreditation and registration applications	Nil
PSPRAIL503A	Receive and act on industry safety information and intelligence	Nil
PSPRAIL504A	Review and promote safety culture	Nil
PSPRAIL505A	Review training arrangements	Nil
PSPRAIL601A	Coordinate audit or inspection programs	Nil
PSPREG201A	Carry out inspections and monitoring under guidance	Nil
PSPREG301A	Undertake routine inspections and monitoring	Nil
PSPREG401C	Exercise regulatory powers	Nil
PSPREG402C	Promote client compliance	Nil
PSPREG403B	Assess compliance	Nil
PSPREG404C	Investigate non-compliance	Nil
PSPREG405B	Act on non-compliance	Nil
PSPREG406C	Make arrests	Nil
PSPREG407B	Produce formal record of interview	Nil
PSPREG408C	Conduct search and seizure	Nil
PSPREG409B	Prepare a brief of evidence	Nil
PSPREG410B	Give evidence	Nil
PSPREG411A	Gather information through interviews	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPREG412A	Gather and manage evidence	Nil
PSPREG413A	Undertake inspections and monitoring	Nil
PSPREG414A	Conduct surveillance	Nil
PSPREG415A	Receive and validate data	Nil
PSPREG416A	Conduct data analysis	Nil
PSPREG417A	Undertake compliance audits	Nil
PSPREG418A	Advise on progress of investigations	Nil
PSPREG419A	Finalise and report on investigations	Nil
PSPREG420A	Plan and implement recovery action	Nil
PSPREG421A	Take custody of and store weapons	Nil
PSPREG501B	Conduct prosecutions	Nil
PSPREG502A	Coordinate investigation processes	Nil
PSPREG503A	Supervise and carry out complex inspections and monitoring	Nil
PSPREG504A	Manage plant movement health risk	Nil
PSPREG505A	Conduct measurement licensee audit	Nil
PSPREG601B	Manage regulatory compliance	Nil
PSPREG602B	Evaluate regulatory compliance	Nil
PSPREG603A	Manage and lead inspection and monitoring programs	Nil
PSPREG701A	Manage investigations program	Nil
PSPREV401A	Identify and apply statute law	Nil
PSPREV402A	Undertake legislative decision making	Nil
PSPREV403A	Manage information on legal entities, relationships and property	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPREV404A	Interpret and assess contracts	Nil
PSPREV405A	Assess applications for grants, subsidies and rebates	Nil
PSPREV406A	Evaluate returns-based taxes	Nil
PSPREV407A	Determine land tax liability	Nil
PSPREV408A	Determine stamp duties	Nil
PSPREV409A	Administer levies, fines and other taxes	Nil
PSPSCI201A	Contribute to the provision of scientific technical support	Nil
PSPSCI301A	Assist with scientific technical support	Nil
PSPSCI302A	Support innovation and change through extension	Nil
PSPSCI303A	Undertake scientific/technological research	Nil
PSPSCI401A	Provide scientific technical support	Nil
PSPSCI402A	Promote innovation and change through extension	Nil
PSPSCI403A	Organise and undertake scientific/technological research	Nil
PSPSCI501A	Provide high-level scientific technical support	Nil
PSPSCI502A	Facilitate innovation and change through extension	Nil
PSPSCI503A	Develop and undertake scientific/technological research	Nil
PSPSCI601A	Manage the provision of high-level scientific technical support	Nil
PSPSCI602A	Influence innovation and change through extension	Nil
PSPSCI603A	Initiate and conduct scientific/technological research	Nil
PSPSCI701A	Create innovation and change through extension	Nil
PSPSCI702A	Initiate and lead sophisticated scientific/technological research	Nil
PSPSEC301A	Secure government assets	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPSEC302A	Respond to government security incidents	Nil
PSPSEC303A	Conduct security awareness sessions	Nil
PSPSEC304A	Undertake information technology security audits	Nil
PSPSEC401A	Undertake government security risk analysis	Nil
PSPSEC402A	Implement security risk treatments	Nil
PSPSEC403A	Develop and advise on government security procedures	Nil
PSPSEC404A	Conduct personnel security assessments	Nil
PSPSEC405A	Handle security classified information	Nil
PSPSEC406A	Provide government security briefings	Nil
PSPSEC501A	Assess security risks	Nil
PSPSEC502A	Develop security risk management plans	Nil
PSPSEC503A	Implement and monitor security risk management plans	Nil
PSPSEC504A	Coordinate protective security	Nil
PSPSEC505A	Protect security classified information	Nil
PSPSEC506A	Communicate security awareness	Nil
PSPSEC601A	Define information systems framework	Nil
PSPSEC602A	Manage security awareness	Nil
PSPSOHS401 A	Contribute to the implementation of a systematic approach to managing OHS	Nil
PSPSOHS402 A	Contribute to the implementation of the OHS consultation process	Nil
PSPSOHS403 A	Identify hazards and assess OHS risks	Nil
PSPSOHS404	Contribute to the implementation of strategies to control OHS	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
A	risk	
PSPSOHS405 A	Contribute to the implementation of emergency procedures	Nil
PSPSOHS406 A	Use equipment to conduct workplace monitoring	Nil
PSPSOHS501 A	Participate in the coordination and maintenance of a systematic approach to managing OHS	Nil
PSPSOHS502 A	Participate in the management of the OHS information and data systems	Nil
PSPSOHS503 A	Assist in the design and development of OHS participative arrangements	Nil
PSPSOHS504 A	Apply principles of OHS risk management	Nil
PSPSOHS505 A	Manage hazards in the work environment	Nil
PSPSOHS506 A	Monitor and facilitate the management of hazards associated with plant	Nil
PSPSOHS507 A	Facilitate the application of principles of occupational health to control OHS risk	Nil
PSPSOHS508 A	Participate in the investigation of incidents	Nil
PSPSOHS601 A	Develop a systematic approach to managing OHS including OHS management systems (OHSMS)	Nil
PSPSOHS602 A	Develop OHS information and data analysis and reporting and recording processes	Nil
PSPSOHS603 A	Analyse and evaluate OHS risk	Nil
PSPSOHS604 A	Apply ergonomic principles to control OHS risk	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPSOHS605 A	Apply occupational hygiene principles to control OHS risk	Nil
PSPSOHS606 A	Develop and implement crisis management processes	Nil
PSPSOHS607 A	Advise on application of safe design to control OHS risk	Nil
PSPSOHS608 A	Conduct an OHS audit	Nil
PSPSOHS609 A	Evaluate an organisation's OHS performance	Nil
PSPTIS501A	Negotiate translating and interpreting assignments	Nil
PSPTIS502A	Prepare to translate and interpret	Nil
PSPTIS503A	Apply codes and standards to ethical practice	Nil
PSPTIS504A	Maintain and enhance professional practice	Nil
PSPTIS505A	Translate general purpose texts from English to LOTE	Nil
PSPTIS506A	Interpret in general dialogue settings (LOTE)	Nil
PSPTIS507A	Manage discourses in general settings	Nil
PSPTIS508A	Analyse texts to be translated (LOTE)	Nil
PSPTIS509A	Interpret in general monologue settings (LOTE)	Nil
PSPTIS510A	Analyse, recall and reproduce source messages (LOTE)	Nil
PSPTIS511A	Demonstrate language proficiency in different subjects and cultural contexts	Nil
PSPTIS512A	Demonstrate written language proficiency in different subjects and cultural contexts	Nil
PSPTIS513A	Translate general purpose texts from LOTE to English	Nil
PSPTIS601A	Translate special purpose texts from English to LOTE	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPTIS602A	Quality assure translations	Nil
PSPTIS603A	Apply codes and standards to professional judgement	Nil
PSPTIS604A	Translate multimedia source material	Nil
PSPTIS605A	Interpret in complex dialogue settings (LOTE)	Nil
PSPTIS606A	Interpret in complex monologue settings (LOTE)	Nil
PSPTIS607A	Interpret as part of a team	Nil
PSPTIS608A	Interpret using communication media	Nil
PSPTIS609A	Prepare translated scripts	Nil
PSPTIS610A	Manage discourses in complex settings	Nil
PSPTIS611A	Translate special purpose texts from LOTE to English	Nil
PSPTIS612A	Use translation technology	Nil
PSPTIS613A	Sight translate (LOTE)	Nil
PSPTIS614A	Apply theories to describe and review work assignments	Nil
PSPTRAN401 A	Inspect vehicles	Nil
PSPTRAN402 A	Assess driver compliance	Nil
PSPTRAN403 A	Assess vehicle compliance	Nil
PSPTRAN404 A	Conduct detailed vehicle examination	Nil
PSPTRAN405 A	Operate weighbridges	Nil
PSPTRAN501 A	Provide specialist vehicle technical advice	Nil

Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
PSPWPI501B	Evaluate workplace legislative compliance	Nil
PSPWPI502B	Facilitate improvement in workplace legislative performance	Nil
PSPWPI503C	Investigate possible breaches of workplace legislation	Nil
PSPWPI601B	Improve compliance through industry partnerships	Nil
PSPWPI602B	Investigate complex issues	Nil
PSPWPI603B	Manage emerging issues	Nil
PSPWPI604B	Represent and promote the organisation	Nil
PSPWPI605B	Audit management systems	Nil
PSPWPI606B	Contribute to the development and revision of legislation and related documents	Nil
PSPWPR401A	Process incoming workplace relations queries	Nil
PSPWPR402A	Respond to general workplace relations enquiries	Nil
PSPWPR403A	Support the provision of workplace relations information	Nil
PSPWPR501A	Provide advice on complex workplace relations issues	Nil
PSPWPR502A	Manage compliance with workplace relations legislation	Nil
PSPWPR503A	Apply workplace relations dispute resolution procedures	Nil
PSPWPR504A	Support resolution of complaints relating to workplace relations processes or outcomes	Nil

Imported Units of Competency in PSP04 Public Sector Training Package and their Prerequisite Requirements		
Code	Title	Prerequisite
BSB07: Business Services Training Package		
BSBADM301B	Produce texts from shorthand notes	No

BSBADM302B	Produce texts from notes	No
BSBADM303B	Produce texts from audio transcription	No
BSBADM311A	Maintain business resources	No
BSBADM405B	Organise meetings	No
BSBADM506B	Manage business document design and development	No
BSBATSIW417B	Select and utilise technology	No
BSBAUD503B	Lead a quality audit	No
BSBCCO301A	Use multiple information systems	No
BSBCCO401A	Administer customer contact telecommunications technology	No
BSBCMM301A	Process customer complaints	No
BSBCMM401A	Make a presentation	No
BSBCMN411A	Monitor a safe workplace	No
BSBCUS201A	Deliver a service to customers	No
BSBCUS401A	Coordinate implementation of customer service strategies	No
BSBEBU401A	Review and maintain a website	No
BSBEBU501A	Investigate and design e-business solutions	No
BSBFIA301A	Maintain financial records	No
BSBFIA302A	Process payroll	No
BSBFIA303A	Process accounts payable and receivable	No
BSBFIA304A	Maintain a general ledger	No
BSBFIA401A	Prepare financial reports	No
BSBFIA402A	Report on financial activity	No
BSBFIM501A	Manage budgets and financial plans	No
BSBFIM502A	Manage payroll	No

BSBFIM701A	Manage financial resources	No
BSBFLM305C	Support operational plan	No
BSBFLM309C	Support continuous improvement systems and processes	No
BSBFLM311C	Support a workplace learning environment	No
BSBHRM401A	Review human resources functions	No
BSBHRM402A	Recruit, select and induct staff	No
BSBHRM501A	Manage human resources services	No
BSBIND101A	Work effectively in a contact centre environment	No
BSBINM202A	Handle mail	No
BSBINM401A	Implement workplace information system	No
BSBINM501A	Manage an information or knowledge management system	No
BSBINM601A	Manage knowledge and information	No
BSBINN301A	Promote innovation in a team environment	No
BSBINN801A	Lead innovative thinking and practice	No
BSBITA401A	Design databases	No
BSBITS401A	Maintain business technology	No
BSBITU201A	Produce simple word processed documents	No
BSBITU202A	Create and use spreadsheets	No
BSBITU203A	Communicate electronically	No
BSBITU301A	Create and use databases	No
BSBITU302A	Create electronic presentations	No
BSBITU305A	Conduct online transactions	No
BSBITU309A	Produce desktop published documents	
BSBITU402A	Develop and use complex spreadsheets	No

BSBITU404A	Produce complex desktop published documents	No
BSBLED301A	Undertake elearning	No
BSBLED401A	Develop teams and individuals	No
BSBLED501A	Develop a workplace learning environment	No
BSBMGT402A	Implement operational plan	No
BSBMGT502B	Manage people performance	No
BSBMGT515A	Manage operational plan	No
BSBMGT516A	Facilitate continuous improvement	No
BSBMKG401B	Profile the market	No
BSBMKG402B	Analyse consumer behaviour for specific markets	No
BSBMKG408B	Conduct market research	No
BSBMKG413A	Promote products and services	No
BSBMKG501B	Identify and evaluate marketing opportunities	No
BSBMKG502B	Establish and adjust the marketing mix	No
BSBMKG506B	Plan market research	No
BSBMKG507A	Interpret market trends and developments	No
BSBMKG514A	Implement and monitor marketing activities	No
BSBMKG603B	Manage the marketing process	No
BSBMKG605B	Evaluate international marketing opportunities	No
BSBMKG606B	Manage international marketing programs	No
BSBMKG608A	Develop organisational marketing objectives	No
BSBMKG609A	Develop a marketing plan	No
BSBMKG610A	Develop, implement and monitor a marketing campaign	No
BSBOHS504B	Apply principles of OHS risk management	No

BSBPMG401A	Apply project scope management techniques	No
BSBPMG402A	Apply time management techniques	No
BSBPMG403A	Apply cost management techniques	No
BSBPMG404A	Apply quality management techniques	No
BSBPMG405A	Apply human resources management approaches	No
BSBPMG406A	Apply communications management techniques	No
BSBPMG407A	Apply risk management techniques	No
BSBPMG408A	Apply contract and procurement procedures	No
BSBPMG501A	Manage application of project integrative processes	No
BSBPMG502A	Manage project scope	No
BSBPMG503A	Manage project time	No
BSBPMG504A	Manage project costs	No
BSBPMG505A	Manage project quality	No
BSBPMG506A	Manage project human resources	No
BSBPMG507A	Manage project communications	No
BSBPMG508A	Manage project risk	No
BSBPMG509A	Manage project procurement	No
BSBPMG510A	Manage projects	No
BSBPUR504B	Manage a supply chain	No
BSBREL402A	Build client relationships and business networks	No
BSBREL701A	Develop and cultivate collaborative partnerships and relationships	No
BSBRES401A	Analyse and present research information	No
BSBRES402A	Research, locate and provide legal and other information in response to requests	No
BSBRKG301B	Control records	No

BSBRKG302B	Undertake disposal	No
BSBRKG303B	Retrieve information from records	No
BSBRKG304B	Maintain business records	No
BSBRKG401B	Review the status of a record	No
BSBRKG402B	Provide information from and about records	No
BSBRKG403B	Set up a business or records system for a small office	No
BSBRKG404A	Monitor and maintain records in an online environment	No
BSBSMB404A	Undertake small business planning	No
BSBSMB406A	Manage small business finances	No
BSBSMB407A	Manage a small team	No
BSBSUS201A	Participate in environmentally sustainable work practices	No
BSBWOR401A	Establish effective workplace relationships	No
BSBWOR402A	Promote team effectiveness	No
BSBWOR404A	Develop work priorities	No
BSBWOR501A	Manage personal work priorities and professional development	No
CHC08: Community Services Training Package		
CHCADMIN305D	Work within the administration protocols of the organisation	No
CHCCD307C	Support community resources	No
CHCCD401D	Support community participation	No
CHCCD402A	Develop and provide community education projects	No
CHCCD404D	Develop and implement community programs	No
CHCCD413D	Work within specific communities	No
CHCCD505D	Develop community resources	No

CHCCD508C	Support community action	No
CHCCD509C	Support community leadership	No
CHCCD514A	Implement community development strategies	No
CHCCD615A	Develop and implement community development strategies	No
CHCCD619B	Establish and maintain community, government and business partnerships	No
CHCCM503C	Develop, facilitate and monitor all aspects of case management	No
CHCCM504C	Promote high quality case management	No
CHCDIS301A	Work effectively with people with a disability	No
CHCEDS301A	Comply with legislative, policy and industrial requirements in the education environment	No
CHCEDS310A	Support learning for students with disabilities	No
CHCEDS315B	Support students with additional needs in the classroom	No
CHCIC301D	Interact effectively with children	No
CHCICS301A	Provide support to meet personal care needs	No
CHCICS305A	Provide behaviour support in the context of individualised plans	No
CHCICS404A	Plan and provide advanced behaviour support	No
CHCLEG411A	Use relevant legislation in response to client needs	No
CHCMED414A	Facilitate mediation processes	No
CHCMED415A	Facilitate interaction between parties in mediation	No
CHCMED416B	Consolidate and conclude the mediation process	No
CHCMED419C	Facilitate alternative dispute resolution processes	No
CHCORG525C	Recruit and coordinate volunteers	No
CHCRF301D	Work effectively with families to care for the child	No

CPP07: Property Services Training Package		
CPPDSM4038A	Conduct goods, chattels or equipment clearing sale or auction	No
CPPSEC2004A	Respond to security risk situation	No
CPPSEC3003A	Determine response to security risk situation	No
CPPSEC4005A	Facilitate workplace briefing and debriefing processes	No
CSC07: Correctional Service Training Package		
CSCSAS201A	Maintain security	No
CSCSAS205A	Contain incidents that jeopardise safety and security	No
CSCSAS303A	Conduct searches	No
CSCSAS304A	Monitor control room operations	No
CSCSAS306A	Manage conflict through negotiation	No
CSCSAS402A	Manage threatening behaviour	No
CSCSAS502A	Determine response to security risks	No
CSCTRA201A	Maintain security during escort	No
CSCTRA401A	Plan and monitor escorts	No
CUL04: Museum and Library/Information Services Training Package		
CULLB002B	Obtain information from external and networked sources to meet customer needs	No
CULLB004B	Process information resource orders	No
CULLB203C	Develop and use information literacy skills	No
CULLB205C	Process and maintain information resources	No
CULLB206C	Assist with circulation services	No
CULLB302C	Use cataloguing tools	No
CULLB307C	Use multimedia	No
CULLB401C	Assist customers to access information	No

CULLB412C	Undertake cataloguing activities	No
CULMS207C	Assist with the presentation of public activities and events	No
CUF07: Screen and Media Training Package		
CUFWRT301A	Write content for a range of media	No
CUFWRT401A	Edit Texts	No
FNS04: Financial Services Training Package		
FNSACCT401B	Process business tax requirements	No
FNSACCT403B	Prepare operational budgets	No
FNSACCT405B	Prepare financial statements	No
FNSACCT406B	Maintain asset and inventory records	No
FNSACCT501B	Provide financial and business performance information	No
FNSACCT503B	Manage budgets and forecasts	No
FNSACCT505B	Establish and maintain accounting information systems	No
FNSACCT506B	Implement and maintain internal control procedures	No
FNSACCT507B	Provide management accounting information	No
FNSACCT601B	Prepare complex tax returns and lodgements	No
FNSACCT602B	Audit and report on financial systems and records	No
FNSACCT603B	Implement tax plans and evaluate tax compliance	No
FNSACCT604B	Monitor corporate governance activities	No
FNSACCT605B	Implement organisational improvement programs	No
FNSACCT606B	Conduct internal audit	No
FNSACCT607B	Evaluate business performance	No
FNSACCT608B	Evaluate organisation's financial performance	No

FNSACCT609B	Evaluate financial risk	No
FNSACCT610B	Develop and implement financial strategies	No
FNSACCT613B	Prepare and analyse management accounting information	No
FNSACCT614B	Prepare complex corporate financial reports	No
FNSICACC305B	Process payment documentation	No
FNSICACC306B	Process journal entries	No
FNSICACC307B	Reconcile and monitor accounts receivable	No
FNSICACC401B	Evaluate and authorise payment requests	No
FNSICGEN501B	Produce research reports and make presentations	No
FNSICORG302A	Prepare reports for management	No
FNSICORG506B	Develop and monitor policy and procedures	No
FNSICORG509B	Maintain integrity of financial systems	No
FNSICORG519B	Analyse and comment on management reports	No
FPI05: Forest and Forest Products Training Package		
FPICOT2204B	Maintain chainsaws	No
FPICOT2206B	Cross cut materials with a hand-held chainsaw	No
FPICOT2233A	Navigate in forest areas	No
ICA05: Information and Communications Training Package		
ICAI3020B	Install and optimise operating system software	No
ICAI3110C	Implement system software changes	ICAI3020B Install and optimise operating system software
ICAI4030B	Install software to networked computers	No
ICAS3024B	Provide basic system administration	No

ICAS3031B	Provide advice to clients	No
ICAS3115B	Maintain equipment and software in working order	No
ICAS4108B	Complete database back-up and recovery	No
ICAS4113C	Identify and resolve common database performance problems	No
ICAS4114B	Implement maintenance procedures	ICAT3025B Run standard diagnostic tests
ICAS4125B	Monitor and administer a database	ICAS3024B Provide basic system administration
ICAS4127B	Support system software	ICAI3020B Install and optimise operating system software
ICAS4134C	Provide first-level remote help desk support	ICAS3031B Provide advice to clients
ICAS4191B	Maintain website performance	No
ICAT3025B	Run standard diagnostic tests	No
ICAU3019B	Migrate to new technology	No
ICP05: Printing and Graphic Arts Training Package		
ICPMM321B	Capture a digital image	No
LGA04: Local Government Training Package		
LGAGOVA301B	Assist customers with rate enquiries	No
MSA07: Manufacturing Training Package		
MSATMINS301A	Inspect a range of simple measures	No
MSATMINS302A	Inspect a range of simple measuring instruments	No
MSATMINS401A	Inspect a range of weighing instruments	No
MSATMINS402A	Inspect a range of liquid measuring instruments using volume measures	No

MSATMINS403A	Inspect a range of trading practices	No
MSATMINS404A	Inspect a range of pre-packaged products	No
MSATMINS501A	Inspect a range of complex measuring instruments	No
MSATMREF301A	Use and maintain reference standards	No
MSATMVER403A	Verify inspector's class reference standards	No
MSL09: Laboratory Operations Training Package		
MSL904001A	Perform standard calibrations	No
MSL924001A	Process and interpret data	No
MSL924002A	Use laboratory application software	No
MSL925002A	Analyse measurements and estimate uncertainties	MSL924001 A Process and interpret data
MSL933001A	Maintain the laboratory/field workplace fit for purpose	No
MSL933002A	Contribute to the achievement of quality objectives	No
MSL934002A	Apply quality system and continuous improvement processes	No
MSL934003A	Maintain and control stocks	No
MSL943001A	Work safely with instruments that emit ionising radiation	No
MSL943002A	Participate in laboratory/field workplace safety	No
MSL944001A	Maintain laboratory/field workplace safety	No
MSL952002A	Handle and transport samples or equipment	No
MSL953001A	Receive and prepare samples for testing	No
MSL963001A	Operate basic handblowing equipment	No
MSL963002A	Repair glass apparatus using simple glassblowing equipment	MSL963001 Operate basic handblowing equipment

MSL973001A	Perform basic tests	No
MSL973002A	Prepare working solutions	No
MSL973003A	Prepare culture media	No
MSL973004A	Perform aseptic techniques	No
MSL973005A	Assist with fieldwork	No
MSL973006A	Prepare trial batches for evaluation	No
MSL973007A	Perform microscopic examination	No
MSL974001A	Prepare, standardise and use solutions	No
MSL974003A	Perform chemical tests and procedures	No
MSL974005A	Perform physical tests	No
NWP07: Water Training Package		
NWP229B	Repair minor structures	No
PUA00: Public Safety Training Package		
PUAOPE002B	Operate communications systems and equipment	No
PUAOPE003B	Navigate in urban and rural environments	No
PUAPOL001B	Maintain operational safety	No
PUAPOL005B	Use and maintain operational equipment	No
PUAPOL007B	Manage persons in care or custody or in need of assistance	No
PUAPOL010B	Perform administrative duties	No
PUAPOL013B	Create, maintain and enhance productive working relationships	No
PUAPOL023B	Manage investigations	No
PUAPOL024B	Conduct investigations	No
PUAPOL028B	Manage investigation information processes	No
PUAPOL029B	Coordinate multi-agency investigations	No

PUAPOL030B	Review and evaluate major investigations	No
PUAPOL031B	Confiscate assets	No
PUAPOL032B	Plan intelligence activities	No
PUAPOL033B	Manage intelligence information processes	No
PUAPOL034B	Analyse information	No
PUAPOL035B	Disseminate outputs from the intelligence process	No
PUAVEH001B	Drive vehicles under operational conditions	No

PUAWER001B	Identify, prevent and report potential workplace emergency situations	No
PUAWER002B	Ensure workplace emergency prevention procedures, systems and processes are implemented	No
PUAWER003B	Manage and monitor workplace emergency procedures, equipment and other resources	No
PUAWER004B	Respond to workplace emergencies	No
PUAWER005B	Operate as part of an emergency control organisation	No
PUAWER007B	Manage an emergency control organisation	No
PUAWER008B	Confine small workplace emergencies	No
PUAWER009B	Participate as a member of a workplace emergency initial response team	No
PUAWER010B	Lead a workplace emergency initial response team	PUAWER009 B Participate as a member of a workplace emergency initial response team
PUAWER011B	Manage workplace emergency initial response teams	No

RII09: Resources and Infrastructure Training Package

RIISAM203A	Use hand and power tools	No
RTD02: Conservation And Land Management Training Package		
RTC2304A	Operate and maintain chainsaws	No
RTC3218A	Undertake a site assessment	No
RTC5504A	Develop a management plan for a designated area	No
SIT07: Tourism, Hospitality and Events		
SITHACS006A	Clean premises and equipment	No
SITHACS007A	Laundry linen and guest clothes	SITXOHS002A Follow workplace hygiene procedures
SITHCCC001A	Organise and prepare food	SITXOHS002A Follow workplace hygiene procedures
SITHCCC002A	Present food	SITXOHS002A Follow workplace hygiene procedures
SITHCCC003A	Receive and store kitchen supplies	SITXOHS002A Follow workplace hygiene procedures
SITHCCC004A	Clean and maintain kitchen premises	SITXOHS002A Follow workplace hygiene procedures
SITHCCC005A	Use basic methods of cookery	SITXOHS002A Follow workplace hygiene procedures SITHCCC001A Organise and prepare food SITHCCC002A Present food

SITHCCC008A	Prepare stocks, sauces and soups	SITXOHS002A Follow workplace hygiene procedures SITHCCC001A Organise and prepare food SITHCCC002A Present food SITHCCC005A Use basic methods of cookery
SITHCCC009A	Prepare vegetables, fruit, eggs and farinaceous dishes	SITXOHS002A Follow workplace hygiene procedures SITHCCC001A Organise and prepare food SITHCCC002A Present food SITHCCC005A

		Use basic methods of cookery
SITHCCC016A	Develop cost-effective menus	No
SITHCCC030A	Package prepared foodstuffs	SITXOHS002A Follow workplace hygiene procedures SITXFSA001A Implement food safety procedures
SITHCCC033A	Apply catering control principles	SITHCCC005A Use basic methods of cookery SITHCCC016A Develop cost-effective menus
SITXFSA001A	Implement food safety procedures	SITXOHS002A Follow workplace hygiene procedures
SITXFSA003A	Transport and store food in a safe and hygienic manner	SITXOHS002A Follow workplace hygiene procedures SITXFSA001A Implement food safety procedures
SITXICT001A	Build and launch a website for a small business	No
SITXOHS002A	Follow workplace hygiene procedures	No
SRC04: Community Recreation Industry Training Package		
SRCAQU001B	Monitor pool water quality	No
SRCAQU004B	Maintain pool water quality	No
TAA04: Training and Assessment Training Package		
TAADEL501B	Facilitate e-learning	No
TAADES501B	Design and develop learning strategies	No
TLI07: Transport and Logistics Training Package		
TLIA2207C	Participate in stocktakes	No
TLID107C	Shift materials safely using manual handling methods	No

TLID307E	Handle dangerous goods/hazardous substances	No
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Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency

N = Not Equivalent E = Equivalent

Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
PSPCRT301A	Audio record court proceedings	E	PSPCRT301B	Audio record court proceedings	Reviewed and updated
PSPCRT401B	Carry out court orderly functions	E	PSPCRT401C	Carry out court orderly functions	Reviewed and updated
PSPCRT402B	Manage witnesses	E	PSPCRT402C	Manage witnesses	Reviewed and updated
PSPCRT403B	Handle exhibits and documents tendered	E	PSPCRT403C	Handle exhibits and documents tendered	Reviewed and updated
PSPCRT404B	Serve process	E	PSPCRT404C	Serve process	Reviewed and updated
PSPCRT405B	Handle monies received in satisfaction of warrants or orders	E	PSPCRT405C	Handle monies received in satisfaction of warrants or orders	Reviewed and updated
PSPCRT406B	Compile and use official notes	E	PSPCRT406C	Compile and use official notes	Reviewed and updated
PSPCRT407A	Undertake court listings	E	PSPCRT407B	Undertake court listings	Reviewed and updated
PSPCRT408A	Provide court registry and information services	E	PSPCRT408B	Provide court registry and information services	Reviewed and updated

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
PSPCRT409A	Administer court fines and debt management	E	PSPCRT409B	Administer court fines and debt management	Reviewed and updated
PSPCRT410A	Provide court support to Indigenous clients	E	PSPCRT410B	Provide court support to Indigenous clients	Reviewed and updated
PSPCRT411A	Audio record complex court proceedings	E	PSPCRT411B	Audio record complex court proceedings	Reviewed and updated
PSPCRT412A	Record court proceedings	E	PSPCRT412B	Record court proceedings	Reviewed and updated
			PSPCRT413A	Contribute to delivery of an integrated service delivery program	New unit
			PSPCRT414A	Administer court legislation	New unit
			PSPCRT415A	Administer alternative dispute resolution proceedings	New unit
			PSPCRT416A	Provide support to self represented	New unit

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
				litigants	
PSPCRT501B	Perform court duties	E	PSPCRT501C	Perform court duties	Reviewed and updated
PSPCRT502B	Manage jurors	E	PSPCRT502C	Manage jurors	Reviewed and updated
PSPCRT503B	Execute process	E	PSPCRT503C	Execute process	Reviewed and updated
PSPCRT504B	Carry out possessions/evictions	E	PSPCRT504C	Carry out possessions and evictions	Reviewed and updated
PSPCRT505A	Undertake senior court listing activities	E	PSPCRT505B	Undertake senior court listing activities	Reviewed and updated
PSPCRT506A	Perform quasi-judicial functions	E	PSPCRT506B	Perform quasi-judicial functions	Reviewed and updated
PSPCRT507A	Record complex court proceedings	E	PSPCRT507B	Record complex court proceedings	Reviewed and updated
PSPCRT601A	Manage court practice and process	E	PSPCRT601B	Manage court practice and process	Reviewed and updated
PSPEA501A	Use an enterprise architecture framework				Deleted
PSPEA502A	Demonstrate compliance with an enterprise architecture				Deleted

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
	framework				
PSPEA503A	Use enterprise architecture tools				Deleted
PSPEA601A	Develop an enterprise architecture framework				Deleted
PSPEA602A	Create an enterprise architecture compliance matrix				Deleted
PSPEA603A	Conduct an enterprise architecture framework audit				Deleted
PSPEA604A	Provide guidance and support for an enterprise architecture framework				Deleted
PSPEA605A	Evaluate and select enterprise architecture tools				Deleted
			PSPWPR401A	Process incoming workplace relations queries	New unit
			PSPWPR402A	Respond to general workplace relations enquiries	New unit

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
			PSPWPR403A	Support the provision of workplace relations information	New unit
			PSPWPR501A	Provide advice on complex workplace relations issues	New unit
			PSPWPR502A	Manage compliance with workplace relations legislation	New unit
			PSPWPR503A	Apply workplace relations dispute resolution procedures	New unit
			PSPWPR504A	Support resolution of complaints relating to workplace relations processes or outcomes	New unit
		E	PSPPOL405A	Implement e-correspondence policies	New Unit - Rebadged from BSBEBUS402A Implement e-correspondence

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
					policies.
PSPPROC302A	Undertake basic procurement	N	PSPPROC303A	Carry out basic procurement	New unit based on PSPPROC302A, revised to include environmental, sustainability and corporate social responsibility principles, and use of organisational financial systems and government credit cards. This unit is equivalent to BSBPUR301A Purchase goods and services, from the Business Services Training Package.
PSPPROC405B	Dispose of assets	E	PSPPROC405C	Dispose of assets	Revised to include environmental, sustainability and corporate social responsibility principles.
PSPPROC406A	Procure goods and services	E	PSPPROC406B	Procure goods and services	Revised to include environmental, sustainability and corporate social responsibility principles.

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
PSPPROC407A	Establish procurement need	N	PSPPROC411A	Plan procurement	New unit based on PSPPROC407A. Multi-unit equivalence with the combination of PSPPROC401A and PSPPROC402A and PSPPROC403A or the combination of PSPPROC407A and PSPPROC408A.
PSPPROC408A	Develop requests for offers	N	PSPPROC412A	Develop and distribute requests for offers	New unit based on PSPPROC408A. Multi-unit equivalence with the combination of PSPPROC401A and PSPPROC402A and PSPPROC403A or the combination of PSPPROC407A and PSPPROC408A and PSPPROC409A.
PSPPROC409A	Receive and select offers	N	PSPPROC413A	Select providers and develop	New unit based on PSPPROC409A.

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
				contracts	
PSPPROC410A	Administer contracts	N	PSPPROC414A	Manage contracts	New unit to replace PSPPROC410A.
PSPPROC501A	Manage contract risk	N	PSPPROC505A	Manage procurement risk	New unit based on PSPPROC501A. The unit has been broadened to include management of risks at all stages of the procurement cycle.
PSPPROC502A	Establish contract management arrangements	N	PSPPROC506A	Plan to manage a contract	New unit based on PSPPROC502A. This unit includes significantly more detail on stakeholder management and engagement.
PSPPROC503A	Manage contract performance	E	PSPPROC503B	Manage contract performance	Revised to include environmental, sustainability and corporate social responsibility principles.
PSPPROC504A	Finalise contracts	E	PSPPROC504B	Finalise contracts	Revised to include environmental, sustainability and corporate social responsibility

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
					principles.
			PSPPROC507A	Plan procurement outcomes	New unit
			PSPPROC508A	Make procurement decisions	New unit
			PSPPROC509A	Participate in budget and procurement review processes	New unit
			PSPPROC510A	Conduct and manage coordinated procurement	New unit
PSPPROC602B	Direct the management of contracts	N	PSPPROC607A	Manage strategic contracts	New unit based on PSPPROC602B
PSPPROC603B	Divest strategic assets	E	PSPPROC603C	Divest strategic assets	Revised to include environmental, sustainability and corporate social responsibility principles.
PSPPROC604A	Plan for strategic procurement	E	PSPPROC604B	Plan for strategic procurement	Revised to include environmental, sustainability and corporate social

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
					responsibility principles.
PSPPROC605A	Coordinate strategic procurement	E	PSPPROC605B	Coordinate strategic procurement	Revised to include environmental, sustainability and corporate social responsibility principles.
PSPPROC606A	Negotiate strategic procurement	E	PSPPROC606B	Negotiate strategic procurement	Revised to include environmental, sustainability and corporate social responsibility principles.
PSPPROC701B	Establish strategic procurement directions	N	PSPPROC704A	Influence and define strategic procurement direction	New unit based on PSPPROC701B. The unit has been broadened to include consideration of the government agenda for strategic procurement.
PSPPROC702B	Establish the procurement context	N	PSPPROC705A	Establish the strategic procurement context	New unit based on PSPPROC702B. The unit has been broadened to include consideration of the government agenda for strategic procurement.

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency					
N = Not Equivalent E = Equivalent					
Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
PSPPROC703B	Evaluate and improve procurement performance	N	PSPPROC706A	Evaluate and improve strategic procurement performance	New unit based on PSPPROC703B. The unit has been broadened to include consideration of the government agenda for strategic procurement.
			PSPREG505A	Conduct measurement licensee audit	New unit
			PSPRAD701A	Work safely in a radiation environment	New unit
			PSPRAD702A	Work safely with radioactive ores and minerals	New unit
			PSPRAD703A	Perform basic radiation measurements	New unit
			PSPRAD704A	Consign radioactive material	New unit
			PSPRAD705A	Handle and transport radioactive	New unit

Summary Mapping of PSP04 Version 4 to PSP04 Version 3 Units of Competency**N = Not Equivalent E = Equivalent**

Version 3 Code	Version 3 Title	N/ E	Version 4 Code	Version 4 Title	Comments
				material	
			PSPRAD706A	Work safely with radiation sealed source equipment	New unit
			PSPRAD707A	Monitor radiation	New unit
			PSPRAD708A	Coordinate radiation safety	New unit
			PSPRAD709A	Select, commission and maintain radiation measuring instruments	New unit
			PSPRAD710A	Apply radiation safety knowledge to develop and implement ionising radiation management plans	New unit
			PSPREG505A	Conduct measurement licensee audit	New unit
			PSPTIS501A	Negotiate translating	New unit

				and interpreting assignments	
			PSPTIS502A	Prepare to translate and interpret	New Unit
			PSPTIS503A	Apply codes and standards to ethical practice	New Unit
			PSPTIS504A	Maintain and enhance professional practice	New Unit
			PSPTIS505A	Translate general purpose texts from English to LOTE	New Unit
			PSPTIS506A	Interpret in general dialogue setting (LOTE)	New Unit
			PSPTIS507A	Manage discourses in general settings.	
			PSPTIS508A	Analyse texts to be translated (LOTE).	New Unit
			PSPTIS509A	Interpret in general monologue settings (LOTE).	New Unit
			PSPTIS510A	Analyse, recall and reproduce	New Unit

				source messages (LOTE).	
			PSPTIS511A	Demonstrate language proficiency in different subjects and cultural contexts.	New Unit
			PSPTIS512A	Demonstrate written language proficiency in different subjects and cultural contexts.	New Unit
			PSPTIS513A	Translate general purpose texts from LOTE to English.	New Unit
			PSPTIS601A	Translate special purpose texts English to LOTE from	New Unit
			PSPTIS602A	Quality assure translations.	New Unit
			PSPTIS603A	Apply codes and standards to professional judgement.	New Unit
			PSPTIS604A	Translate multimedia source material.	New Unit

			PSPTIS605A	Interpret in complex dialogue settings (LOTE).	New Unit
			PSPTIS606A	Interpret in complex monologue settings (LOTE).	New Unit
			PSPTIS607A	Interpret as part of a team.	New Unit
			PSPTIS608A	Interpret using communication media	New Unit
			PSPTIS609A	Prepare translated transcripts.	New Unit
			PSPTIS610A	Manage complex discourse setting.	New Unit
			PSPTIS611A	Translate special purpose texts from LOTE to English.	New Unit
			PSPTIS612A	Use translation technology.	New Unit
			PSPTIS613A	Sight translate (LOTE)	New Unit
			PSPTIS614A	Apply theories to translating and interpreting	New Unit

				work practice.	
		N	PSPTRAN405 A	Operate weighbridges	New unit - rebadged and revised from TLID2207C Conduct weighbridge operations
PSPWPI503B	Investigate possible breaches of workplace legislation	E	PSPWPI503C	Investigate possible breaches of workplace legislation	Revised
Summary Mapping of PSP04 Imported Units of Competency					

Code	Title	Comments	Source
RIISAM203A	Use hand and power tools	New version of imported unit	BCC03 V3
BSBADM301 B	Produce texts from shorthand notes	New version of imported unit	BSB07 V2
BSBADM302 B	Produce texts from notes	New version of imported unit	BSB07 V2
BSBADM303 B	Produce texts from audio transcription	New version of imported unit	BSB07 V2
BSBADM311 A	Maintain business resources	New version of imported unit	BSB07 V2
BSBADM401 B	Produce complex texts from shorthand notes	New version of imported unit	BSB07 V2
BSBADM405 B	Organise meetings	New version of imported unit	BSB07 V2
BSBADM506 B	Manage business document design and development	New imported unit	BSB07 V2

BSBATSIW41 7B	Select and utilise technology	New imported unit	BSB07 V2
BSBAUD503B	Lead a quality audit	Imported in PSP04 Version 3	BSB07 V2
BSBCCO301A	Use multiple information systems	New version of imported unit	BSB07 V2
BSBCCO401A	Administer customer contact telecommunications technology	New version of imported unit	BSB07 V2
BSBCMM301 A	Process customer complaints	New imported unit	BSB07 V2
BSBCMM401 A	Make a presentation	New version of imported unit	BSB07 V2
BSBCUS201A	Deliver a service to customers	New imported unit	BSB07 V2
BSBCUS401A	Coordinate implementation of customer service strategies	New imported unit	BSB07 V2
BSBDIV301A	Work effectively with diversity	New imported unit	BSB07 V2
BSBEBU401A	Review and maintain a website	New version of imported unit	BSB07 V2
BSBEBU501A	Investigate and design e-business solutions	New imported unit	BSB07 V2
BSBFIA301A	Maintain financial records	New version of imported unit	BSB07 V2
BSBFIA302A	Process payroll	New version of imported unit	BSB07 V2
BSBFIA303A	Process accounts payable and receivable	New version of imported unit	BSB07 V2
BSBFIA304A	Maintain a general ledger	New version of imported unit	BSB07 V2
BSBFIA401A	Prepare financial reports	New version of imported unit	BSB07 V2

BSBFIA402A	Report on financial activity	New version of imported unit	BSB07 V2
BSBFIM501A	Manage budgets and financial plans	New version of imported unit	BSB07 V2
BSBFIM502A	Manage payroll	New version of imported unit	BSB07 V2
BSBFIM701A	Manage financial resources	New imported unit	BSB07 V2
BSBFLM305C	Support operational plan	New version of imported unit	BSB07 V2
BSBFLM309C	Support continuous improvement systems and processes	New version of imported unit	BSB07 V2
BSBFLM311C	Support a workplace learning environment	New version of imported unit	BSB07 V2
BSBHRM401A	Review human resources functions	New imported unit	BSB07 V2
BSBHRM402A	Recruit, select and induct staff	New imported unit	BSB07 V2
BSBHRM501A	Manage human resources services	New imported unit	BSB07 V2
BSBIND101A	Work effectively in a contact centre environment	New version of imported unit	BSB07 V2
BSBINM202A	Handle mail	New version of imported unit	BSB07 V2
BSBINM401A	Implement workplace information system	New version of imported unit	BSB07 V2
BSBINM501A	Manage an information or knowledge management system	New imported unit	BSB07 V2
BSBINM601A	Manage knowledge and information	New imported unit	BSB07 V2
BSBINN301A	Promote innovation in a team environment	New imported unit	BSB07 V2
BSBINN801A	Lead innovative thinking	New imported unit	BSB07 V2

	and practice		
BSBITA401A	Design databases	New imported unit	BSB07 V2
BSBITS401A	Maintain business technology	New version of imported unit	BSB07 V2
BSBITU201A	Produce simple word processed documents	New version of imported unit	BSB07 V2
BSBITU202A	Create and use spreadsheets	New version of imported unit	BSB07 V2
BSBITU203A	Communicate electronically	New imported unit	BSB07 V2
BSBITU301A	Create and use databases	New version of imported unit	BSB07 V2
BSBITU302A	Create electronic presentations	New version of imported unit	BSB07 V2
BSBITU305A	Conduct online transactions	New imported unit	BSB07 V2
BSBITU309A	Produce desktop published documents	New imported unit	BSB07 V2
BSBITU402A	Develop and use complex spreadsheets	New version of imported unit	BSB07 V2
BSBITU404A	Produce complex desktop published documents	New imported unit	BSB07 V2
BSBLED301A	Undertake elearning	New version of imported unit	BSB07 V2
BSBLED401A	Develop teams and individuals	New version of imported unit	BSB07 V2
BSBLED501A	Develop a workplace learning environment	New version of imported unit	BSB07 V2
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment	New imported unit	BSB07 V2
BSBLEG305A	Use legal terminology in order to carry out tasks	New imported unit	BSB07 V2

BSBLEG401A	Prepare and produce complex legal documents	New imported units	BSB07 V2
BSBMED301 B	Interpret and apply medical terminology appropriately	New imported units	BSB07 V2
BSBMGT402 A	Implement operational plan	New version of imported unit	BSB07 V2
BSBMGT502 B	Manage people performance	New imported unit	BSB07 V2
BSBMGT515 A	Manage operational plan	New version of imported unit	BSB07 V2
BSBMGT516 A	Facilitate continuous improvement	New version of imported unit	BSB07 V2
BSBMKG401 B	Profile the market	New version of imported unit	BSB07 V2
BSBMKG402 B	Analyse consumer behaviour for specific markets	New version of imported unit	BSB07 V2
BSBMKG408 B	Conduct market research	New imported unit	BSB07 V2
BSBMKG413 A	Promote products and services	New version of imported unit	BSB07 V2
BSBMKG501 B	Identify and evaluate marketing opportunities	New version of imported unit	BSB07 V2
BSBMKG502 B	Establish and adjust the marketing mix	New version of imported unit	BSB07 V2
BSBMKG506 B	Plan market research	New imported unit	BSB07 V2
BSBMKG507 A	Interpret market trends and developments	New imported unit	BSB07 V2
BSBMKG514 A	Implement and monitor marketing activities	New imported unit	BSB07 V2

BSBMKG603 B	Manage the marketing process	New version of imported unit	BSB07 V2
BSBMKG605 B	Evaluate international marketing opportunities	New version of imported unit	BSB07 V2
BSBMKG606 B	Manage international marketing programs	New version of imported unit	BSB07 V2
BSBMKG608 A	Develop organisational marketing objectives	New imported unit	BSB07 V2
BSBMKG609 A	Develop a marketing plan	New imported unit	BSB07 V2
BSBMKG610 A	Develop, implement and monitor a marketing campaign	New imported unit	BSB07 V2
BSBOHS303 B	Contribute to OHS hazard identification and risk assessment	New imported unit	BSB07 V2
BSBOHS504 B	Apply principles of OHS risk management	New version of imported unit	BSB07 V2
BSBPMG401 A	Apply project scope management techniques	New version of imported unit	BSB07 V2
BSBPMG402 A	Apply time management techniques	New version of imported unit	BSB07 V2
BSBPMG403 A	Apply cost management techniques	New version of imported unit	BSB07 V2
BSBPMG404 A	Apply quality management techniques	New version of imported unit	BSB07 V2
BSBPMG405 A	Apply human resources management approaches	New version of imported unit	BSB07 V2
BSBPMG406 A	Apply communications management techniques	New version of imported unit	BSB07 V2
BSBPMG407 A	Apply risk management techniques	New version of imported unit	BSB07 V2
BSBPMG408 A	Apply contract and procurement procedures	New version of imported unit	BSB07 V2

BSBPMG501 A	Manage application of project integrative processes	New version of imported unit	BSB07 V2
BSBPMG502 A	Manage project scope	New version of imported unit	BSB07 V2
BSBPMG503 A	Manage project time	New version of imported unit	BSB07 V2
BSBPMG504 A	Manage project costs	New version of imported unit	BSB07 V2
BSBPMG505 A	Manage project quality	New version of imported unit	BSB07 V2
BSBPMG506 A	Manage project human resources	New version of imported unit	BSB07 V2
BSBPMG507 A	Manage project communications	New version of imported unit	BSB07 V2
BSBPMG508 A	Manage project risk	New version of imported unit	BSB07 V2
BSBPMG509 A	Manage project procurement	New version of imported unit	BSB07 V2
BSBPMG510 A	Manage projects	New imported unit	BSB07 V2
BSBPUR504 B	Manage a supply chain	New imported unit	BSB07 V2
BSBREL402 A	Build client relationships and business networks	New imported unit	BSB07 V2
BSBREL701 A	Develop and cultivate collaborative partnerships and relationships	New imported unit	BSB07 V2
BSBRES401A	Analyse and present research information	New imported unit	BSB07 V2
BSBRES402A	Research, locate and provide legal and other information in response to requests	New imported unit	BSB07 V2

BSBRES403A	Research legal processes	New imported unit	BSB07 V2
BSBRKG301 B	Control records	New version of imported unit	BSB07 V2
BSBRKG302 B	Undertake disposal	New version of imported unit	BSB07 V2
BSBRKG303 B	Retrieve information from records	New version of imported unit	BSB07 V2
BSBRKG304 B	Maintain business records	New version of imported unit	BSB07 V2
BSBRKG401 B	Review the status of a record	New version of imported unit	BSB07 V2
BSBRKG402 B	Provide information from and about records	New version of imported unit	BSB07 V2
BSBRKG403 B	Set up a business or records system for a small office	New version of imported unit	BSB07 V2
BSBRKG404 A	Monitor and maintain records in an online environment	New version of imported unit	BSB07 V2
BSBRSK401 A	Identify risk and apply risk management process	New imported unit	BSB07 V2
BSBSMB401 A	Establish and risk management requirements of small business	New imported unit	BSB07 V2
BSBSMB404 A	Undertake small business planning	New version of imported unit	BSB07 V2
BSBSMB405 A	Monitor and manage small business operations	New imported unit	BSB07 V2
BSBSMB406 A	Manage small business finances	New version of imported unit	BSB07 V2
BSBSMB407 A	Manage a small team	New version of imported unit	BSB07 V2

BSBSMB408 B	Manage personal, family, cultural and business obligations	New imported unit	BSB07 V2
BSBSUS201A	Participate in environmentally sustainable work practices	New imported unit	BSB07 V2
BSBWOR401 A	Establish effective workplace relationships	New version of imported unit	BSB07 V2
BSBWOR402 A	Promote team effectiveness	New version of imported unit	BSB07 V2
BSBWOR404 A	Develop work priorities	New version of imported unit	BSB07 V2
BSBWOR501 A	Manage personal work priorities and professional development	New version of imported unit	BSB07 V2
BSBWRT401 A	Write complex documents	New imported unit	BSB07 V2
CHCADMIN3 05D	Work within the administration protocols of the organisation	New imported unit appearing in the core of PSP42010	CHC08 V1.1
CHCCD307C	Support community resources	New version of imported unit	CHC08 V1.1
CHCCD401D	Support community participation	New version of imported unit	CHC08 V1.1
CHCCD402A	Develop and provide community education projects	New imported unit	CHC08 V1.1
CHCCD404D	Develop and implement community programs	New version of imported unit	CHC08 V1.1
CHCCD413D	Work within specific communities	New version of imported unit	CHC08 V1.1
CHCCD505D	Develop community resources	New version of imported unit	CHC08 V1.1

CHCCD508C	Support community action	New version of imported unit	CHC08 V1.1
CHCCD509C	Support community leadership	New version of imported unit	CHC08 V1.1
CHCCD514A	Implement community development strategies	New imported unit	CHC08 V1.1
CHCCD615A	Develop and implement community development strategies	New imported unit	CHC08 V1.1
CHCCD619B	Establish and maintain community, government and business partnerships	New version of imported unit	CHC08 V1.1
CHCCM503C	Develop, facilitate and monitor all aspects of case management	New version of imported unit	CHC08 V1.1
CHCCM504C	Promote high quality case management	New version of imported unit	CHC08 V1.1
CHCDIS301A	Work effectively with people with a disability	New imported unit	CHC08 V1.1
CHCEDS301A	Comply with legislative, policy and industrial requirements in the education environment	New imported unit	CHC08 V1.1
CHCEDS310A	Support learning for students with disabilities	New imported unit	CHC08 V1.1
CHCEDS315B	Support students with additional needs in the classroom	New version of imported unit	CHC08 V1.1
CHCIC301D	Interact effectively with children	New version of imported unit	CHC08 V1.1
CHCICS301A	Provide support to meet personal care needs	New imported unit	CHC08 V1.1
CHCICS305A	Provide behaviour support in the context of individualised plans	New imported unit	CHC08 V1.1

CHCICS404A	Plan and provide advanced behaviour support	New imported unit	CHC08 V1.1
CHCLEG411 A	Use relevant legislation in response to client needs	New imported unit appearing in the core of PSP42010	CHC08 V1.1
CHCMED414 A	Facilitate mediation processes	New imported unit	CHC08 V1.1
CHCMED415 A	Facilitate interaction between parties in mediation	New imported unit	CHC08 V1.1
CHCMED416 B	Consolidate and conclude the mediation process	New version of imported unit	CHC08 V1.1
CHCMED419 C	Facilitate alternative dispute resolution processes	New version of imported unit	CHC08 V1.1
CHCORG525 C	Recruit and coordinate volunteers	New version of imported unit	CHC08 V1.1
CHCORG627 B	Provide mentoring support to colleagues	New version of imported unit	CHC08 V1.1
CHCRF301D	Work effectively with families to care for the child	New version of imported unit	CHC08 V1.1
CPPDSM4038 A	Conduct goods, chattels or equipment clearing sale or auction	New imported unit	CPP07 V5
CPPSEC2004 A	Respond to security risk situation	New version of imported unit	CPP07 V5
CPPSEC3003 A	Determine response to security risk situation	New version of imported unit	CPP07 V5
CPPSEC4005 A	Facilitate workplace briefing and debriefing processes	New imported unit	CPP07 V5
CSCSAS201A	Maintain security	New imported unit	CSC07 V1

CSCSAS205A	Contain incidents that jeopardise safety and security	New version of imported unit	CSC07 V1
CSCSAS303A	Conduct searches	New version of imported unit	CSC07 V1
CSCSAS304A	Monitor control room operations	New version of imported unit	CSC07 V1
CSCSAS306A	Manage conflict through negotiation	New version of imported unit	CSC07 V1
CSCSAS402A	Manage threatening behaviour	New version of imported unit	CSC07 V1
CSCSAS502A	Determine response to security risks	New version of imported unit	CSC07 V1
CSCTRA201 A	Maintain security during escort	New version of imported unit	CSC07 V1
CSCTRA401 A	Plan and monitor escorts	New version of imported unit	CSC07 V1
CUFWRT301 A	Write content for a range of media	New imported unit	CUF
CUFWRT401 A	Edit texts	New imported unit	CUF
CULLB002B	Obtain information from external and networked sources to meet customer needs	New imported unit	CUL04 V2
CULLB004B	Process information resource orders	New imported unit	CUL04 V2
CULLB203C	Develop and use information literacy skills	New version of imported unit	CUL04 V2
CULLB205C	Process and maintain information resources	New version of imported unit	CUL04 V2
CULLB206C	Assist with circulation services	New imported unit	CUL04 V2
CULLB302C	Use cataloguing tools	New version of imported unit	CUL04 V2

CULLB307C	Use multimedia	New version of imported unit	CUL04 V2
CULLB401C	Assist customers to access information	New version of imported unit	CUL04 V2
CULLB412C	Undertake cataloguing activities	New version of imported unit	CUL04 V2
CULMS207C	Assist with the presentation of public activities and events	New imported unit	CUL04 V2
FNSACCT40 1B	Process business tax requirements	New version of imported unit	FNS04 V2
FNSACCT40 3B	Prepare operational budgets	New version of imported unit	FNS04 V2
FNSACCT40 5B	Prepare financial statements	New version of imported unit	FNS04 V2
FNSACCT40 6B	Maintain asset and inventory records	New version of imported unit	FNS04 V2
FNSACCT50 1B	Provide financial and business performance information	New version of imported unit	FNS04 V2
FNSACCT50 3B	Manage budgets and forecasts	New version of imported unit	FNS04 V2
FNSACCT50 5B	Establish and maintain accounting information systems	New version of imported unit	FNS04 V2
FNSACCT50 6B	Implement and maintain internal control procedures	New version of imported unit	FNS04 V2
FNSACCT50 7B	Provide management accounting information	New version of imported unit	FNS04 V2
FNSACCT60 1B	Prepare complex tax returns and lodgements	New version of imported unit	FNS04 V2
FNSACCT60 2B	Audit and report on financial systems and records	New version of imported unit	FNS04 V2

FNSACCT60 3B	Implement tax plans and evaluate tax compliance	New version of imported unit	FNS04 V2
FNSACCT60 4B	Monitor corporate governance activities	New version of imported unit	FNS04 V2
FNSACCT60 5B	Implement organisational improvement programs	New version of imported unit	FNS04 V2
FNSACCT60 6B	Conduct internal audit	New version of imported unit	FNS04 V2
FNSACCT60 7B	Evaluate business performance	New version of imported unit	FNS04 V2
FNSACCT60 8B	Evaluate organisation's financial performance	New version of imported unit	FNS04 V2
FNSACCT60 9B	Evaluate financial risk	New version of imported unit	FNS04 V2
FNSACCT61 0B	Develop and implement financial strategies	New version of imported unit	FNS04 V2
FNSACCT61 3B	Prepare and analyse management accounting information	New version of imported unit	FNS04 V2
FNSACCT61 4B	Prepare complex corporate financial reports	New version of imported unit	FNS04 V2
FNSICACC30 5B	Process payment documentation	New version of imported unit	FNS04 V2
FNSICACC30 6B	Process journal entries	New version of imported unit	FNS04 V2
FNSICACC30 7B	Reconcile and monitor accounts receivable	New version of imported unit	FNS04 V2
FNSICACC40 1B	Evaluate and authorise payment requests	New version of imported unit	FNS04 V2
FNSICGEN50 1B	Produce research reports and make presentations	New imported unit	FNS04 V2
FNSICORG30	Prepare reports for	New version of imported unit	FNS04 V2

2B	management		
FNSICORG50 6B	Develop and monitor policy and procedures	New imported unit	FNS04 V2
FNSICORG50 9B	Maintain integrity of financial systems	New version of imported unit	FNS04 V2
FNSICORG51 9B	Analyse and comment on management reports	New version of imported unit	FNS04 V2
FPICOT2204 B	Maintain chainsaws	New version of imported unit	FPI05 V1
FPICOT2206 B	Cross cut materials with a hand-held chainsaw	New version of imported unit	FPI05 V1
FPICOT2233 A	Navigate in forest areas	New imported unit	FPI05 V1
ICAD4217B	Create technical documentation	New imported unit	ICA05 V3
ICAI3020B	Install and optimise operating system software	New imported unit	ICA05 V3
ICAI3110C	Implement system software changes	New version of imported unit	ICA05 V3
ICAI4030B	Install software to networked computers	New version of imported unit	ICA05 V3
ICAS3024B	Provide basic system administration	New version of imported unit	ICA05 V3
ICAS3031B	Provide advice to clients	New imported unit	ICA05 V3
ICAS3115B	Maintain equipment and software in working order	New version of imported unit	ICA05 V3
ICAS4108B	Complete database back-up and recovery	New version of imported unit	ICA05 V3
ICAS4113C	Identify and resolve common database performance problems	New version of imported unit	ICA05 V3
ICAS4114B	Implement maintenance	New version of imported unit	ICA05 V3

	procedures		
ICAS4125B	Monitor and administer a database	New version of imported unit	ICA05 V3
ICAS4127B	Support system software	New version of imported unit	ICA05 V3
ICAS4134C	Provide first-level remote help desk support	New version of imported unit	ICA05 V3
ICAS4191B	Maintain website performance	New version of imported unit	ICA05 V3
ICAT3025B	Run standard diagnostic tests	New imported unit	ICA05 V3
ICAU4006B	Operate computing packages	New imported unit	ICA05 V3
ICAU3019B	Migrate to new technology	New imported unit	ICA05 V3
ICAU3126B	Use advanced features of computer applications	New imported unit	ICA05 V3
ICPMM321C	Capture a digital image	New version of imported unit	ICP05 V2
BSBIND101A	Work effectively in a contact centre environment	New imported unit	ICT02 V3
BSBCC0301A	Use multiple information systems	New imported unit	ICT02 V3
BSBCC0401A	Implement customer service strategies in a contact centre	New imported unit	ICT02 V3
LGAGOVA301B	Assist customers with rate enquiries	Imported in PSP04 Version 3	LGA04 V2
MSATMINS301A	Inspect a range of simple measures	New imported unit	MSA07 V5
MSATMINS302A	Inspect a range of simple measuring instruments	New imported unit	MSA07 V5
MSATMINS401A	Inspect a range of weighing instruments	New imported unit	MSA07 V5

MSATMINS4 02A	Inspect a range of liquid measuring instruments using volume measures	New imported unit	MSA07 V5
MSATMINS4 03A	Inspect a range of trading practices	New imported unit	MSA07 V5
MSATMINS4 04A	Inspect a range of pre-packaged products	New imported unit	MSA07 V5
MSATMINS5 01A	Inspect a range of complex measuring instruments	New imported unit	MSA07 V5
MSATMREF 301A	Use and maintain reference standards	New imported unit	MSA07 V5
MSATMVER 403A	Verify inspector's class reference standards	New imported unit	MSA07 V5
MSL904001A	Perform standard calibrations	New version of imported unit	MSL09 V1
MSL924001A	Process and interpret data	New version of imported unit	MSL09 V1
MSL924002A	Use laboratory application software	New version of imported unit	MSL09 V1
MSL925002A	Analyse measurements and estimate uncertainties	New imported unit	MSL09 V1
MSL933001A	Maintain the laboratory/field workplace fit for purpose	New version of imported unit	MSL09 V1
MSL933002A	Contribute to the achievement of quality objectives	New version of imported unit	MSL09 V1
MSL934002A	Apply quality system and continuous improvement processes	New version of imported unit	MSL09 V1
MSL934003A	Maintain and control stocks	New version of imported unit	MSL09 V1

MSL943001A	Work safely with instruments that emit ionising radiation	New version of imported unit	MSL09 V1
MSL943002A	Participate in laboratory/field workplace safety	New imported unit	MSL09 V1
MSL952002A	Handle and transport samples or equipment	New version of imported unit	MSL09 V1
MSL953001A	Receive and prepare samples for testing	New version of imported unit	MSL09 V1
MSL963001A	Operate basic handblowing equipment	New version of imported unit	MSL09 V1
MSL963002A	Repair glass apparatus using simple glassblowing equipment	New version of imported unit	MSL09 V1
MSL973001A	Perform basic tests	New version of imported unit	MSL09 V1
MSL973002A	Prepare working solutions	New version of imported unit	MSL09 V1
MSL973003A	Prepare culture media	New version of imported unit	MSL09 V1
MSL973004A	Perform aseptic techniques	New version of imported unit	MSL09 V1
MSL973005A	Assist with fieldwork	New version of imported unit	MSL09 V1
MSL973006A	Prepare trial batches for evaluation	New version of imported unit	MSL09 V1
MSL973007A	Perform microscopic examination	New version of imported unit	MSL09 V1
MSL974001A	Prepare, standardise and use solutions	New version of imported unit	MSL09 V1
MSL974003A	Perform chemical tests and procedures	New version of imported unit	MSL09 V1
MSL974005A	Perform physical tests	New version of imported unit	MSL09 V1
NWP229B	Repair minor structures	New version of imported unit	NWP07 V1
PUAOPE002	Operate communications	New version of imported unit	PUA00 V7

B	systems and equipment		
PUAOPE003 B	Navigate in urban and rural environments	New version of imported unit	PUA00 V7
PUAPOL001 B	Maintain operational safety	New version of imported unit	PUA00 V7
PUAPOL005 B	Use and maintain operational equipment	New version of imported unit	PUA00 V7
PUAPOL007 B	Manage persons in care or custody or in need of assistance	New version of imported unit	PUA00 V7
PUAPOL010 B	Perform administrative duties	New version of imported unit	PUA00 V7
PUAPOL013 B	Create, maintain and enhance productive working relationships	New version of imported unit	PUA00 V7
PUAPOL023 B	Manage investigations	New version of imported unit	PUA00 V7
PUAPOL024 B	Conduct investigations	New version of imported unit	PUA00 V7
PUAPOL028 B	Manage investigation information processes	New version of imported unit	PUA00 V7
PUAPOL029 B	Coordinate multi-agency investigations	New version of imported unit	PUA00 V7
PUAPOL030 B	Review and evaluate major investigations	New version of imported unit	PUA00 V7
PUAPOL031 B	Confiscate assets	New version of imported unit	PUA00 V7
PUAPOL032 B	Plan intelligence activities	New version of imported unit	PUA00 V7
PUAPOL033 B	Manage intelligence information processes	New version of imported unit	PUA00 V7
PUAPOL034 B	Analyse information	New version of imported unit	PUA00 V7
PUAPOL035	Disseminate outputs	New version of imported unit	PUA00 V7

B	from the intelligence process		
PUAVEH001 B	Drive vehicles under operational conditions	New version of imported unit	PUA00 V7
PUAWER001 B	Identify, prevent and report potential workplace emergency situations	New version of imported unit	PUA00 V7
PUAWER002 B	Ensure workplace emergency prevention procedures, systems and processes are implemented	New version of imported unit	PUA00 V7
PUAWER003 B	Manage and monitor workplace emergency procedures, equipment and other resources	New version of imported unit	PUA00 V7
PUAWER004 B	Respond to workplace emergencies	New version of imported unit	PUA00 V7
PUAWER005 B	Operate as part of an emergency control organisation	New version of imported unit	PUA00 V7
PUAWER007 B	Manage an emergency control organisation	New version of imported unit	PUA00 V7
PUAWER008 B	Confine small workplace emergencies	New version of imported unit	PUA00 V7
PUAWER009 B	Participate as a member of a workplace emergency initial response team	New version of imported unit	PUA00 V7
PUAWER010 B	Lead a workplace emergency initial response team	New version of imported unit	PUA00 V7
PUAWER011 B	Manage workplace emergency initial response teams	New version of imported unit	PUA00 V7
RTC2304A	Operate and maintain	Imported in PSP04 Version 3	RTD02 V1

	chainsaws		
RIISAM203A	Use hand and power tools	Imported in PSP04 Version 3	RTD02 V1
RTC3218A	Undertake a site assessment	Imported in PSP04 Version 3	RTD02 V1
RTC5504A	Develop a management plan for a designated area	Imported in PSP04 Version 3	RTD02 V1
SITHACS006 A	Clean premises and equipment	New version of imported unit	SIT07 V1
SITHACS007 A	Laundry linen and guest clothes	New version of imported unit	SIT07 V1
SITHCCC001 A	Organise and prepare food	New version of imported unit	SIT07 V1
SITHCCC002 A	Present food	New version of imported unit	SIT07 V1
SITHCCC003 A	Receive and store kitchen supplies	New version of imported unit	SIT07 V1
SITHCCC004 A	Clean and maintain kitchen premises	New version of imported unit	SIT07 V1
SITHCCC005 A	Use basic methods of cookery	New version of imported unit	SIT07 V1
SITHCCC008 A	Prepare stocks, sauces and soups	New version of imported unit	SIT07 V1
SITHCCC009 A	Prepare vegetables, fruit, eggs and farinaceous dishes	New version of imported unit	SIT07 V1
SITHCCC016 A	Develop cost-effective menus	New imported unit	SIT07 V1
SITHCCC030 A	Package prepared foodstuffs	New version of imported unit	SIT07 V1
SITHCCC033 A	Apply catering control principles	New version of imported unit	SIT07 V1
SITXFSA001	Implement food safety	New imported unit	SIT07 V1

A	procedures		
SITXFSA003 A	Transport and store food in a safe and hygienic manner	New version of imported unit	SIT07 V1
SITXICT001 A	Build and launch a website for a small business	New imported unit	SIT07 V1
SITXOHS002 A	Follow workplace hygiene procedures	New imported unit	SIT07 V1
SRCAQU001 B	Monitor pool water quality	New version of imported unit	SRC04 V2
SRCAQU004 B	Maintain pool water quality	New version of imported unit	SRC04 V2
TAADEL501 B	Facilitate e-learning	New imported unit	TAA04 V2.1
TAADES501 B	Design and develop learning strategies	New imported unit	TAA04 V2.1
TLIA2207C	Participate in stocktakes	New version of imported unit	TLI07 V3
TLID107C	Shift materials safely using manual handling methods	New imported unit	TLI07 V3
TLID307E	Handle dangerous goods/hazardous substances	New version of imported unit	TLI07 V3

Summary Mapping of PSP04 Qualifications				
Version 3 Code	Version 3 Title	Version 4.1 Code	Version 4.1 Title	Comments
PSP20104	Certificate II in Government	PSP20104	Certificate II in Government	No change
PSP30104	Certificate III in Government	PSP30104	Certificate III in Government	No change
PSP30204	Certificate III in Government (Border)	PSP30204	Certificate III in Government (Border)	No change

	Protection)		Protection)	
PSP30304	Certificate III in Government (Court Compliance)	PSP30304	Certificate III in Government (Court Compliance)	PSPCRT units revised and updated
PSP30404	Certificate III in Government (Land Administration)	PSP30404	Certificate III in Government (Land Administration)	No change
PSP30504	Certificate III in Government (Security)	PSP30504	Certificate III in Government (Security)	No change
PSP30604	Certificate III in Government (School Support Services)	PSP30604	Certificate III in Government (School Support Services)	Updated Procurement unit PSPPROC303A
PSP30704	Certificate III in School Support Services	PSP30704	Certificate III in School Support Services	No change
PSP40104	Certificate IV in Government	PSP40104	Certificate IV in Government	No change
PSP40204	Certificate IV in Government (Border Protection)	PSP40204	Certificate IV in Government (Border Protection)	No change
PSP40304	Certificate IV in Government (Court Compliance)	PSP40304	Certificate IV in Government (Court Compliance)	PSPCRT units revised and updated
PSP40404	Certificate IV in Government (Court Services)	PSP40404	Certificate IV in Government (Court Services)	PSPCRT units revised and updated Four new PSPCRT electives added
PSP40504	Certificate IV in Government (Financial Services)	PSP40504	Certificate IV in Government (Financial Services)	No change
PSP40604	Certificate IV in Government (Fraud Control)	PSP40604	Certificate IV in Government (Fraud Control)	No change
PSP40704	Certificate IV in Government (Service Delivery)	PSP40704	Certificate IV in Government (Service Delivery)	No change

PSP40804	Certificate IV in Government (Injury Claims Administration)	PSP40804	Certificate IV in Government (Injury Claims Administration)	No change
PSP40904	Certificate IV in Government (Injury Rehabilitation Management)	PSP40904	Certificate IV in Government (Injury Rehabilitation Management)	No change
PSP41004	Certificate IV in Government (Land Administration)	PSP41004	Certificate IV in Government (Land Administration)	No change
PSP41104	Certificate IV in Government (Occupational Health & Safety)	PSP41104	Certificate IV in Government (Occupational Health & Safety)	No change
PSP41204	Certificate IV in Government (Project Management)	PSP41204	Certificate IV in Government (Project Management)	No change
PSP41304	Certificate IV in Government (Procurement)			Deleted and replaced by PSP42410 Certificate IV in Government (Procurement and Contracting)
PSP41404	Certificate IV in Government (Statutory Compliance)	PSP41404	Certificate IV in Government (Statutory Compliance)	No change
PSP41504	Certificate IV in Government (Investigation)	PSP41504	Certificate IV in Government (Investigation)	No change
PSP41604	Certificate IV in Government (Security)	PSP41604	Certificate IV in Government (Security)	No change
PSP41704	Certificate IV in Government (Personnel Security)	PSP41704	Certificate IV in Government (Personnel Security)	No change
PSP41804	Certificate IV in Government (Road	PSP41804	Certificate IV in Government (Road	Updated PSPCRT unit.

	Transport Compliance)		Transport Compliance)	
PSP41904	Certificate IV in Government (School Support Services)	PSP41904	Certificate IV in Government (School Support Services)	Updated PSPPROC406B
PSP42004	Certificate IV in School Support Services	PSP42010	Certificate IV in School Support Services	Updated imported unit Updated PSPPROC406B
PSP42108	Certificate IV in Government (Revenue Administration)	PSP42108	Certificate IV in Government (Revenue Administration)	No change
		PSP42210	Certificate IV in Government (Workplace Relations)	New qualification
		PSP42310	Certificate IV in Government (Trade Measurement)	New qualification
		PSP42410	Certificate IV in Government (Procurement and Contracting)	New qualification
PSP50104	Diploma of Government	PSP50104	Diploma of Government	No change
PSP50204	Diploma of Government (Community Capacity)	PSP50204	Diploma of Government (Community Capacity)	No change
PSP50304	Diploma of Government (Court Services)	PSP50304	Diploma of Government (Court Services)	PSPCRT units revised and updated
PSP50404	Diploma of Government (Enterprise Architecture)			Deleted
PSP50504	Diploma of Government (Financial Services)	PSP50504	Diploma of Government (Financial Services)	No change
PSP50604	Diploma of	PSP50604	Diploma of	No change

	Government (Fraud Control)		Government (Fraud Control)	
PSP50804	Diploma of Government (Human Resources)	PSP50804	Diploma of Government (Human Resources)	No change
PSP50904	Diploma of Government (Injury Management)	PSP50904	Diploma of Government (Injury Management)	No change
PSP51004	Diploma of Government (Land Administration)	PSP51004	Diploma of Government (Land Administration)	No change
PSP51104	Diploma of Government (Management)	PSP51104	Diploma of Government (Management)	No change
PSP51204	Diploma of Government (Occupational Health & Safety)	PSP51204	Diploma of Government (Occupational Health & Safety)	No change
PSP51304	Diploma of Government (Project Management)	PSP51304	Diploma of Government (Project Management)	No change
PSP51404	Diploma of Government (Policy Development)	PSP51404	Diploma of Government (Policy Development)	No change
PSP51504	Diploma of Government (Contract Management)			Deleted and replaced by PSP52510 Diploma of Government (Procurement and Contracting)
PSP51604	Diploma of Government (Recordkeeping)			Deleted
PSP51704	Diploma of Government (Investigation)	PSP51704	Diploma of Government (Investigation)	No change
PSP51804	Diploma of Government (Security)	PSP51804	Diploma of Government (Security)	No change

PSP51904	Diploma of Government (Workplace Inspection)	PSP51904	Diploma of Government (Workplace Inspection)	Updated PSPWPI503C
PSP52008	Diploma of Government (Rail Safety Regulation)	PSP52008	Diploma of Government (Rail Safety Regulation)	Updated PSPWPI503C
		PSP52110	Diploma of Government (Workplace Relations)	New qualification
		PSP52210	Diploma of Government (Trade Measurement)	New qualification
		PSP52510	Diploma of Government (Procurement and Contracting)	New qualification
PSP60104	Advanced Diploma of Government	PSP60104	Advanced Diploma of Government	No change
PSP60204	Advanced Diploma of Government (Enterprise Architecture)			Deleted
PSP60304	Advanced Diploma of Government (Financial Management)	PSP60304	Advanced Diploma of Government (Financial Management)	No change
PSP60404	Advanced Diploma of Government (Human Resources)	PSP60404	Advanced Diploma of Government (Human Resources)	No change
PSP60504	Advanced Diploma of Government (Management)	PSP60504	Advanced Diploma of Government (Management)	No change
PSP60604	Advanced Diploma of Government (Occupational Health & Safety)	PSP60604	Advanced Diploma of Government (Occupational Health & Safety)	Updated PSPPROC units.
PSP60704	Advanced Diploma of Government (Strategic			Deleted and replaced by

	Procurement)			PSP61210 Advanced Diploma of Government (Procurement and Contracting)
PSP60804	Advanced Diploma of Government (Recordkeeping)			Deleted
PSP60904	Advanced Diploma of Government (Workplace Inspection)	PSP60904	Advanced Diploma of Government (Workplace Inspection)	No change
		PSP61210	Advanced Diploma of Government (Procurement and Contracting)	New qualification
		PSP70110	Vocational Graduate Certificate in Government (Strategic Procurement)	New qualification
		PSP70210	Vocational Graduate Certificate in Radiation Safety	New qualification

Overview of Training Packages

Overview of Training Packages

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials;
enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies;
encourages the development and delivery of flexible training which suits individual and industry requirements; and
encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

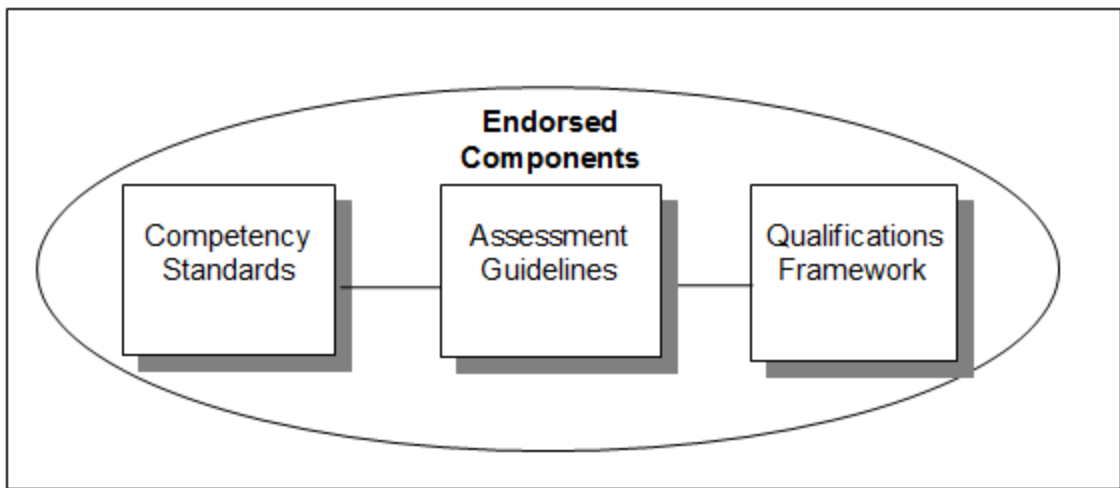
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF 2007.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

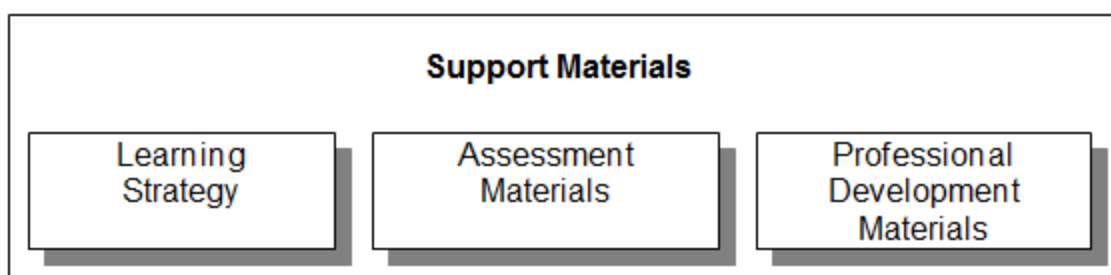
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example PSP04. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example PSP20104. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that in qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualifications at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in PSPGOV201A;
- the first three characters signify the Training Package and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An 'A' in the example above indicates that this is the original unit of competency. 'B' or another incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent;
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma;
this is followed by the words 'in' for Certificates I to IV and Vocational Graduate Certificate, and 'of' for Diploma, Advanced Diploma, and Vocational Graduate Diploma;
then, the industry descriptor follows, for example Telecommunications; and
then, if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

PSP40104 Certificate IV in Government
PSP51704 Diploma of Government (Investigation).

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

PSPHR603B Provide advisory and mediation services
PSPGOV422A Apply government processes.

Introduction to PSP04 Public Sector Training Package

Introduction to PSP04 Public Sector Training Package

Context

The review and re-development of the Public Sector Training Package has occurred within the context of a strong history of public sector skills development and ongoing reform of the vocational education and training system. Australia is committed to a system of vocational education and training which recognises and responds to industry needs. The aim is to increase the competitiveness and productivity of Australian industry.

A cooperative national approach is enabling Australian industries to identify the competency requirements of their workplaces, and to provide benchmarks for training and development, and qualifications which are nationally consistent and nationally recognised.

A national focus for vocational education and training means that people's qualifications and skills are portable across industries and across states. Industry competency requirements are determined as part of the development of industry Training Packages and most industries are currently engaged in developing or implementing their own Training Packages developed by various approved industry bodies.

The Public Sector Industry

The public sector is a major industry by any standards, including size, geographical spread, economic impact and products and services. The public sector:

- is a major employer, with over 1.3 million employees, representing 18% of the total Australian workforce;
- occupies a highly significant and pivotal position in Australian society generally and particularly in relation to vocational education and training, with diverse roles and responsibilities, with a very wide variety of services and facilities that impact on every aspect of the lives of Australian people, and which require employees with a very wide range of up to date knowledge and skills;
- contributes significantly to the development and maintenance of Australia's skill levels in both cities and in rural and regional areas through a widely dispersed workforce across Australia and overseas;
- shares a number of characteristics with private sector enterprises and has some common industry/occupational groups but has significantly different roles and responsibilities, structures and complexity of decision-making and accountability, which result in additional skill issues and the need for different responses;
- pays employees gross earnings in excess of \$60 billion per annum;
- consists of a very diverse range and size of agencies;
- intersects with a wide range of industries, but chiefly government administration and defence, education and health and community services, so the VET Plans for other related industries need to be considered in conjunction with the public sector one to get a better picture of skill issues, needs and responses across government employment;
- employs a wide range of occupational groups with different and changing skill needs;

The public sector has undergone major change in the last 20 years and continues to experience increased and changing demands for services, as well as employment changes which impact on skill needs. Substantial down-sizing has occurred and the Commonwealth public sector continues to decline while State/Territory jurisdictions remain stable or with minor increases mainly in education and health and community services. Changes in employment include reduced level of permanent/ongoing employment, increases in contract, part-time and casual employment, and significantly reduced numbers of young employees, base grade positions and traditional apprenticeships, ageing of the workforce, higher turnover rates, more flexible working arrangements and more flexible employment conditions including work/life balance arrangements.

Structural change has occurred through greater contestability of public services, privatisation, asset sales, corporatisation, outsourcing and changes in machinery of government through frequent restructuring of portfolio and agency arrangements and responsibilities. Changes in workplace culture and organisation include devolved responsibilities for financial and human resource management, replacement of strong central control with frameworks, advisory, consultancy, support and monitoring approaches, increased focus on outputs and outcomes, a shift from EEO to a broader concept of diversity in employment, greater emphasis on efficient, ethical, accountable and customer service cultures, more contract management of outsourced arrangements, a growing focus on whole-of-government, integrated services and partnerships in the approach to complex issues and community demands and very significant increased use of information and communications technology.

The trends of the last 10 years are likely to continue, with minimal increases in employment at a State/Territory level in education and health and community services. Of increasing importance will be flexible and fluid working arrangements related to structural change, legislative and policy demands across a wide range of areas (e.g. ethics, financial management and accountability and privacy), demands for new and improved services (e.g. for an ageing population, and in regional and rural areas), projects, partnerships, whole-of-government and integrated services across levels of government. There will be greater demands on employees to be multi-skilled, flexible, adaptable, open to change, performance driven, customer-focussed and with technological skills.

The PSP99 Public Services Training Package, first developed in 1999 has now been reviewed, revised and substantially redeveloped into the current publication, PSP04 Public Sector Training Package to take account of the changes outlined above. This current Version 4.1 of the PSP04 Public Sector Training Package is the result of several changes as outlined in the Modification History. Version 3 saw the inclusion of a new qualification for Rail Safety Regulation. In the development of version 2, a review for Employability Skills and the inclusion of a new qualification for Government Revenue Officers took place. The Certificate I in Business was also removed from the Training Package at that time.

Cross Industry qualifications have been introduced in Version 4.1 and cover the fields of Radiation Safety and Translating and Interpreting.

Qualifications Framework

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook.

<http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf>

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

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

Qualifications

Training Packages can incorporate the following AQF qualifications.

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

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate knowledge by recall in a narrow range of areas;

demonstrate basic practical skills, such as the use of relevant tools;

perform a sequence of routine tasks given clear direction; and

receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate basic operational knowledge in a moderate range of areas;

apply a defined range of skills;

apply known solutions to a limited range of predictable problems;

perform a range of tasks where choice between a limited range of options is required;

assess and record information from varied sources; and

take limited responsibility for own outputs in work and learning.

Certificate III***Characteristics of Learning Outcomes***

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate some relevant theoretical knowledge;

apply a range of well-developed skills;

apply known solutions to a variety of predictable problems;

perform processes that require a range of well-developed skills where some discretion and judgement is required;

interpret available information, using discretion and judgement;

take responsibility for own outputs in work and learning; and
take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

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

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

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate understanding of a broad knowledge base incorporating some theoretical concepts;

apply solutions to a defined range of unpredictable problems;

identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas;

identify, analyse and evaluate information from a variety of sources;

take responsibility for own outputs in relation to specified quality standards; and

take limited responsibility for the quantity and quality of the output of others.

Diploma***Characteristics of Learning Outcomes***

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination. The self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

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

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

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to: demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas;

analyse and plan approaches to technical problems or management requirements;

transfer and apply theoretical concepts and/or technical or creative skills to a range of situations;

evaluate information, using it to forecast for planning or research purposes;

take responsibility for own outputs in relation to broad quantity and quality parameters; and take some responsibility for the achievement of group outcomes.

Advanced Diploma***Characteristics of Learning Outcomes***

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

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

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

The degree of emphasis on breadth as against depth of knowledge and skills may vary

between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

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

demonstrate understanding of specialised knowledge with depth in some areas;

analyse, diagnose, design and execute judgments across a broad range of technical or management functions;

generate ideas through the analysis of information and concepts at an abstract level;

demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills;

demonstrate accountability for personal outputs within broad parameters; and

demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.

- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

PSP04 Public Sector Training Package Qualifications by Competency Field

GENERALIST QUALIFICATIONS

PSP20104 Certificate II in Government

PSP30104	Certificate III in Government
PSP40104	Certificate IV in Government
PSP50104	Diploma of Government
PSP60104	Advanced Diploma of Government

SPECIALISATIONS

BORDER PROTECTION

PSP30204	Certificate IV in Government (Border Protection)
PSP40204	Certificate IV in Government (Border Protection)

COMMUNITY ENGAGEMENT

PSP50204	Diploma of Government (Community Capacity)
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TRANSLATING AND INTERPRETING

PSP52310	Diploma of Translating
PSP52410	Diploma of Interpreting
PSP61010	Advanced Diploma of Translating
PSP61110	Advanced Diploma of Interpreting

COURTS

PSP30304	Certificate III in Government (Court Compliance)
PSP40304	Certificate IV in Government (Court Compliance)
PSP40404	Certificate IV in Government (Court Services)
PSP50304	Diploma of Government (Court Services)

FINANCIAL SERVICES

PSP40504	Certificate IV in Government (Financial Services)
PSP50504	Diploma of Government (Financial Services)
PSP60304	Advanced Diploma of Government (Financial Management)

FRAUD CONTROL

PSP40604 Certificate IV in Government (Fraud Control)

PSP50604 Diploma of Government (Fraud Control)

GOVERNMENT SERVICE DELIVERY

PSP40704 Certificate IV in Government (Service Delivery)

HUMAN RESOURCE MANAGEMENT

PSP50804 Diploma of Government (Human Resources)

PSP60404 Advanced Diploma of Government (Human Resources)

WORKPLACE RELATIONS

PSP42210 Certificate IV in Government (Workplace Relations)

PSP52110 Diploma of Government (Workplace Relations)

INJURY MANAGEMENT

PSP40804 Certificate IV in Government (Injury Claims Administration)

PSP40904 Certificate IV in Government (Injury Rehabilitation Management)

PSP50904 Diploma of Government (Injury Management)

PUBLIC LAND ADMINISTRATION

PSP30404 Certificate III in Government (Land Administration)

PSP41004 Certificate IV in Government (Land Administration)

PSP51004 Diploma of Government (Land Administration)

MANAGEMENT

PSP51104 Diploma of Government (Management)

PSP60504 Advanced Diploma of Government (Management)

SPECIALIST OCCUPATIONAL HEALTH & SAFETY

PSP41104 Certificate IV in Government (Occupational Health & Safety)

PSP51204 Diploma of Government (Occupational Health & Safety)

PSP60604 Advanced Diploma of Government (Occupational Health & Safety)

PROJECT MANAGEMENT

PSP41204 Certificate IV in Government (Project Management)

PSP51304 Diploma of Government (Project Management)

POLICY

PSP51404 Diploma of Government (Policy Development)

PROCUREMENT and CONTRACT MANAGEMENT

PSP42410 Certificate IV in Government (Procurement and Contracting)

PSP52510 Diploma of Government (Procurement and Contracting)

PSP61210 Advanced Diploma of Government (Procurement and Contracting)

PSP70110 Vocational Graduate Certificate in Government (Strategic Procurement)

REGULATORY

PSP41404 Certificate IV in Government (Statutory Compliance)

PSP41504 Certificate IV in Government (Investigation)

PSP51704 Diploma of Government (Investigation)

TRADE MEASUREMENT

PSP42310 Certificate IV in Government (Trade Measurement)

PSP52210 Diploma of Government (Trade Measurement)

RAIL SAFETY REGULATION

PSP52008 Diploma of Government (Rail Safety Regulation)

GOVERNMENT SECURITY MANAGEMENT

PSP30504 Certificate III in Government (Security)

PSP41604 Certificate IV in Government (Security)

PSP41704 Certificate IV in Government (Personnel Security)

PSP51804 Diploma of Government (Security)

RADIATION SAFETY

PSP70210 Vocational Graduate Certificate in Radiation Protection and Safety

ROAD TRANSPORT COMPLIANCE

PSP41804 Certificate IV in Government (Road Transport Compliance)

WORKPLACE INSPECTION

PSP51904 Diploma of Government (Workplace Inspection)

PSP60904 Advanced Diploma of Government (Workplace Inspection)

SCHOOL SUPPORT SERVICES

PSP30604 Certificate III in Government (School Support Services)

PSP41904 Certificate IV in Government (School Support Services)

PSP30704 Certificate III in School Support Services

PSP42010 Certificate IV in School Support Services

REVENUE ADMINISTRATION

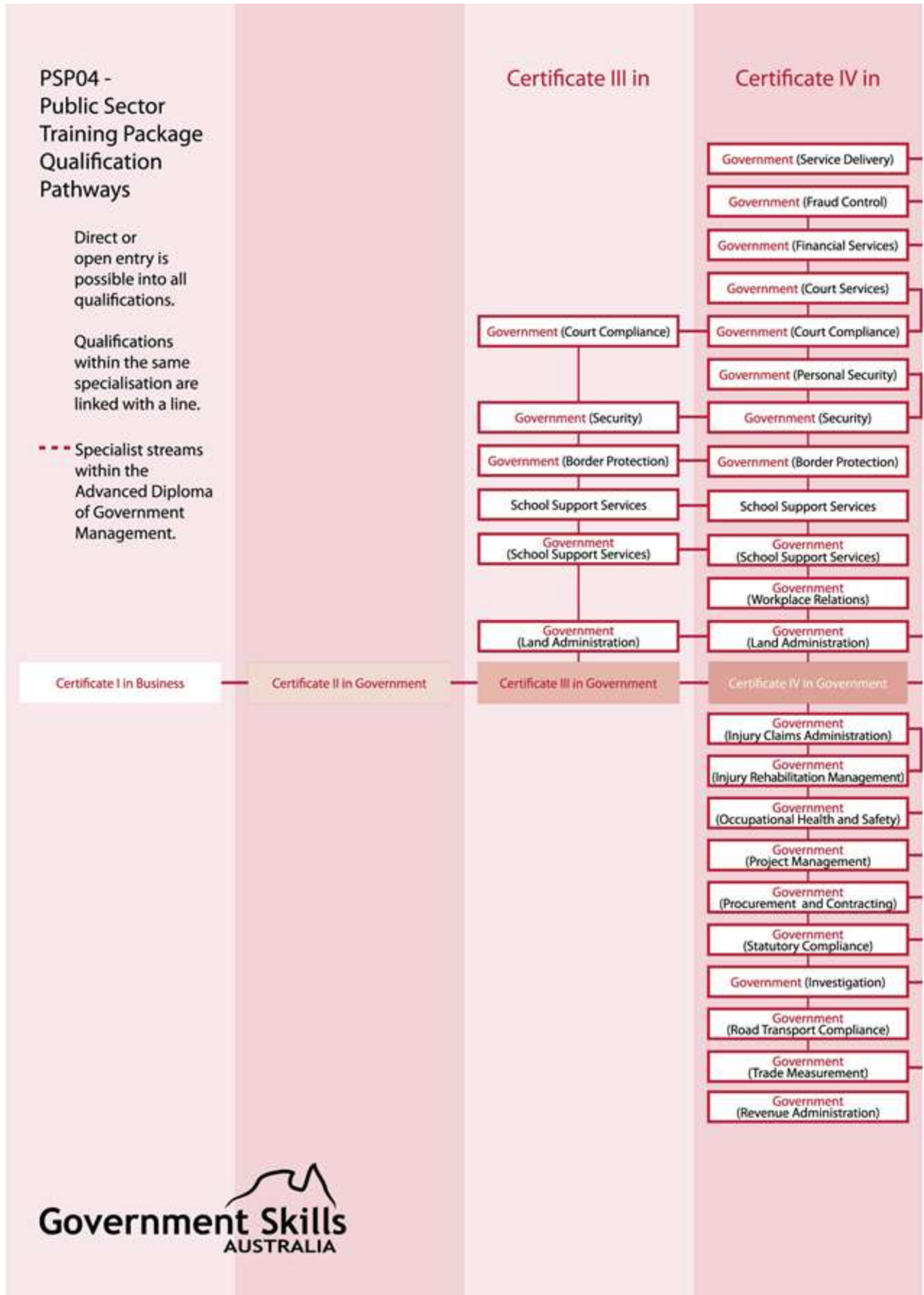
PSP42108 Certificate IV in Government (Revenue Administration)

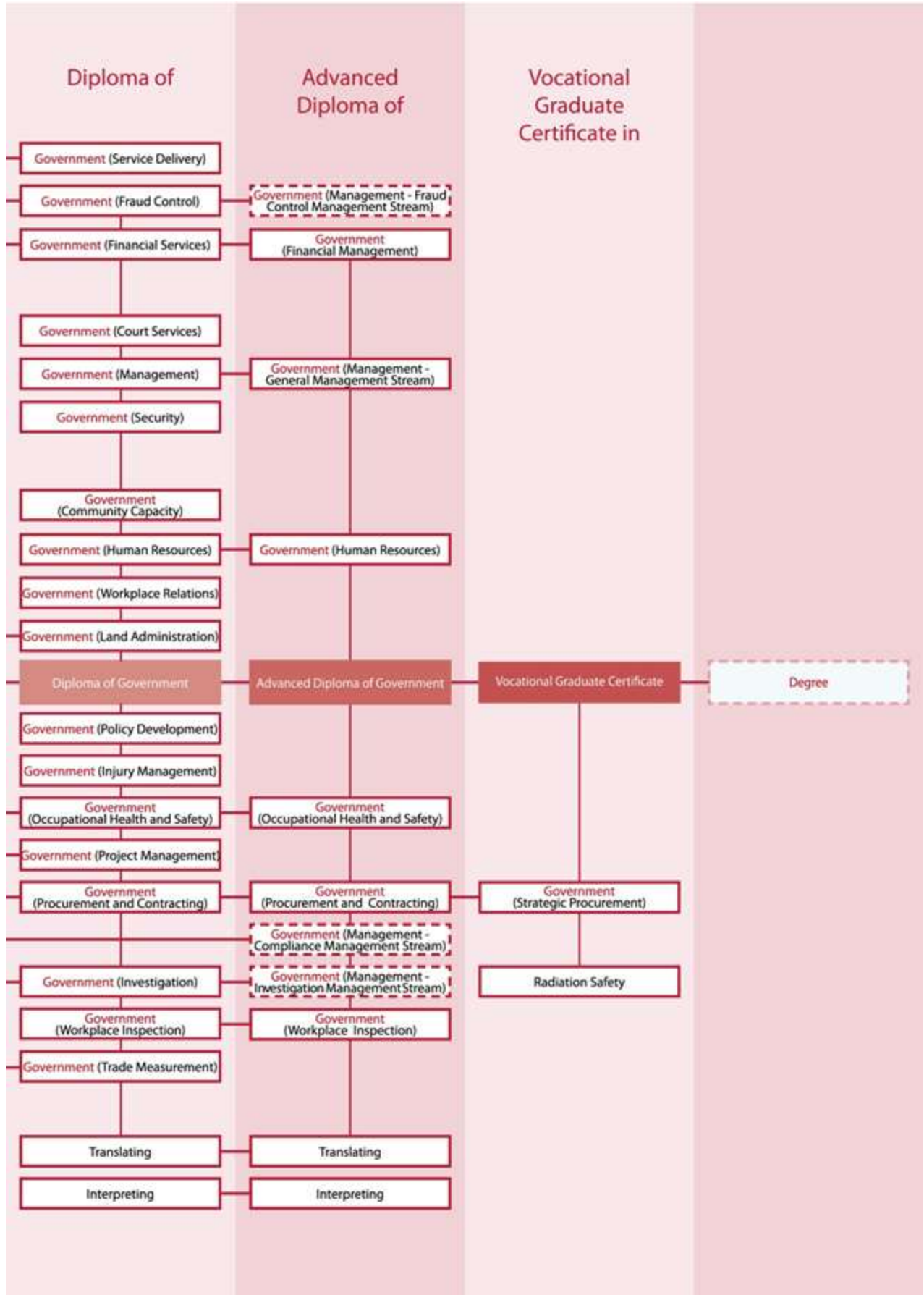
CLERICAL ADMINISTRATION

For trainees unable to meet the performance criteria at the Certificate II level, BSB10107 Certificate I in Business is recommended and can be found in the Business Services Training Package.

Public Sector Training Package Qualification Pathways

The following pathways are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways, contact Government Skills Australia <www.governmentskills.com.au>





Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet [insert skill set title or identified industry area] need' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.

<http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf>.

Skill sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

Customer Service

Customer Service Skill Set

Executive Management

Foundation Executive Management Skill Set

Procurement

Basic Procurement Skill Set
Procurement Delegation Skill Set
Foundation Procurement Skill Set

Trade Measurement

Trade Measurement Inspection Skill Set

Radiation Safety

Radiation Environment Safety Skill Set
Radiation Sealed Sources Safety Skill Set
Radiation Technician Safety Skill Set
Direct Workplace Emergency Initial Response Skill Set

Road Transport Compliance

Weighbridge Operations Skill Set

Workplace Relations

Workplace Relations Information Skill Set
Operate in Customer Contact Environment Skill Set
Prepare for Workplace Inspections Skill Set
Workplace Relations Guidance Skill Set
Workplace Coaching Skill Set
Workplace Relations Inspection and Investigation Supervision Skill Set

Writing in Government

Writing in a Politically Sensitive Context in Government Skill Set

Introduction

Introduction

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

Guiding Principles for Assessment in the Public Sector

Guiding Principles for Assessment in the Public Sector

The principles underpinning assessment in the public sector take account of a number of unique features of the industry. These include:

- a widely dispersed workforce
- a substantial group of very experienced (and competent) workers who have not had their competencies formally recognised
- substantial mobility between agencies and jurisdictions
- work that often also draws upon a number of specialist areas (social work, accounting, agriculture, ...)

- an extremely diverse range of jobs and roles within and between agencies and jurisdictions
- a highly interactive, client based, service delivery orientation
- well-defined organisational structures.

The guiding principles that underpin assessment in the public sector include:

- assessment is a transparent, empowering process that engages assesseees through encouraging self-assessment, free consent to assessment and responsibility
- opportunities to demonstrate the achievement of public sector competencies through assessment or recognition processes are available to employees working in any agency (including those in remote locations and small agencies), and to prospective employees not yet employed in the public sector
- where possible, the workplace will be used as the context for assessment, using current work activities, work placement or work experience
- assessment in the workplace is structured to minimise any interference with the normal working of the agency and its services to clients, either through the activities of assesseees or the assignment of assessors or technical experts to assessment responsibilities
- assessments provide constructive feedback to assesseees that supports further competency development

assesseees are made aware that assessment provides only the declaration of competency observed at the time(s) of assessment and is not a guarantee of enduring competence

- as the outcomes of the assessment process are profoundly important for assesseees and their employers, the design of assessment resources and the conduct of assessments must be carried out in accordance with these guidelines.

Assessment System Overview

Assessment System Overview

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

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

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

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

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

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- (b) assessment of knowledge and skills must be integrated with their practical application

(c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.

The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from www.training.com.au.

The following points summarise the assessment requirements:

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook—available on the AQF Council website <www.aqf.edu.au>.

Licensing/Registration Requirements

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

Government Skills Australia (GSA) and DEEWR consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact GSA <www.governmentskills.com.au>.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

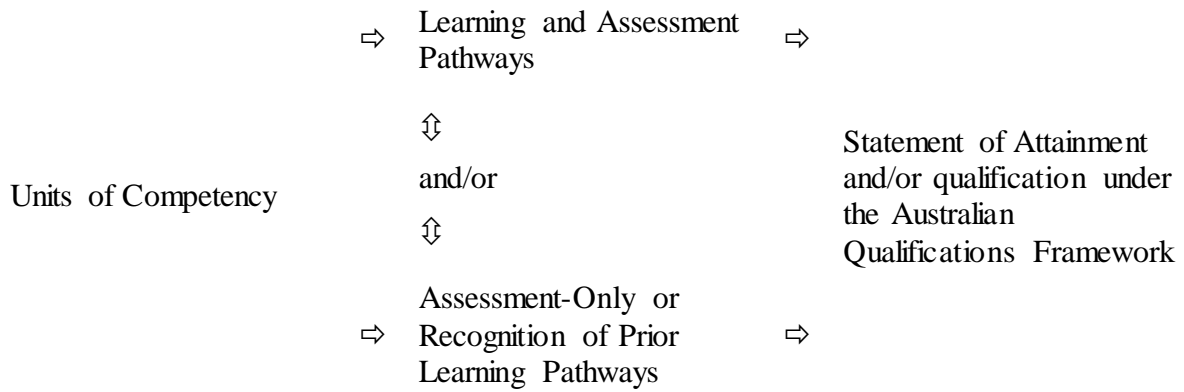
LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS
N/A		

Pathways

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

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

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



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

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

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

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

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

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;

- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit.

These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

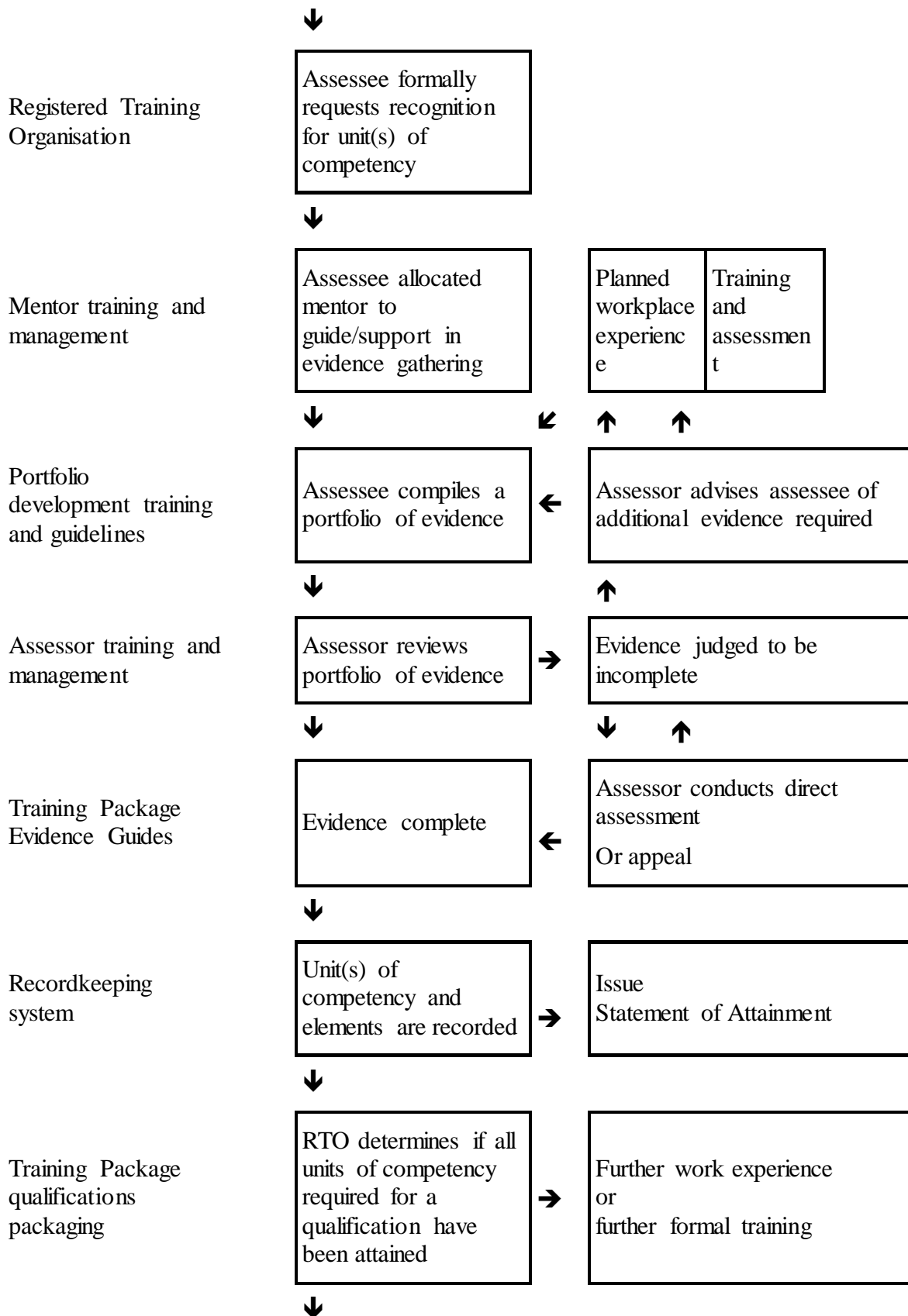
As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work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

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

Sample Public Sector Recognition Process

Training Package
competency standards

<p>Assessee undertakes initial assessment or self-assessment against unit specifications</p>
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Registered Training
Organisation

Award qualification

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

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

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

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

- 1.4 Training and assessment are conducted by trainers and assessors who:
- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
 - b) have the relevant vocational competencies at least to the level being delivered

or assessed, and

- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 Users' Guide to the Essential Standards for Registration – Appendix 2

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <www.ntis.gov.au>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

are benchmarked against the relevant unit or units of competency;

are reviewed as part of the validation of assessment strategies required under the AQTF; and meet the assessment requirements expressed in the AQTF 2010 Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

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

Mandatory Assessment Requirements

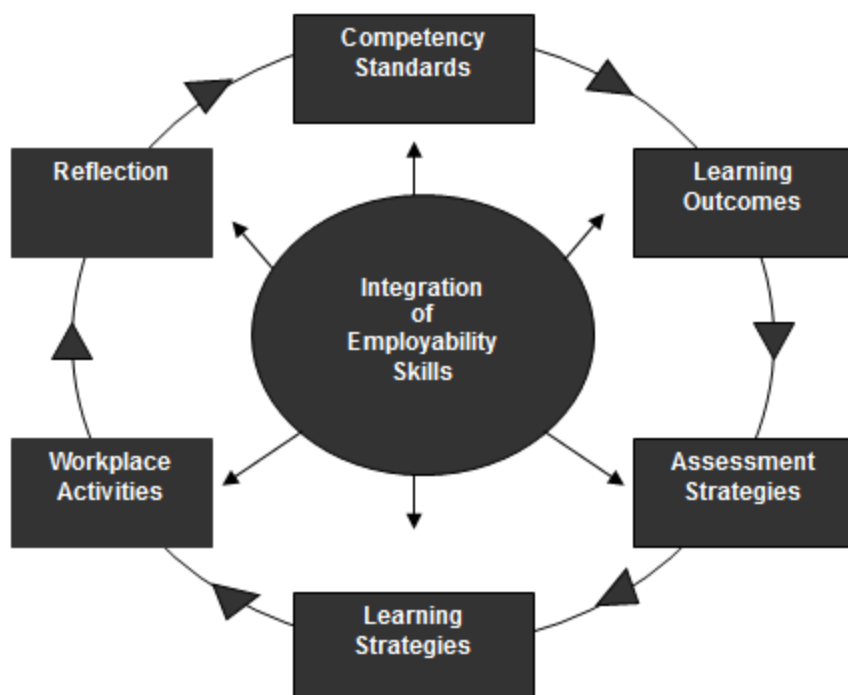
Assessments must meet the criteria set out in the AQTF 2007 *Essential Standards for Registration*.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

- 1.5 Assessment, including Recognition of Prior Learning (RPL):
- a) meets the requirements of the relevant Training Package or accredited course
 - b) is conducted in accordance with the principles of assessment and the rules of evidence
 - c) meets workplace and, where relevant, regulatory requirements.

Assessment of Employability Skills

Employability skills are integral to workplace competency and, as such, must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing unit(s) of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry/workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in Government Skills Australia Training Packages go to the Government Skills Australia website at www.governmentskills.com.au. Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>".

Employability Skills in Generalist and Specialist Qualifications

The Public Sector Training Package includes generalist qualifications that use the title Certificate in Government or Diploma of Government. These qualifications contain a set of required units that are considered to be general requirements for all applications at each qualification level. These required units reflect the employability skills and their facets that are considered essential for a qualification.

The specialist qualifications at each qualification level share the same coverage of required units as the generalist units of competency at the same level. Therefore, the Employability Skills Summary for each level of the generalist qualifications applies to the specialist qualifications at the same level. The Employability Skills Summaries are not duplicated for the specialist qualifications.

In designing training and assessment resources for the specialist qualifications, the employability skills for the qualifications will be found in the equivalent qualification level of the generalist qualifications. Some customisation may be required to include the specific references from the specialist units of competency.

For more information on employability skills in Government Skills Australia Training Packages go to the Government Skills Australia website at www.governmentskills.com.au.

Access and Equity

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

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Further Sources of Information

Further Sources of Information

This section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing assessments against the Public Sector Training Package.

Contacts

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<p>Government Skills Australia Ltd Level 2, 47-49 Waymouth Street ADELAIDE SA 5000 GPO Box 2146 Adelaide. 5001 Phone: (08) 8410 3455 Fax: (08) 8410 2842 Email: info@governmentskills.com.au Web: www.governmentskills.com.au</p>	<p>Technical and Vocational Education and Training (TVET) Australia Limited Level 21, 390 St Kilda Road, Melbourne VIC 3150 PO Box 12211, A'Beckett Street Post Office Melbourne Victoria 8006 Ph: +61 3 9832 8100 Fax: + 61 3 9832 8198 Email: sales@tvetaustralia.com.au Web: www.tvetaustralia.com.au</p>
<p>For information on the <i>TAA04 Training and Assessment Training Package</i> contact: Innovation and Business Skills Australia</p> <p>Telephone: (03) 9815 7000 Facsimile: (03) 9815 7001 Email: virtual@ibsa.org.au Web: www.ibsa.org.au</p>	

General Resources

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

AQF Implementation Handbook, Third Edition. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

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

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

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005, and from 1 July 2007, the AQTF 2007. Available in hard copy from State and Territory Training Authorities or can be downloaded from <www.dest.gov.au>

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from <www.dest.gov.au>

Training Package Development Handbook (DEEWR, September 2007). Can be downloaded from <www.tpdh.deewr.gov.au>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

Printed and CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training Australia Limited (TVET). The resource includes the following guides:

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

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

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000,

Designing Tests – Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

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

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

Assessor Training

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

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

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne (available from TVET).

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

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

Assessment System Design and Management

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

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

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

Access and Equity Resources

For supporting resources, regularly check DEEWR Training & Skills section publications (which may include ANTA publications):

http://www.dest.gov.au/sectors/training_skills/publications_resources

Resources developed to support training and assessment for learners from equity groups or with special needs can be located via the VOCED website <http://www.voced.edu.au>

Legislation

Racial Discrimination Act 1975 <http://scaleplus.law.gov.au/html/pasteact/0/47/top.htm>

Disability Discrimination Act 1992 (DDA)

<http://scaleplus.law.gov.au/html/pasteact/0/311/top.htm>

Human Rights and Equal Opportunity Commission www.hreoc.gov.au

Working with Diversity – AQTF supporting resources

Working with Diversity: A Guide to Equity and the AQTF

Working with Diversity: Quality Training for People with a Disability

Working with Diversity: Quality Training for Indigenous Australians

Language & Literacy

Adult literacy www.literacynet.deewr.gov.au

Indigenous

Australian Government Indigenous Portal www.indigenous.gov.au

Indigenous Education Online <https://indi.go.dest.gov.au/>

Indigenous Education Consultative Bodies (IECB): contact State & Territory Training Authorities or Telephone 1800 800 821, or go to

http://www.dest.gov.au/sectors/indigenous_education/organisation_contacts

Partners in a Learning Culture - National Strategy and Blueprint for Implementation

available from DEST (ANTA publication)

www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/partners_in_a_learning_culture_final_report.htm

Disability

Australian Disability Clearinghouse on Education and Training (**ADCET**)

www.adcet.edu.au

Disability employment agencies: contact State & Territory offices of Department of Family & Community Services for details of local disability employment agencies – or go to

<http://www.facs.gov.au/internet/facsinternet.nsf/disabilities/nav.htm>

Women

Women: Shaping Our Future

www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/women_shaping_our_future.htm

Equal Opportunity in the Workplace Agency (EOWA). www.eowa.gov.au

Competency Standards

Competency Standards

What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency, Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

RTOs must not remove or add to the number and content of elements and performance criteria.

RTOs can include specific industry terminology in the range statement.

Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.

RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure – but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

The sub-section contains a statement that the unit contains Employability Skills.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills.

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information

Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	

PSP20104 Certificate II in Government

Modification History

Not applicable.

Description

Qualification Descriptor

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	<p>Qualifications at this level cover the use of communication techniques for interacting with internal and, to a limited extent, external clients and following instructions on the basis of communication and the methods used. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Handle routine enquiries, including following and relaying routine instructions and engaging in workplace discussions, speaking, listening and reading non-verbal cues, reading, writing and visual literacy are intrinsic to the workplace communication. • Use communication styles that take account of workplace diversity and reflect the principles of emotional intelligence. • Access, identify and use information including using scanning techniques to locate main ideas, reading written materials such as manuals and codes of practice, recording details in accordance with organisational etiquette and standards • Use interpersonal communication including negotiating strategies to clarify understanding including clarifying information in order to confirm understanding, using effective listening and speaking skills including confirming understanding, applying understanding of individual differences in spoken and non-verbal communication to meet the expected standards of the workplace, engaging in workplace discussions, eliciting and giving factual information, listening for relevant information from oral discussions, exchanging information, exploring issues and solving routine problems. • Store records in accordance with organisational policy and procedures for recordkeeping and information security including collecting data to assist in evaluating client needs and services, recording verbal enquiries and resulting action. • Use established communication channels including using communication technology such as telephones, computers with audio, message bank, answering machines, email, short message service,

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	<p>paggers.</p> <ul style="list-style-type: none"> • Respond to diversity, including gender and disability including observing and reading non-verbal cues especially those relating to culture, ethnicity, emotional state.
Teamwork	<p>Qualifications at this level cover the requirements for entry into/working as a trainee in the public sector. This includes compliance with the principles of public sector legislation and guidelines, the use of public sector and organisational procedures when dealing with others at work, respect for individual differences and career planning. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Contribute as a workgroup member including assisting with support, learning and development for others in achieving workgroup goals, establishing workgroup parameters, and using personal strengths in contributing to the workgroup including appreciating the differences between colleagues through workplace behaviour. • Apply procedures for dealing with staff at all levels of the organisation. • Identify the staffing and organisational structure including acting on instructions within the timeframe and to the standard required by the workgroup/team leader, raising issues and ideas which affect work within the group with the appropriate person, referring unresolved conflicts which affect work in the group through the appropriate channel.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Problem solving	<p>Qualifications at this level cover the competencies of identifying and addressing workplace problems within a prescribed framework of roles, delegations and procedures. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • The provision of service to clients within a prescribed framework, including identifying procedures for dealing with clients, dealing with complaints from clients and difficult situations in accordance with organisational procedures, matching client service to needs and delivering client service in a defined range of options, resolving problems in accordance with standard procedures and referring problems to others in accordance with organisational policy and procedures and through appropriate channels. • Apply public sector legislation such as occupational health and safety and environmental procedures in the workplace and the requirements of multicultural awareness and anti-discrimination legislation. • Apply understanding of individual differences in spoken and non-verbal communication to meet the expected standards of the workplace and use oral interactions with other staff to exchange information, explore issues and solve routine problems.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Initiative and enterprise	<p>Qualifications at this level cover the requirements for entry into/working as a trainee in the public sector. This includes compliance with the principles of public sector legislation and guidelines, the use of public sector and organisational procedures when dealing with others at work, respect for individual differences and career planning. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Participation in the change process within a workgroup. This includes suggesting options for change and contributing to the implementation of change. • Identify sources and kind of assistance. • Respond to diversity, including gender and disability. • Recognise own and others' emotions in the workplace. • Identify a range of possible career paths and plan competency areas and experiences required to pursue them. • Respond to client enquiries promptly and in accordance with accepted practice and standards of the organisation.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	<p>Qualifications at this level cover the implementation of work unit plans and organisational goals within trainee level job descriptions, responsibilities and delegations. This require the following performance outcomes:</p> <ul style="list-style-type: none"> • Carry out work within organisational procedures including applying legislation and guidelines common to employment in a public sector organisation, identifying key principles contained in the legislation and guidelines, finding out about procedures for dealing with clients staff at all levels of the organisation. • Use resources required to achieve work objectives including accessing and using resources and administering physical resource usage. • Identify particular needs of clients to enable targeted service delivery including making notes of oral instructions, the intent and outcomes required, and the timeframe for completion, and used to carry out instructions at a later date when required.
Self management	<p>Qualifications at this level cover the requirements for working effectively in a public sector organisation with a focus on self-management. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Evaluate and develop your own expertise, identifying career options, working within the organisational structure and culture, managing your own work and working with others. • Undertake work is in accordance with the principles contained in legislation and guidelines including taking responsibility for finding out about the range of legislation and guidelines common to employment in a public sector organisation and identify the key principles contained in the legislation and guidelines. • Check information in order to confirm own understanding and identify available assistance and how it might help.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Learning	<p>Qualifications at this level cover the requirements for career planning and assessment and development of workplace skills. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Explore a range of possible career paths and prepare for career options. • Plan personal development including assessing skills against the requirements of current and potential work opportunities. • Plan competency areas and experiences required to develop career path, analysing personal working and learning styles, values and attitudes and seeking learning opportunities in line with personal work goals to develop new competencies.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Technology	<p>Qualifications at this level cover various applications of technology and their use to achieve work outcomes. This includes selecting, using and maintaining technology. This requires to following performance outcomes:</p> <ul style="list-style-type: none"> • Identify work requirements and select the equipment and software application of best fit in terms of timeliness, cost effectiveness, occupational health and safety conditions including, using a keyboard, using a range of technology applications, using communication to request advice, receive feedback and work with others, applying problem solving in relation to routine problems, following manufacturers' instructions, applying public sector legislation such as occupational health. • Use manuals, training booklets, online/telephone assistance or help-desks to overcome basic difficulties with technology, and more complex problems are referred for assistance in accordance with organisational policy and procedures. • Use the following equipment and technology: <ul style="list-style-type: none"> • computer facsimiles • computer technology, such as laptops, notebooks, palm pilots and personal computers • data projectors • digital cameras • electronic whiteboards • facsimile machines • keyboards • modems • mouses • multifunction scanners/faxes/printers • pagers • photocopiers • printers • routers • scanners • tape/MD recorders • telephones/mobiles/wireless telephones

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	<ul style="list-style-type: none"> • video cameras • wireless technology equipment • zip drives • information exchange systems and the Internet. • Apply knowledge of OHS requirements for using information technology. • Use communication technology such as telephones, computers with audio, message bank, answering machines, email, short message service, pagers.

Packaging Rules

Packaging Rules

This qualification requires 9 units of competency:

- 4 core units
- 5 elective units

Choose 5 elective units from the list below, and/or:

- from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course,

*At least one unit must be coded PSP

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

- ** For this qualification, a maximum of one unit from Certificate I level may be used

Core Units

Packaging Rules	
PSPGOV201B	Work in a public sector environment
PSPGOV202B	Use routine workplace communication techniques
PSPGOV203B	Deliver a service to clients
PSPOHS201B	Follow workplace safety procedures
Elective Units	
PSPGOV204B	Access and use resources
PSPGOV205B	Participate in workplace change
PSPGOV206B	Handle workplace information
PSPGOV207B	Use technology in the workplace
PSPGOV208A	Write routine workplace materials
PSPREG201A	Carry out inspections and monitoring under guidance
PSPSCI201A	Contribute to the provision of scientific technical support
BSBINM202A	Handle mail
BSBITU201A	Produce simple word processed documents
BSBITU202A	Create and use spreadsheets
BSBSUS201A	Participate in environmentally sustainable work practices

Employability Skills and facets relevant to this qualification

PSP30104 Certificate III in Government

Modification History

Not applicable.

Description

Qualification Descriptor

This generalist qualification covers entry-level competencies for a career in the public sector, with a particular focus on meeting the ethical and legislative requirements of public service while undertaking a diverse range of work activities which are generalist in nature. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual. Please note that if all Electives are chosen from a single Competency Field (listed in Table 7), a specialist qualification may result. Requirements for specialisations are listed under the relevant Competency Field.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	<p>Qualifications at this level cover the competencies of using an extensive range of workplace communication strategies for interacting confidently with internal and external clients. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Respond to enquiries, receive and give directions, participate in meetings and make presentations in the workgroup, including speaking, listening and reading non-verbal cues, and using reading, writing and visual literacy. • Interpret and compose a range of workplace documents from a number of sources. This includes interpreting written information for workplace purposes and preparing written materials. • Prepare verbal and written advice and reports containing information which is impartial, substantiated, accurate and complete and includes reflection, discussion, seeking clarification from others and tailoring communication to suit different and diverse audiences. • Use communication language/style to take account of the task requirements and diversity of workgroup members including communicating with diverse audiences using conflict resolution, coaching, negotiation, self-assessment. • Use formal and informal organisational communication channels including processing and acting on internal stakeholder input and feedback, using principles of interpersonal, group, system and organisational communication. • Maintain records in a manner that is accurate, up-to-date and in a format acceptable to the organisation • Use: <ul style="list-style-type: none"> • effective listening • questioning • constructive feedback • issues identification • exploring options • identifying areas of agreement • recording agreements

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	<ul style="list-style-type: none">• non-verbal as well as verbal communication• culturally appropriate strategies, language and non-verbal cues• a variety of words and language structures to explain sometimes complex ideas to different audiences• strategies to overcome barriers to communication.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	<p>Qualifications at this level cover the competencies of a member of a work team in a complex hierarchical organisation with formal definitions of authority, accountability, reporting and delegations. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Determine the work unit's position in the organisational structure and its relationship with other work units. This includes acknowledging the contribution of the work role and the work unit to the organisation's vision, goals and outcomes and clarifying roles, responsibilities and professional working relationships in the workgroup while valuing individual differences within the workgroup. • Respond to diversity including gender and disability, varying cultural expressions of emotion and emotional cues within a diverse workgroup. • Build, expand and utilise internal networks, including identifying key internal stakeholders, identifying or establishing network links with key internal stakeholders and participating in internal networks. • Maintain professional working relationships with colleagues including cooperating with others in the workgroup, sharing knowledge to complete tasks, making constructive contributions to team work, providing formal and informal feedback on workgroup effectiveness and deal ethically with colleagues, members of the public, suppliers and business contacts.
Problem solving	<p>Qualifications at this level cover the competencies of identifying, addressing and contributing to the resolution of routine workplace problems using collaboration and assistance from colleagues. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Resolve situations which pose ethical problems or refer them in accordance with organisational guidelines including interpreting ethical values and principles and review with senior staff to ensure accuracy, managing conflicts of interest, recording decision-making processes used to resolve ethical problems and using models of ethical decision making/problem solving. • Use customised solutions to client needs within the

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	limits of your authority, and in accordance with legislation, policy and procedures including using information to develop options for consideration and action as required, including using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions, identifying ambiguity and uncertainty relating to changed roles, functions and procedures, and using problem-focused strategies for coping.
Initiative and enterprise	<p>Qualifications at this level cover the competencies required to take initiative within the boundaries of job descriptions, levels of authority and delegations. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Use public resources in accordance with public sector ethics standards, organisational policy and guidelines, relevant standards and other information. • Exercise judgment to resolve workplace issues including applying relevant standards and other information applying objective and impartial evaluation of conflicting requirements, using ethical decision making applying workplace procedures relating to ethical work practices, responding to diversity, including gender and disability. • Acknowledge emotional intelligence, characterised by self-awareness (personal), self-management (personal), social awareness (social), relationship management (social). • Establish new network links with key internal stakeholders in accordance with legislation, policy and procedures, including seeking assistance to deal with any misunderstandings or conflict situations that arise within internal networks in accordance with principles of conflict resolution
	<p>Qualifications at this level cover the contribution made to the planning of work unit goals and strategies consistent with departmental policy and guidelines. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Provide client service where a relationship is established with the client to address their needs. This includes the need to explore with clients what outcomes are possible and would best promote satisfaction. It may also require staff to be familiar

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	<p>with a product/service that is capable of customisation. The nature of the service/product delivery may need to be explored with the client. This includes assisting clients to articulate needs, satisfying client needs and exercising judgment to resolve client service issues.</p> <ul style="list-style-type: none"> • Implement practice change and participate in the refinement of work procedures. This includes preparing for, implementing and monitoring change and working with ambiguity in the face of change. Staff will identify opportunities for continuous improvement in the workplace and refer for approval and action. Contributions to planning for change in the workgroup will comply with organisational requirements. • Achieve work goals and revise work plans to attend to ongoing or new responsibilities. This includes monitoring work progress relative to set goals, strategies and outcomes and using planning and time management in routine work activities. • Use required resources and systems to achieve work objectives. This includes accessing and using resources, administering resource usage, operating financial systems relevant to job role and identifying and dealing with discrepancies.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	
Self management	<p>Qualifications at this level cover the requirements for working effectively in a public sector organisation with a focus on self-management. This includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Personal work practices comply with public sector ethics standards, organisational policy and guidelines including an understanding of the organisation's context, working in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision and identifying work goals and clarify and prioritise in accordance with the organisation's requirements. • Monitor work progress relative to set goals, strategies and outcomes including; identifying risks to the achievement of personal work outcomes and manage risks in accordance with organisational risk management requirements, revise work plans to

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	attend to ongoing or new responsibilities, use self-reflection and negotiate workgroup tasks in accordance with individual strengths, personal preferences or development needs.
Learning	<p>Qualifications at this level cover both the provision of support to the skills development of others and personal learning activities. This includes the following performance outcomes:</p> <ul style="list-style-type: none"> • Assist with support, learning and development for others in achieving workgroup goals. This includes the establishing workgroup parameters, participating in the workgroup, assisting in learning and development and assisting workgroup members. • Set personal learning goals and monitor progress towards them. This includes, identifying career options and pathways, potential competency recognition or development opportunities and applying them in accordance with organisational policy and procedures and assessing work-related competencies by reflecting on workplace experience and training, and from monitoring feedback on performance in the workplace. • Seek and use feedback from clients and the workgroup to continuously improve personal effectiveness in working with diversity. This includes working with a coach or mentor and identifying areas requiring competency development by comparing current competencies with the competency requirements of current or anticipated duties. Develop a comprehensive knowledge of the organisation's structure and functioning and apply this in accordance with legislation, policy and procedures.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Technology	<p>Qualifications at this level cover the competencies required to operate workplace equipment and technology including communication technology and information management technology. Specialist elective competencies specify the range of technological requirements for that specialisation. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Use technology to access workplace information and documents electronically (computers) and or in hard copy (printers, photocopiers). • Maintain network communication through e-networks such as bulletin boards or virtual networks. • Use computer technology for recordkeeping and financial management including: <ul style="list-style-type: none"> • computer files • databases • information systems • records management systems • web sites • Apply computer technology to data storage, security, retrieval and presentation. • Use technology such as telephones, computers with audio and presentation software, answering machines, facsimiles.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency:

- 7 core units
- 4 elective units

Choose 4 elective units from the list below and/or

- from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course

Packaging Rules

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of one unit from Certificate II level may be used

Core Units

PSPETHC301B	Uphold the values and principles of public service
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PSPGOV301B	Work effectively in the organisation
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PSPGOV302B	Contribute to workgroup activities
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PSPGOV308B	Work effectively with diversity
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PSPGOV312A	Use workplace communication strategies
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PSPLEGN301B	Comply with legislation in the public sector
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PSPOHS301A	Contribute to workplace safety
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Elective Units

PSPCRT301B	Audio record court proceedings
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PSPGOV303B	Build and maintain internal networks
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PSPGOV305B	Access and use resources and financial systems
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PSPGOV306B	Implement change
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PSPGOV307B	Organise workplace information
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PSPGOV309A	Address client needs
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PSPGOV310A	Work in and with small, regional and remote organisations
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PSPGOV311A	Work with a coach or mentor
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PSPGOV313A	Compose workplace documents
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Packaging Rules	
PSPGOV314A	Contribute to conflict management
PSPGOV315A	Give and receive workplace feedback
PSPPROC303A	Carry out basic procurement
PSPSCI301A	Assist with scientific technical support
PSPSCI302A	Support innovation and change through extension
PSPSCI303A	Undertake scientific/technological research
BSBADM301B	Produce texts from shorthand notes
BSBADM303B	Produce texts from audio transcription
BSBITU302A	Create electronic presentations
BSBLED301A	Undertake elearning
BSBMKG402B	Analyse consumer behaviour for specific markets
BSBMKG408B	Conduct market research
BSBRKG302B	Undertake disposal
BSBRKG303B	Retrieve information from records
BSBRKG304B	Maintain business records
CHCCD307C	Support community resources
PUAWER001B	Identify, prevent and report potential workplace emergency situations
PUAWER004B	Respond to workplace emergencies
PUAWER008B	Confine small workplace emergencies

Employability Skills and facets relevant to this qualification

PSP30204 Certificate III in Government (Border Protection)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those working at operational level in border protection. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency:

- 7 core units
- 4 elective units
-

Choose 4 elective units from the list below, with at least 2 of these having BORD codes, and 2 other units from elsewhere in this Training Package, or from any endorsed Training Package or Accredited Course

For this qualification a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC301B	Uphold the values and principles of public service
PSPGOV301B	Work effectively in the organisation
PSPGOV302B	Contribute to workgroup activities
PSPGOV308B	Work effectively with diversity
PSPGOV312A	Use workplace communication strategies
PSPLEGN301B	Comply with legislation in the public sector
PSPOHS301A	Contribute to workplace safety

Elective Units

PSPBORD301A	Conduct patrols
PSPBORD303A	Deploy detector dog
PSPBORD305A	Calculate taxes, fees and charges
PSPBORD408A	Examine and test firearms
PSPREG408C	Conduct search and seizure
PSPREG421A	Take custody of and store weapons
PSPBORD302A	Use border protection technology equipment
PSPBORD304A	Maintain detector dog proficiency

Packaging Rules	
PSPBORD401A	Create and maintain profiles
PSPREG401C	Exercise regulatory powers
PSPGOV417A	Identify and treat risks
PSPGOV305B	Access and use resources and financial systems
PSPGOV307B	Organise workplace information
PSPGOV310A	Work in and with small, regional and remote organisations
PSPGOV313A	Compose workplace documents
PSPGOV314A	Contribute to conflict management
PSPREG301A	Undertake routine inspections and monitoring

PSP30304 Certificate III in Government (Court Compliance)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those working at operational level as Sheriff's Officers, Bailiffs or Marshals to carry out the directions of the court and ensure a secure and efficient environment in which the court can function. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging rules

This qualification requires 11 units of competency:

- 6 core units
- 5 elective units

Choose 5 elective units from the list below, using 1 from Group A and 4 from Group B with at least 2 coded PSPCRT

Alternatively, up to 2 electives may be selected from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Core Units

PSPETHC301B	Uphold the values and principles of public service
PSPGOV301B	Work effectively in the organisation
PSPGOV302B	Contribute to workgroup activities
PSPGOV308B	Work effectively with diversity
PSPGOV312A	Use workplace communication strategies
PSPLEGN301B	Comply with legislation in the public sector

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
CSCSAS201A	Maintain security
PUAPOL001B	Maintain operational safety

Group B Elective Units

PSPCRT401C	Carry out court orderly functions
PSPCRT402C	Manage witnesses
PSPCRT406C	Compile and use official notes
CSCSAS205A	Contain incidents that jeopardise safety and security
CSCSAS303A	Conduct searches

Packaging rules	
CSCTRA201A	Maintain security during escort
PUAOPE002B	Operate communications systems and equipment

PSP30404 Certificate III in Government (Land Administration)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those working at operational level in public land administration. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency:

- 5 core units
- 6 elective units

Choose at least 4 elective units from the list below, and remaining units from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated.

Core Units

PSPETHC301B	Uphold the values and principles of public service
PSPGOV308B	Work effectively with diversity
PSPLEGN301B	Comply with legislation in the public sector
PSPOHS301A	Contribute to workplace safety
PSPLAND302A	Investigate tenure and land use history

Elective Units

PSPLAND301A	Collect land revenue
PSPLAND303A	Administer public land tenures
PSPLAND304A	Provide administrative support for public reserves
PSPLAND305A	Provide administrative support for reserve management bodies
PSPLAND306A	Dispose of public land
PSPLAND307A	Assist in processing Aboriginal land claims/applications
PSPLAND308A	Compile and check survey plans
PSPLAND309A	Administer roads

Packaging Rules	
FPICOT2233A	Navigate in forest areas
RTC3218A	Undertake a site assessment

PSP30504 Certificate III in Government (Security)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the entry-level competencies required for a career in the government security area of the public sector. There are two discrete streams catered for within the qualification - government security and personnel security. There are eight core units in common plus separate requirements for each stream. Where a free choice of electives is available these may be drawn from this or other Training Packages to reflect the particular work context or career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency:

- 8 core units
- 3 elective units

Up to 3 elective units may be selected from the lists below including:

- for Government Security, at least 2 units from Group A
- for Personnel Security, at least 2 units from Group B
- Up to 2 elective units may be selected from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

Core Units

PSPETHC301B	Uphold the values and principles of public service
PSPGOV301B	Work effectively in the organisation
PSPGOV302B	Contribute to workgroup activities
PSPGOV308B	Work effectively with diversity
PSPGOV312A	Use workplace communication strategies
PSPLEGN301B	Comply with legislation in the public sector
PSPOHS301A	Contribute to workplace safety
PSPSEC405A	Handle security classified information

Group A Elective Units

PSPSEC301A	Secure government assets
PSPSEC302A	Respond to government security incidents
PSPSEC303A	Conduct security awareness sessions

Packaging Rules	
PSPSEC304A	Undertake information technology security audits
Group B Elective Units	
PSPREG415A	Receive and validate data
PSPSEC401A	Undertake government security risk analysis
PSPGOV303B	Build and maintain internal networks
PSPGOV305B	Access and use resources and financial systems
PSPGOV306B	Implement change
PSPGOV309A	Address client needs
PSPGOV313A	Compose workplace documents
PSPGOV315A	Give and receive workplace feedback

PSP30604 Certificate III in Government (School Support Services)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those providing school support services in government schools in a range of functions such as finance (Group D), administration (Group C), technology (Group E), scientific assistance (Group H), library assistance (Group G), disability support (Group F), hospitality (Group I), janitorial and grounds services Group J). It is not targeted at teacher aide occupations. Electives may be taken from a single stream, such as finance or disability support, or from a range of streams to suit the particular workplace. If, however, all electives are chosen from Group B, the resulting qualification is a generalist Certificate III in Government, rather than this specialist qualification. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency:

- 5 core units
- 6 elective units from the list below including:
 - Choose 1 unit from Group A
 - Choose up to 4 units from 1 of the groups of elective units
 - Choose up to 2 units from elsewhere within this Training Package, another Training Package or an Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All electives must be selected from an equivalent qualification level or higher, unless otherwise stated

Core Units

PSPETHC301B	Uphold the values and principles of public service
PSPGOV301B	Work effectively in the organisation
PSPGOV302B	Contribute to workgroup activities
PSPGOV308B	Work effectively with diversity
PSPLEGN301B	Comply with legislation in the public sector

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
MSL943002A	Participate in laboratory/field workplace safety

Group B Elective Units

PSPGOV303B	Build and maintain internal networks
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Packaging Rules	
PSPGOV305B	Access and use resources and financial systems
PSPGOV306B	Implement change
PSPGOV307B	Organise workplace information
PSPGOV309A	Address client needs
PSPGOV310A	Work in and with small, regional and remote organisations
PSPGOV311A	Work with a coach or mentor
PSPGOV312A	Use workplace communication strategies
PSPGOV313A	Compose workplace documents
PSPGOV314A	Contribute to conflict management
PSPGOV315A	Give and receive workplace feedback
Group C Elective Units	
PSPPROC303A	Carry out basic procurement
BSBADM302B	Produce texts from notes
BSBADM311A	Maintain business resources
BSBFLM305C	Support operational plan
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBITU203A	Communicate electronically
BSBITU301A	Create and use databases
BSBITU309A	Produce desktop published documents
BSBRES401A	Analyse and present research information
BSBRKG301B	Control records
Group D Elective Units	
BSBFIA301A	Maintain financial records

Packaging Rules	
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA304A	Maintain a general ledger
BSBITU305A	Conduct online transactions
FNSICACC305B	Process payment documentation
FNSICACC306A	Process journal entries
FNSICACC401A	Evaluate and authorise payment requests
FNSICORG302A	Prepare reports for management
Group E Elective Units	
ICAI4030B	Install software to networked computers
ICAI3020B	Install and optimise operating system software
ICAS3024B	Provide basic system administration
ICAS3115B	Maintain equipment and software in working order
ICAS4127B	Support system software
ICAU3019B	Migrate to new technology
Group F Elective Units	
CHCDIS301A	Work effectively with people with a disability
CHCEDS301A	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS310A	Support learning for students with disabilities
CHCEDS315B	Support students with additional needs in the classroom
CHCIC301D	Interact effectively with children
CHCICS301A	Provide support to meet personal care needs
CHCICS305A	Provide behaviour support in the context of individualised plans

Packaging Rules	
CHCICS404A	Plan and provide advanced behaviour support
CHCRF301D	Work effectively with families to care for the child
Group G Elective Units	
CULLB002B	Obtain information from external and networked sources to meet customer needs
CULLB004B	Process information resource orders
CULLB203C	Develop and use information literacy skills
CULLB205C	Process and maintain information resources
CULLB206C	Assist with circulation services
CULMS207C	Assist with the presentation of public activities and events
CULLB302C	Use cataloguing tools
CULLB307C	Use multimedia information
CULLB401C	Assist customers to access information
Group H Elective Units	
MSL924001A	Process and interpret data
MSL933001A	Maintain the laboratory/field workplace fit for purpose
MSL933002A	Contribute to the achievement of quality objectives
MSL943001A	Work safely with instruments that emit ionising radiation
MSL952002A	Handle and transport samples or equipment
MSL953001A	Receive and prepare samples for testing
MSL963001A	Operate basic handblowing equipment
MSL963002A	Repair glass apparatus using simple glassblowing equipment
MSL973001A	Perform basic tests
MSL973002A	Prepare working solutions

Packaging Rules	
MSL973003A	Prepare culture media
MSL973004A	Perform aseptic techniques
MSL973005A	Assist with fieldwork
MSL973006A	Prepare trial batches for evaluation
MSL973007A	Perform microscopic examination
Group I Elective Units	
SITHACS006A	Clean premises and equipment
SITHCCC001A	Organise and prepare food
SITHCCC002A	Present food
SITHCCC003A	Receive and store kitchen supplies
SITHCCC004A	Clean and maintain kitchen premises
SITHCCC005A	Use basic methods of cookery
SITHACS007A	Launder linen and guest clothes
SITHCCC008A	Prepare stocks, sauces and soups
SITHCCC009A	Prepare vegetables, fruit, eggs and farinaceous dishes
SITHCCC016A	Develop cost-effective menus
SITHCCC030A	Package prepared foodstuffs
SITHCCC033A	Apply catering control principles
SITXFSA001A	Implement food safety procedures
SITXFSA003A	Transport and store food in a safe and hygienic manner
SITXOHS002A	Follow workplace hygiene procedures
Group J Elective Units	
PSPPROC303A	Carry out basic procurement
RIISAM203A	Use hand and power tools

Packaging Rules	
BSBITS401A	Maintain business technology
CPPSEC2004A	Respond to security risk situation
CPPSEC3003A	Determine response to security risk situation
FPICOT2204A	Maintain chainsaws
FPICOT2206A	Cross cut materials with a hand-held chainsaw
NWP229B	Repair minor structures
RTC2304A	Operate and maintain chainsaws*
SRCAQU001B	Monitor pool water quality
SRCAQU004B	Maintain pool water quality
TLIA2207C	Participate in stocktakes
TLID107C	Shift materials safely using manual handling methods

PSP30704 Certificate III in School Support Services

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those providing school support services in a range of functions such as finance (Group D), administration (Group C), technology (Group E), scientific assistance (Group H), library assistance (Group G), disability support (Group F), hospitality (Group I), janitorial and grounds services Group J). It is not targeted at teacher aide occupations. Electives may be taken from a single stream, such as finance or disability support, or from a range of streams to suit the particular workplace. If all electives are chosen from Group B, the qualification is a generalist Certificate III, rather than this specialist qualification. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires eleven units of competency:

- five core units
- six elective units from the list below including:
-
- one unit from Group A and four units from one of the groups of elective units
- one unit may be selected from elsewhere within this Training Package, or any endorsed Training Package or Accredited Course

Core Units

PSPGOV301B	Work effectively in the organisation
PSPGOV302B	Contribute to workgroup activities
PSPGOV308B	Work effectively with diversity
PSPGOV312A	Use workplace communication strategies
CHCADMIN305D	Work within the administration protocols of the organisation

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
MSL943002A	Participate in laboratory/field workplace safety

Group B Elective Units

PSPGOV303B	Build and maintain internal networks
PSPGOV305B	Access and use resources and financial systems
PSPGOV306B	Implement change
PSPGOV307B	Organise workplace information
PSPGOV309A	Address client needs
PSPGOV310A	Work in and with small, regional and remote organisations
PSPGOV311A	Work with a coach or mentor
PSPGOV312A	Use workplace communication strategies

Packaging Rules	
PSPGOV313A	Compose workplace documents
PSPGOV314A	Contribute to conflict management
PSPGOV315A	Give and receive workplace feedback
Group C Elective Units	
PSPPROC303A	Carry out basic procurement
BSBADM302B	Produce texts from notes
BSBADM311A	Maintain business resources
BSBFLM305C	Support operational plan
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBITU203A	Communicate electronically
BSBITU301A	Create and use databases
BSBITU309A	Produce desktop published documents
BSBRES401A	Analyse and present research information
BSBRKG301B	Control records
Group D Elective Units	
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA304A	Maintain a general ledger
BSBITU305A	Conduct online transactions
FNSICACC305B	Process payment documentation
FNSICACC306A	Process journal entries
FNSICACC401A	Evaluate and authorise payment requests

Packaging Rules	
FNSICORG302A	Prepare reports for management
Group E Elective Units	
ICAI4030B	Install software to networked computers
ICAI3020B	Install and optimise operating system software
ICAS3024B	Provide basic system administration
ICAS3115B	Maintain equipment and software in working order
ICAS4127B	Support system software
ICAU3019B	Migrate to new technology
Group F Elective Units	
CHCDIS301A	Work effectively with people with a disability
CHCEDS301A	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS310A	Support learning for students with disabilities
CHCEDS315B	Support students with additional needs in the classroom
CHCIC301D	Interact effectively with children
CHCICS301A	Provide support to meet personal care needs
CHCICS305A	Provide behaviour support in the context of individualised plans
CHCICS404A	Plan and provide advanced behaviour support
CHCRF301D	Work effectively with families to care for the child
Group G Elective Units	
CULLB002B	Obtain information from external and networked sources to meet customer needs
CULLB004B	Process information resource orders
CULLB203C	Develop and use information literacy skills
CULLB205C	Process and maintain information resources

Packaging Rules	
CULLB206C	Assist with circulation services
CULMS207C	Assist with the presentation of public activities and events
CULLB302C	Use cataloguing tools
CULLB307C	Use multimedia information
CULLB401C	Assist customers to access information
Group H Elective Units	
MSL924001A	Process and interpret data
MSL933001A	Maintain the laboratory/field workplace fit for purpose
MSL933002A	Contribute to the achievement of quality objectives
MSL943001A	Work safely with instruments that emit ionising radiation
MSL952002A	Handle and transport samples or equipment
MSL953001A	Receive and prepare samples for testing
MSL963001A	Operate basic handblowing equipment
MSL963002A	Repair glass apparatus using simple glassblowing equipment
MSL973001A	Perform basic tests
MSL973002A	Prepare working solutions
MSL973003A	Prepare culture media
MSL973004A	Perform aseptic techniques
MSL973005A	Assist with fieldwork
MSL973006A	Prepare trial batches for evaluation
MSL973007A	Perform microscopic examination
Group I Elective Units	
SITHACS006A	Clean premises and equipment
SITHCCC001A	Organise and prepare food

Packaging Rules	
SITHCCC002A	Present food
SITHCCC003A	Receive and store kitchen supplies
SITHCCC004A	Clean and maintain kitchen premises
SITHCCC005A	Use basic methods of cookery
SITHACS007A	Launder linen and guest clothes
SITHCCC008A	Prepare stocks, sauces and soups
SITHCCC009A	Prepare vegetables, fruit, eggs and farinaceous dishes
SITHCCC016A	Develop cost-effective menus
SITHCCC030A	Package prepared foodstuffs
SITHCCC033A	Apply catering control principles
SITXFSA001A	Implement food safety procedures
SITXFSA003A	Transport and store food in a safe and hygienic manner
SITXOHS002A	Follow workplace hygiene procedures
Group J Elective Units	
PSPPROC303A	Carry out basic procurement
RIISAM203A	Use hand and power tools
BSBITS401A	Maintain business technology
CPPSEC2004A	Respond to security risk situation
CPPSEC3003A	Determine response to security risk situation
FPICOT2204A	Maintain chainsaws
FPICOT2206A	Cross cut materials with a hand-held chainsaw
NWP229B	Repair minor structures
RTC2304A	Operate and maintain chainsaws*
SRCAQU001B	Monitor pool water quality

Packaging Rules	
SRCAQU004B	Maintain pool water quality
TLIA2207C	Participate in stocktakes
TLID107C	Shift materials safely using manual handling methods

PSP40104 Certificate IV in Government

Modification History

Not applicable.

Description

Qualification Descriptor

This generalist qualification covers the competencies required for working without supervision in the public sector and is particularly suited to those working in an environment requiring multi-skilled personnel and/or in small or regionally based organisations. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual. Please note that if all electives are chosen from a group of elective units, a specialist qualification may result.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	<p>Qualifications at this level require the use of advanced communication strategies for interacting with internal and external clients, colleagues and managers. This has the following performance outcomes:</p> <ul style="list-style-type: none"> • Deal with complex enquiries and complaints, giving directions, managing meetings and making workplace and public presentations, as well as speaking, listening and reading non-verbal cues, reading, writing and visual literacy. It includes the use of written communication involving the evaluation and composition of complex workplace documents, interpreting and evaluating workplace information, composing complex written materials and editing. • Collect and analyse information to achieve work unit objectives and meet client needs. This includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information. • Use a range of communication methods with a diverse range of clients and colleagues from different levels in the organisation, including negotiation and problem solving in a wide range of government matters. This includes using negotiation/conflict resolution techniques to resolve difficult situations and making referrals in accordance with organisational policy and procedures. It also includes the use of a range of communication strategies/skills with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving. • Collect, organise, record and report information in accordance with

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	<p>organisational procedures and defined guidelines, using a range of standard and complex information systems and operations in accordance with organisational policy and procedures. This includes collecting evidence and information and ensuring that it is accurate, relevant and reported according to organisational requirements and negotiating recommendations for improving methods or techniques in accordance with organisational policy and procedures.</p> <ul style="list-style-type: none"> • Explain workplace issues and complex and formal documents such as legislation, using language and supporting material suitable to the needs of the audience and the situations they are likely to experience. This includes presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially. • Link ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose and use spelling, punctuation and grammar for workplace documents at an experienced level including editing drafts and recording to improve written communication.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	<p>Qualifications at this level require the development and maintenance of effective workplace relationships and networks. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Develop and maintain networks, including establishing and maintaining working relationships, and representing and promoting the organisation. • Promote the value of workplace diversity and the contribution it makes to effective work practices, the generation of new ideas, and the organisation's responsiveness to the community. This includes promoting the benefits of workplace diversity and contributing to diversity outcomes. • Handle difficult interpersonal situations and addressing the conflicts that may arise in day-to-day work activities. This includes identifying the cause of conflict, establishing and implementing strategies for dealing with conflict and evaluating the response and outcomes. It does not include formal negotiation, counselling or mediation. • Use collaborative planning with other workgroup members to integrate individual plans and build working relationships and identify work methods and practices and negotiate goals and outcomes to implement plans, in consultation with others. This includes providing feedback to workgroup members in regard to quality of client service delivery. • Identify the needs and viewpoints of individuals and consider them when implementing change. This includes suggesting options and opportunities for change to improve efficiency and effectiveness of the workgroup and the work environment, responding positively to suggestions for improvements made by workgroup members and acting on them where appropriate, giving and receiving

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	feedback, including 'managing upwards'. <ul style="list-style-type: none">• Encourage others (colleagues or those supervised) in the workplace to comply with legislation, including assisting others to comply with legislative requirements, and taking action on non-compliance.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Problem solving	<p>Qualifications at this level cover the development, implementation and review of client services and the skills to address complex workplace and public issues in the context of government services, including monitoring problems in implementing work plans and propose solutions within area of responsibility. This requires the following workplace performance outcomes:</p> <ul style="list-style-type: none"> • The delivery and monitoring of service to clients that requires understanding of the needs of existing and new clients which influence service requirements. This includes identifying and defining client needs, delivering client services, monitoring and improving client service delivery and reviewing client service. • The collection and analysis of information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information. This also includes carrying out more detailed analysis of information as required using relevant techniques including mathematical calculations and methods for numerical/graphical information. • The requirements for handling difficult interpersonal situations and addressing the conflicts that may arise in day-to-day work activities. It includes identifying the cause of conflict, establishing and implementing strategies for dealing with conflict and evaluating the response and outcomes. Strategies for the resolution of conflict take account of social and cultural differences and consistency with organisational policies and procedures. It does not include formal negotiation, counselling or mediation. • Numeracy for selecting and applying

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	mathematical concepts, estimating, checking reasonableness of results and using a range of mathematical language to communicate mathematical information.
Initiative and enterprise	<p>Qualifications at this level cover the skills required to implement a change process and includes understanding the reasons for change and initiating specific changes related to the work unit, suggesting options and opportunities for change, encouraging commitment to workplace change, monitoring and evaluating change and dealing with ambiguity in the change process. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • The exercise of delegations in the public sector, including confirming the delegation, applying other interacting legislation, policy and guidelines, and exercising delegations. • Select innovative and cost-effective options for achieving objectives and aligned options to organisational aims, including conducting cost-benefit analysis and the preparation of written or oral quotations to provide goods or services to others, clarifying requirements, establishing costs and availability of resources, preparing estimates, preparing and submitting quotations and taking follow-up action. This also includes conducting market research in accordance with legislation, policy and procedures to confirm the viability of options.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	<p>Qualifications at this level cover the development and implementation of work unit plans at both the work unit and individual level to achieve results through planning. It includes participating in the planning activities of the work unit, preparing individual work plans, and implementing and evaluating work plans. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • The organisation of available resources at a senior operative rather than managerial level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources. It also includes applying public sector legislation, including occupational health and safety and environmental requirements in the context of resource usage, storage and maintenance. • The application of knowledge of government processes, including applying information relating to machinery of government, and applying knowledge of organisational functions and protocols, Legislation and regulations applying across the public sector, such as equal employment opportunity, equity and diversity. • Complete planning activities within the defined timeframe and meet the organisation's requirements, evaluate proposals, outcome and preparation process using feedback from a range of stakeholders and use results to improve subsequent quotations, develop contingency plans to ensure operational continuity, and revise work plans according to changes in work priorities and organisational needs.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Self management	<p>Qualifications at this level require autonomous management of work roles, duties and responsibilities within the limitations of job descriptions, level of authority and delegations and departmental policies and procedures. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Identify and respond to risks using risk management procedures and treatments. This applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. It covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan. • Evaluate work activities based on feedback from workgroup members and other stakeholders and develop options for dealing with ambiguity and criteria for assessing those options and communicate them to the workgroup. This includes recognising and accepting the need to operate within constraints beyond one's own control and access and use information ethically and legally. • Plan career development and pathways. This includes self-assessment of skills and abilities, investigation of possible career opportunities, developing and implementing a career plan and monitoring progress against the plan. • Promote the value of workplace diversity and the contribution it makes to effective work practices, the generation of new ideas, and the organisation's responsiveness to the community. This includes promoting the benefits of workplace diversity and contributing to diversity outcomes.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Learning	<p>Qualifications at this level cover the skills required to provide mentoring, coaching and performance review for others as well as personal career and skills development. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Plan career directions and pathways. This includes self-assessment of skills and abilities, investigation of possible career opportunities, developing and implementing a career plan and monitoring progress against the plan. • Undertake a gap analysis to identify those skills that are common to both preferred future career and the organisation's requirements. This includes reflecting on competencies and performance, maintaining currency in knowledge of principles and practices applied in the workplace, monitoring the acquisition of skills and experience and respond to feedback on achievement of performance requirements • Monitor the work performance of another person and provide feedback. This includes planning for performance monitoring and feedback, monitoring performance, providing and documenting feedback, determining action, and reviewing performance monitoring and feedback. It covers the provision of on-the-job coaching to colleagues and reflects the situation in many workplaces where formal and informal on-the-job coaching is extremely common. It includes preparation for coaching, and provision of and follow-up of coaching. • Identify learning from workplace experiences, share outcomes with others and transfer them to other initiatives including identifying and promoting training and awareness programs to encourage and support the skills development and advanced practice of

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	others.
Technology	Qualifications at this level cover the technology skills required for general government workplaces and services. This requires the following performance outcomes: <ul style="list-style-type: none"> • Use workplace technology for a range of applications including, resource ordering, managing and financial requirements, computerised techniques for information management, computer technology for data storage, security, retrieval and presentation. • Specialists elective competencies cover the specific equipment and technology required by those specialist functions.

Packaging Rules

Packaging Rules

This qualification requires fifteen units of competency consisting of:

- seven core units
- eight elective units

Choose eight elective units from the list below including;

- one unit from Group A
- seven from Group B, **or** from elsewhere within this Training Package **or** any other endorsed Training Package **or** Accredited Course, not duplicating Core Units or Group A elective units at Certificate III and above

Core Units	
PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity

Packaging Rules

PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
Group A Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs
Group B Elective Units	
PSPGOV403B	Use resources to achieve work unit goals
PSPGOV404B	Develop and implement work unit plans
PSPGOV405B	Provide input to change processes
PSPGOV406B	Gather and analyse information
PSPGOV407B	Provide a quotation
PSPGOV409A	Provide support to Parliament
PSPGOV410A	Undertake career planning
PSPGOV411A	Deal with conflict
PSPGOV413A	Compose complex workplace documents
PSPGOV414A	Provide workplace mentoring
PSPGOV415A	Provide workplace coaching
PSPGOV416A	Monitor performance and provide feedback
PSPGOV417A	Identify and treat risks
PSPGOV418A	Develop internal and external networks
PSPGOV419A	Work with interpreters
PSPGOV420A	Use translation services

Packaging Rules

PSPGOV421A	Exercise delegations
PSPPOL402A	Assist with specialist policy development
PSPPOL403A	Give and receive policy information
PSPPOL405A	Implement e-correspondence policies
PSPPROC406B	Procure goods and services
PSPSCI401A	Provide scientific technical support
PSPSCI402A	Promote innovation and change through extension
PSPSCI403A	Organise and undertake scientific/technological research
BSBCMM401A	Make a presentation
BSBEBU401A	Review and maintain a website
BSBITU203A	Communicate electronically
BSBMKG401B	Profile the market
BSBMKG402B	Analyse consumer behaviour for specific markets
BSBMKG507A	Interpret market trends and developments
BSBMKG514A	Implement and monitor marketing activities
BSBREL402A	Build client relationships and business networks
BSBRKG401B	Review the status of a record
BSBRKG404A	Monitor and maintain records in an online environment
CHCCD401D	Support community participation
CHCCD402A	Develop and provide community education projects
CHCCD404D	Develop and implement community programs
CHCCD413D	Work within specific communities
CHCMED414A	Facilitate mediation processes
CHCMED415A	Facilitate interaction between parties in mediation

Packaging Rules

CHCMED416B	Consolidate and conclude the mediation process
CHCMED419C	Facilitate alternative dispute resolution processes
CHCORG525C	Recruit and coordinate volunteers
PUAWER005B	Operate as part of an emergency control organisation
PUAWER009B	Participate as a member of a workplace emergency initial response team

Employability Skills and facets relevant to this qualification

PSP40204 Certificate IV in Government (Border Protection)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by experienced staff working in border protection. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires fifteen units of competency consisting of:

- seven core units
- eight elective units

Choose eight elective units from the list below including:

- a maximum of one unit from Group A
- one unit from Group B
- four units from Group C

a maximum of three units from Group D, **or** from elsewhere within this Training Package, **or** any endorsed Training Package **or** Accredited Course

Core Units	
PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
Group A Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
PUAPOL001B	Maintain operational safety
Group B Elective Units	
PSPBORD301A	Conduct patrols
PSPBORD302A	Use border protection technology equipment
Group C Elective Units	

Packaging Rules

PSPBORD401A	Create and maintain profiles
PSPBORD402A	Develop surveillance flight routes
PSPBORD403A	Review operational schedules
PSPBORD404A	Analyse surveillance products
PSPBORD405A	Develop operational effectiveness of detector dog teams
PSPBORD406A	Conduct detector dog team training
PSPBORD407A	Command operational groups
PSPBORD408A	Examine and test firearms
Group D Elective Units	
PSPGOV417A	Identify and treat risks
PSPREG401C	Exercise regulatory powers
PSPREG408C	Conduct search and seizure
PSPREG415A	Receive and validate data
PSPREG417A	Undertake compliance audits

PSP40304 Certificate IV in Government (Court Compliance)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by Sheriff's Officers, Bailiffs or Marshals to carry out the directions of the court and ensure a secure and efficient environment in which the court can function. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 7 core units
- 8 elective units including:
 - a maximum of 1 unit from Group A
 - at least 4 units from Group B
 - a maximum of 3 units from Group C, **or** from elsewhere in this Training Package, **or** any endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from a Certificate III qualification level or higher, unless otherwise stated

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
CSCSAS201A	Maintain security
PUAPOL001B	Maintain operational safety

Group B Elective Units

Packaging Rules	
PSPCRT401C	Carry out court orderly functions
PSPCRT402C	Manage witnesses
PSPCRT403C	Handle exhibits and documents tendered
PSPCRT404C	Serve process
PSPCRT405C	Handle monies received in satisfaction of warrants or orders
PSPCRT406C	Compile and use official notes
PSPCRT410B	Provide court support to Indigenous clients
Group C Elective Units	
PSPREG401C	Exercise regulatory powers
PSPREG402C	Promote client compliance
PSPREG408C	Conduct search and seizure
CPPDSM4038A	Conduct goods, chattels or equipment clearing sale or auction
CSCSAS304A	Monitor control room operations
CSCSAS402A	Manage threatening behaviour
CSCTRA401A	Plan and monitor escorts
PSPCRT501C	Perform court duties
PSPCRT502C	Manage jurors
PSPCRT503C	Execute process
PSPCRT504C	Carry out possessions/evictions
PSPREG404C	Investigate non-compliance
PSPREG406C	Make arrests
PUAOPE002B	Operate communications systems and equipment
PUAOPE003B	Navigate in urban and rural environments
PUAPOL005B	Use and maintain operational equipment

Packaging Rules	
PUAPOL007B	Manage persons in care or custody or in need of assistance
PUAVEH001B	Drive vehicles under operational conditions

PSP40404 Certificate IV in Government (Court Services)

Modification History

Not applicable.

Description

Qualification Description

This specialist qualification covers the competencies required by those providing services to the court. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification, electives may also be selected from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

15 units of competency are required for this qualification including:

- 7 core units
- 8 elective units

Choose 8 elective units from the list below, using 1 unit from Group A and 7 units from Group B

Alternatively, up to 3 electives may be selected from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

Core units	
PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
Group A Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
Group B: Elective Units	
PSPCRT301B	Audio record court proceedings
PSPCRT401C	Carry out court orderly functions
PSPCRT402C	Manage witnesses
PSPCRT403C	Handle exhibits and documents tendered
PSPCRT407B	Undertake court listings
PSPCRT408B	Provide court registry and information services

PSPCRT409B	Administer court fines and debt management
PSPCRT410B	Provide court support to Indigenous clients
PSPCRT411B	Audio record complex court proceedings
PSPCRT412B	Record court proceedings
PSPCRT413A	Contribute to an integrated service delivery program
PSPCRT414A	Administer court legislation
PSPCRT415A	Administer alternative dispute-resolution proceedings
PSPCRT416A	Provide support to self-represented litigants
PSPCRT501C	Perform court duties
PSPCRT502C	Manage jurors
PSPPOL401A	Contribute to policy development

PSP40504 Certificate IV in Government (Financial Services)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of finance officers in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires fifteen units of competency consisting of:

- eight core units
- seven elective units including:
 - a maximum of one unit from Group A
 - at least four units from Group B
 - two units from elsewhere within this Training Package, **or** any endorsed Training Package **or** Accredited Course. One unit may be selected from a Certificate III level

All other elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

Units selected should not duplicate content already covered by other units in this qualification.

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
PSPFIN401A	Use public sector financial processes

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs

Packaging Rules	
	(supervisory staff)
Group B Elective Units	
BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
BSBFIM502A	Manage payroll
FNSACCT401A	Process business tax requirements
FNSACCT403B	Prepare operational budgets
FNSACCT405B	Prepare financial statements
FNSACCT406B	Maintain asset and inventory records
FNSICACC307A	Reconcile and monitor accounts receivable
FNSICORG509A	Maintain integrity of financial systems

PSP40604 Certificate IV in Government (Fraud Control)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required to prevent and detect fraud. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units

Choose 2 elective units from the list below. Only 1 of the PSPOHS units may be used

Choose 3 electives from elsewhere within this Training Package, any endorsed Training Package or Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, 1 of the 3 imported elective units may be drawn from units of competency packaged at Certificate III level

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
PSPFRAU401B	Monitor data for indicators of fraud
PSPFRAU407B	Conduct fraud control awareness sessions

Packaging Rules	
PSPREG415A	Receive and validate data
Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
PSPREG416A	Conduct data analysis

PSP40704 Certificate IV in Government (Service Delivery)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required for working without supervision delivering services in a government service delivery context in the public sector. Technical and agency-specific systems and procedures form the context for performance and indicative examples are referenced in the Range Statements and Evidence Guides for each unit. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where free electives are available these may be drawn from this or other Training Packages to reflect the particular work context or career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units including:
 - a maximum of 1 unit from Group A
 - 3 units from Group B
 - up to 2 units from elsewhere within this Training Package, any endorsed Training Package or Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from a Certificate III qualification level or higher, unless otherwise stated

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
PSPGSD401A	Identify and select government service delivery options
PSPGSD402A	Administer government service delivery requirements
PSPGSD403A	Conduct government service delivery interviews
Group A Elective Units	
PSPOHS301A	Contribute to workplace safety

Packaging Rules	
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
Group B Elective Units	
PSPGSD404A	Administer delivery of financial and other benefits
PSPGSD405A	Introduce the government service delivery model
PSPGSD406A	Facilitate participation in government service delivery
PSPGSD407A	Assist self-management of government service offers
PSPGSD408A	Assist government service recipients with complex needs
PSPGSD409A	Deal with incorrect payments and debts
PSPGOV413A	Compose complex workplace documents
PSPGOV419A	Work with interpreters
PSPGOV421A	Exercise delegations

PSP40804 Certificate IV in Government (Injury Claims Administration)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of injury claims administrators in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Qualification Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units

Choose 5 elective units from the list below:

- a maximum of 1 unit from Group A
- 2 units from Group B
- and 2 units from elsewhere within this Training Package, **or** any endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification. from Certificate III and above

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
PSPIM401A	Conduct initial claim assessments
PSPIM408A	Monitor and review injury management cases
PSPIM409A	Maintain injury management case files
Group A Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory

Qualification Rules

	staff)
Group B Elective Units	
PSPIM301A	Process claims
PSPIM403A	Make claim determinations
PSPIM406A	Implement and monitor return to work plans
PSPIM407A	Promote and educate about injury management
PSPREG410B	Give evidence

PSP40904 Certificate IV in Government (Injury Rehabilitation Management)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of rehabilitation practitioners in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units

Choose 5 elective units from the list below:

- a maximum of 2 units from Group A
- the remaining units from Group B, **or** from elsewhere within this Training Package, **or** any endorsed Training Package **or** Accredited Course.

The remaining three elective units must be selected from Certificate III qualification level and above

Units selected should not duplicate content already covered by other units in this qualification.

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPIM402A	Undertake initial rehabilitation assessments
PSPIM404A	Conduct situational workplace assessments
PSPIM405A	Develop return to work plans
PSPIM406A	Implement and monitor return to work plans

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
PSPPOL404A	Support policy implementation

Packaging Rules	
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
Group B Elective Units	
PSPIM407A	Promote and educate about injury management
PSPIM408A	Monitor and review injury management cases
PSPIM409A	Maintain injury management case files

PSP41004 Certificate IV in Government (Land Administration)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by public land administration officers. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 5 core units
- 10 elective units

Choose 10 elective units from the list below:

- 7 units from the elective units listed
- the remaining units from the elective units below, **or** from elsewhere within this Training Package, **or** any other endorsed Training Package **or** Accredited Course.

The remaining elective units must be selected from Certificate III qualification level and above

Units selected should not duplicate content already covered by other units in this qualification.

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV408A	Value diversity
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPLAND404A	Investigate tenure applications

Elective Units

PSPLAND401A	Assess Crown land
PSPLAND402A	Undertake native title assessments
PSPLAND403A	Prepare and lodge non-claimant native title applications
PSPLAND405A	Administer public reserves
PSPLAND406A	Monitor reserves management
PSPLAND407A	Coordinate land board sittings

Packaging Rules	
PSPLAND408A	Investigate Aboriginal land claims/applications
PSPLAND409A	Handle compensation claims
PSPREG404C	Investigate non-compliance
PSPREG410B	Give evidence
PSPREG412A	Gather and manage evidence
PSPREG417A	Undertake compliance audits

PSP41104 Certificate IV in Government (Occupational Health Safety)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of occupational health and safety practitioners in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 7 core units
- 8 elective units:
- Choose 5 elective units from the Group A elective list.
- Choose 3 elective units from the Group B elective list below, **or** from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

**All elective units must be selected from Certificate III qualification level and above.

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation

Group A electives (OHS)

PSPSOHS401A	Contribute to the implementation of a systematic approach to managing OHS
PSPSOHS402A	Contribute to the implementation of the OHS consultation process
PSPSOHS403A	Identify hazards and assess OHS risks
PSPSOHS404A	Contribute to the implementation of strategies to control OHS risk
PSPSOHS405A	Contribute to the implementation of emergency procedures

Packaging Rules	
PSPSOHS406A	Use equipment to conduct workplace monitoring
Group B electives (General)	
PSPPOL401A	Contribute to policy development
PSPPM401B	Design simple projects
PSPPM402B	Manage simple projects
PSPPM403B	Close simple projects
PSPPM404A	Carry out simple project activities

PSP41204 Certificate IV in Government (Project Management)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of persons responsible for the management of projects in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual. Please note that the full suite of Private Sector Project Management units may be substituted for the three required Project Management units listed if this better reflects the way project management is conducted within the organisation.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units

- Choose 1 unit from Group A
- Choose 4 elective units from elsewhere within this Training Package, or any other endorsed Training Package or Accredited Course

Note: PSPPM405A Administer simple projects cannot be selected for this qualification

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV417A	Identify and treat risks
PSPGOV422A	Apply government processes
PSPPOL404A	Support policy implementation
PSPPM401B	Design simple projects
PSPPM402B	Manage simple projects
PSPPM403B	Close simple projects

Packaging Rules	
Please note that, once endorsed, the full suite of private sector project management competency standards below* (8 units) may be substituted for these three Required Units.	
Group A Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
Equivalent Units	
The following 8 units together are considered equivalent to the three units PSPPM401B, PSPPM402B & PSPPM403B together.	
BSBPMG401A	Apply project scope management techniques
BSBPMG402A	Apply time management techniques
BSBPMG403A	Apply cost management techniques
BSBPMG404A	Apply quality management techniques
BSBPMG405A	Apply human resources management approaches
BSBPMG406A	Apply communications management techniques
BSBPMG407A	Apply risk management techniques
BSBPMG408A	Apply contract and procurement techniques

PSP41404 Certificate IV in Government (Statutory Compliance)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those responsible for ensuring statutory compliance with the requirements of legislation, regulations, and government and organisational policy. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 8 core units
- 7 elective units

Choose 7 elective units including:

- 1 unit from Group A,
- 4 units from Group B
- the remaining units from Group B, **or** from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
PSPREG401C	Exercise regulatory powers

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
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Packaging Rules	
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
PUAPOL001B	Maintain operational safety
Group B Elective Units	
PSPREG402C	Promote client compliance
PSPREG403B	Assess compliance
PSPREG404C	Investigate non-compliance
PSPREG405B	Act on non-compliance
PSPREG406C	Make arrests
PSPREG407B	Produce formal record of interview
PSPREG408C	Conduct search and seizure
PSPREG409B	Prepare a brief of evidence
PSPREG410B	Give evidence
PSPREG411A	Gather information through interviews
PUAOPE002B	Operate communications systems and equipment
PSPREG412A	Gather and manage evidence
PSPREG413A	Undertake inspections and monitoring
PSPREG414A	Conduct surveillance
PSPREG415A	Receive and validate data
PSPREG416A	Conduct data analysis
PSPREG417A	Undertake compliance audits
PSPREG418A	Advise on progress of investigations
PSPREG419A	Finalise and report on investigations
PSPREG420A	Plan and implement recovery action
PSPREG421A	Take custody of and store weapons

PSP41504 Certificate IV in Government (Investigation)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those responsible for statutory investigation under a range of legislation, regulations, mandated government and organisational policy and instructions. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units

Choose 5 elective units from the list below, including:

- 1 unit from Group A,
- 4 from Group B, **or** from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV412A	Use advanced workplace communication strategies
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPREG401C	Exercise regulatory powers
PSPREG404C	Investigate non-compliance
PSPREG407B	Produce formal record of interview
PSPREG411A	Gather information through interviews
PSPREG412A	Gather and manage evidence
PSPREG418A	Advise on progress of investigations
PSPREG419A	Finalise and report on investigations

Group A Elective Units

Packaging Rules	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
PUAPOL001B	Maintain operational safety
Group B Elective Units	
PSPFRAU401B	Monitor data for indicators of fraud
PSPFRAU407B	Conduct fraud control awareness sessions
PSPREG415A	Receive and validate data
PSPREG416A	Conduct data analysis

PSP41604 Certificate IV in Government (Security)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required for working without supervision in the government security area of the public sector. Where a free choice of electives is available these may be drawn from this or other Training Packages to reflect the particular work context or career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 10 core units
- 5 elective units

Choose 5 elective units from the list below, including:

- 2 units from below. Note - only 1 of the 2 OH&S units may be selected.
- 3 units from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPSEC401A	Undertake government security risk analysis
PSPSEC402A	Implement security risk treatments
PSPSEC403A	Develop and advise on government security procedures
PSPSEC405A	Handle security classified information

Elective Units

Packaging Rules	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
PSPPOL404A	Support policy implementation

PSP41704 Certificate IV in Government (Personnel Security)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required for working without supervision in the personnel security area of the public sector. Where a free choice of electives is available these may be drawn from this or other Training Packages to reflect the particular work context or career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 12 core units
- 3 elective units

Choose 3 elective units including:

- 1 unit from the list below
 - 2 units from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPSEC401A	Undertake government security risk analysis
PSPSEC402A	Implement security risk treatments
PSPSEC404A	Conduct personnel security assessments
PSPSEC405A	Handle security classified information
PSPSEC406A	Provide government security briefings

Packaging Rules	
PSPREG411A	Gather information through interviews
PSPREG416A	Conduct data analysis
Elective Units	
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)

PSP41804 Certificate IV in Government (Road Transport Compliance)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of national road transport inspectors. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 12 core units
- 3 elective units

Choose 3 elective units from the list below

- 1 unit from Group A,
- 2 units from Group B.

-

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV417A	Identify and treat risks
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPREG401C	Exercise regulatory powers
PSPREG405B	Act on non-compliance
PSPTRAN401A	Inspect vehicles
PSPTRAN402A	Assess driver compliance
PSPTRAN403A	Assess vehicle compliance

Group A Elective units

PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)

Group B Elective Units

Packaging Rules	
PSPTRAN404A	Conduct detailed vehicle examination
PSPTRAN501A	Provide specialist vehicle technical advice
PSPCRT406C	Compile and use official notes
PSPREG402C	Promote client compliance
PSPREG404C	Investigate non-compliance
PSPREG407B	Produce formal record of interview
PSPREG408C	Conduct search and seizure
PSPREG409B	Prepare a brief of evidence
PSPREG410B	Give evidence
PSPREG411A	Gather information through interviews
PSPREG412A	Gather and manage evidence
PSPREG415A	Receive and validate data
PSPREG416A	Conduct data analysis
PSPREG417A	Undertake compliance audits
PSPREG418A	Advise on progress of investigations
PSPREG419A	Finalise and report on investigations
PSPREG501B	Conduct prosecutions

PSP41904 Certificate IV in Government (School Support Services)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by staff working at an experienced level providing school support services in government schools. It is not targeted at teacher aide occupations. Electives may be taken from a single stream, such as administration or library support, or from a range of streams to suit the particular workplace. If, however, all electives are chosen from units coded PSPGOV, the resulting qualification is a generalist Certificate IV in Government, rather than this specialist qualification. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency consisting of:

- 6 core units
- 9 elective units

Choose 9 elective units:

- 1 unit from Group A,
- 6 units from groups B to G, either across groups or from a single group
- 2 units from elsewhere within this Training Package, **or** any endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core Units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
MSL943002A	Participate in laboratory/field workplace safety

Packaging Rules	
Group B Elective Units (Generalist)	
PSPGOV403B	Use resources to achieve work unit goals
PSPGOV404B	Develop and implement work unit plans
PSPGOV405B	Provide input to change processes
PSPGOV406B	Gather and analyse information
PSPGOV410A	Undertake career planning
PSPGOV411A	Deal with conflict
PSPGOV413A	Compose complex workplace documents
PSPGOV414A	Provide workplace mentoring
PSPGOV415A	Provide workplace coaching
PSPGOV416A	Monitor performance and provide feedback
PSPGOV417A	Identify and treat risks
PSPGOV418A	Develop internal and external networks
PSPGOV419A	Work with interpreters
PSPGOV420A	Use translation services
PSPGOV421A	Exercise delegations
PSPGOV507A	Undertake negotiations
PSPGOV508A	Manage conflict
PSPPOL404A	Support policy implementation
Group C Elective Units (Administration)	
PSPFIN401A	Use public sector financial processes
PSPPROC406B	Procure goods and services
BSBADM405B	Organise meetings
BSBFIA401A	Prepare financial reports

Packaging Rules	
BSBFIA402A	Report on financial activity
BSBINM401A	Implement workplace information system
BSBITA401A	Design databases
BSBITS401A	Maintain business technology
BSBITU402A	Develop and use complex spreadsheets
BSBITU404A	Produce complex desktop published documents
BSBMKG413A	Promote products and services
BSBRES401A	Analyse and present research information
BSBRKG402B	Provide information from and about records
BSBRKG403B	Set up a business or records system for a small office
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
FNSICGEN501B	Produce research reports and make presentations
FNSICORG519A	Analyse and comment on management reports
Group D Elective Units (Human Resources)	
PSPHR402A	Administer human resource processes
PSPHR403A	Provide a consultancy service for human resource management
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBHRM501A	Manage human resources services
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals
BSBMGT402A	Implement operational plan
BSBSMB407A	Manage a small team

Packaging Rules	
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR404A	Develop work priorities
Group E Elective Units (Library Support)	
CULLB002B	Obtain information from external and networked sources to meet customer needs
CULLB004B	Process information resource orders
CULLB401C	Assist customers to access information
CULLB412C	Undertake cataloguing activities
Group F Elective Units (Scientific Assistance)	
MSL904001A	Perform standard calibrations
MSL924002A	Use laboratory application software
MSL934002A	Apply quality system and continuous improvement processes
MSL934003A	Maintain and control stocks
MSL974001A	Prepare, standardise and use solutions
MSL974003A	Perform chemical tests and procedures
MSL974005A	Perform physical tests
Group G Elective Units (Technology)	
ICAI3020B	Install and optimise operating system software
ICAI3110C	Implement system software changes
ICAS3024B	Provide basic system administration
ICAS3031B	Provide advice to clients
ICAS4108B	Complete database back-up and recovery
ICAS4113C	Identify and resolve common database performance problems

Packaging Rules	
ICAS4114B	Implement maintenance procedures
ICAS4125B	Monitor and administer a database
ICAS4134C	Provide first-level remote help desk support
ICAS4191B	Maintain website performance
ICAT3025B	Run standard diagnostic tests
ICPMM321B	Capture a digital image

PSP42010 Certificate IV in School Support Services

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required by staff working at an experienced level providing school support services in non-government schools. It is not targeted at teacher aid occupations. Electives may be taken from a single stream, such as administration or library support, or from a range of streams to suit the particular workplace. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 units of competency are required for this qualification including:

- 6 core units
- 9 elective units

Choose 9 elective units from the list below:

- 1 unit from Group A
- 6 units from groups C to G
- 2 units from the list below, **or** from elsewhere within this Training Package, **or** from another endorsed Training Package, or Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core units	
PSPGOV402B	Deliver and monitor service to clients
PSPGOV403B	Use resources to achieve work unit goals
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
CHCADMIN305D	Work within the administration protocols of the organisation
CHCLEG411A	Use relevant legislation in response to client needs
Elective Units	
Group A: OHS	
MSL943002A	Participate in laboratory/field workplace safety
PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs (supervisory staff)
Group B: General	

Core units	
PSPGOV404B	Develop and implement work unit plans
PSPGOV405B	Provide input to change processes
PSPGOV406B	Gather and analyse information
PSPGOV410A	Undertake career planning
PSPGOV411A	Deal with conflict
PSPGOV413A	Compose complex workplace documents
PSPGOV414A	Provide workplace mentoring
PSPGOV415A	Provide workplace coaching
PSPGOV416A	Monitor performance and provide feedback
PSPGOV417A	Identify and treat risks
PSPGOV418A	Develop internal and external networks
PSPGOV419A	Work with interpreters
PSPGOV420A	Use translation services
PSPGOV507A	Undertake negotiations
PSPGOV508A	Manage conflict
PSPPOL404A	Support policy implementation
Group C: Administration	
BSBADM405B	Organise meetings
BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
BSBINM401A	Implement workplace information system
BSBITA401A	Design databases
BSBITS401A	Maintain business technology
BSBITU402A	Develop and use complex spreadsheets

Core units	
BSBITU404A	Produce complex desktop published documents
BSBMKG413A	Promote products and services
BSBRES401A	Analyse and present research information
BSBRKG402B	Provide information from and about records
BSBRKG403B	Set up a business or records system for a small office
BSBSMB404A	Undertake small business planning
BSBSMB406A	Manage small business finances
FNSICGEN501B	Produce research reports and make presentations
FNSICORG519A	Analyse and comment on management reports
PSPFIN401A	Use public sector financial processes
PSPPROC406B	Procure goods and services
Group D: Human Resource Management	
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBHRM501A	Manage human resources services
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals
BSBMGT402A	Implement operational plan
BSBSMB407A	Manage a small team
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR404A	Develop work priorities
PSPHR402A	Administer human resource processes
PSPHR403A	Provide a consultancy service for human resource management

Core units	
Group E: Library Support	
CULLB002B	Obtain information from external and networked sources to meet customer needs
CULLB004B	Process information resource orders
CULLB401C	Assist customers to access information
CULLB412C	Undertake cataloguing activities
Group F: Scientific Assistance	
MSL904001A	Perform standard calibrations
MSL924002A	Use laboratory application software
MSL934002A	Apply quality system and continuous improvement processes
MSL934003A	Maintain and control stocks
MSL974001A	Prepare, standardise and use solutions
MSL974003A	Perform chemical tests and procedures
MSL974005A	Perform physical tests
Group G: Technology	
ICAI3020B	Install and optimise operating system software
ICAI3110C	Implement system software changes
ICAS3024B	Provide basic system administration
ICAS3031B	Provide advice to clients
ICAS4108B	Complete database back-up and recovery
ICAS4113C	Identify and resolve common database performance problems
ICAS4114B	Implement maintenance procedures
ICAS4125B	Monitor and administer a database
ICAS4134C	Provide first-level remote help desk support

Core units	
ICAS4191B	Maintain website performance
ICAT3025B	Run standard diagnostic tests
ICPMM321B	Capture a digital image

PSP42108 Certificate IV in Government (Revenue Administration)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required by staff working in revenue administration. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and/or career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 units of competency are required for this qualification.

- 5 core units
- 10 elective units including:
 - 1 unit from Group A
 - 5 units from Group B
 - up to 4 units from units from Group B and C **or** from elsewhere within this Training Package, **or** any endorsed Training Package **or** Accredited Course

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

Units selected should not duplicate content already covered by other units in this qualification.

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core units

PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector

Group A Elective Units

PSPOHS301A	Contribute to workplace safety
PSPOHS401B	Implement workplace safety procedures and programs

Group B Elective Units

PSPREV401A	Identify and apply statute law
PSPREV402A	Undertake legislative decision making
PSPREV403A	Manage information on legal entities, relationships and property

Packaging Rules	
PSPREV404A	Interpret and assess contracts
PSPREV405A	Assess applications for grants, subsidies and rebates
PSPREV406A	Evaluate returns-based taxes
PSPREV407A	Determine land tax liability
PSPREV408A	Determine stamp duties
PSPREV409A	Administer levies, fines and other taxes
Group C Elective Units	
PSPFRAU401B	Monitor data for indicators of fraud
PSPGOV402B	Deliver and monitor service to clients
PSPGOV406B	Gather and analyse information
PSPGOV411A	Deal with conflict
PSPGOV417A	Identify and treat risks
PSPGOV421A	Exercise delegations
PSPPOL401A	Contribute to policy development
PSPPOL404A	Support policy implementation
PSPREG401C	Exercise regulatory powers
PSPREG402C	Promote client compliance
PSPREG403B	Assess compliance
PSPREG404C	Investigate non-compliance
PSPREG405B	Act on non-compliance
PSPREG409B	Prepare a brief of evidence
PSPREG415A	Receive and validate data
PSPREG417A	Undertake compliance audits
PSPREG420A	Plan and implement recovery action

Packaging Rules

LGAGOVA301B	Assist customers with rate enquiries
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PSP42210 Certificate IV in Government (Workplace Relations)

Modification History

Not applicable.

Description

Qualification descriptor

This qualification supports staff with responsibility for providing front line services in a workplace relations environment.

The candidate may work in a department, organisation, division or business unit that provides specialist workplace relations services to employers, employees, union officials, industry bodies or other agencies. The qualification is also applicable for candidates who are working in a broader human resources area and seeking to pursue a career path in workplace relations within government.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 units of competency are required for this qualification including:

- 7 core units
- 8 elective units

- Choose a minimum of 3 units from Group A
- Choose up to 5 elective units from Groups A and B below, **or** from elsewhere within this qualification, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate III level may be used

Core units	
PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV402B	Deliver and monitor service to clients
PSPGOV408A	Value diversity
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPOL404A	Support policy implementation
Group A: Workplace Relations	
BSBCCO301A	Use multiple information systems
PSPPOL405A	Implement e-correspondence policies
PSPWPR401A	Process incoming workplace relations queries
PSPWPR402A	Respond to general workplace relations enquiries
PSPWPR403A	Support the provision of workplace relations information

Core units	
Group B: General	
BSBCUS201A	Deliver a service to customers
BSBCCO401A	Administer customer contact telecommunications technology
BSBCMM301A	Process customer complaints
BSBCUS401A	Coordinate implementation of customer service strategies
BSBIND101A	Work effectively in a contact centre environment
BSBINM401A	Implement workplace information system
BSBITU203A	Communicate electronically
BSBRES402A	Research, locate and provide legal and other information in response to requests
PSPGOV403B	Use resources to achieve work unit goals
PSPGOV405B	Provide input to change processes
PSPGOV406B	Gather and analyse information
PSPGOV410A	Undertake career planning
PSPGOV411A	Deal with conflict
PSPGOV413A	Compose complex workplace documents
PSPGOV414A	Provide workplace mentoring
PSPGOV416A	Monitor performance and provide feedback
PSPREG404C	Investigate non-compliance
PSPREG411A	Gather information through interviews
PSPREG412A	Gather and manage evidence
PSPREG418A	Advise on progress of investigations

PSP42310 Certificate IV in Government (Trade Measurement)

Modification History

Not applicable.

Description

Qualification descriptor

This qualification supports staff with responsibility for providing national trade measurement inspection. The candidate may work in a department, organisation, division or business unit that provides specialist trade measurement services to employers. The qualification is also applicable to candidates who are working in broader verification or measurement areas, seeking to pursue a career path in trade measurement within government.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 12 units of competency including:

- 8 core units
- 4 elective units
-

Choose 4 elective units from Groups A and B below

Alternatively, up to 2 electives may be selected from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

Core units	
PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV414A	Provide workplace mentoring
PSPREG401C	Exercise regulatory powers
PSPREG403B	Assess compliance
PSPREG405B	Act on non-compliance
PSPREG413A	Undertake inspections and monitoring
MSL944001A	Maintain laboratory/field workplace safety
Elective units	
Group A Elective Units (Trade measurement)	
MSATMINS401A	Inspect a range of weighing instruments
MSATMINS402A	Inspect a range of liquid measuring instruments using volume measures
MSATMINS403A	Inspect a range of trading practices

Core units	
MSATMINS404A	Inspect a range of pre-packaged products
Group B Elective Units (Laboratory measurement)	
MSATMVER403A	Verify inspector's class reference standards
MSL924001A	Process and interpret data
MSL925002A	Analyse measurements and estimate uncertainties
MSL934002A	Apply quality system and continuous improvement processes

PSP42410 Certificate IV in Government (Procurement and Contracting)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of personnel responsible for the procurement of goods or services. Electives should reflect the responsibilities of the individual and the job skills required for effective performance.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 15 units of competency including:

- 9 core units
- 6 elective units

Choose 6 electives from the list below including:

- at least 1 unit from Group A
- the remaining elective units:
- from Groups A and Group B

from Certificate IV or Diploma level, **or** from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course.

NOTE: PSPPROC406B Procure Goods and Services is excluded from this qualification and may not be selected

** For this qualification, a maximum of 1 unit from a Certificate III level may be used

For individuals working in local government consideration should be given to selecting elective units from the Local Government Training Package.

Core units	
PSPETHC401A	Uphold and support the values and principles of public service
PSPGOV417A	Identify and treat risks
PSPGOV421A	Exercise delegations
PSPGOV422A	Apply government processes
PSPLEGN401A	Encourage compliance with legislation in the public sector
PSPPROC411A	Plan procurement
PSPPROC412A	Develop and distribute requests for offers
PSPPROC413A	Select providers and develop contracts
PSPPROC414A	Manage contracts
Elective units	
Group A Elective Units (Research and analysis)	
BSBMKG408B	Conduct market research

Core units	
PSPGOV406B	Gather and analyse information
Group B Elective Units (General)	
PSPFIN401A	Use public sector financial processes
PSPGOV403B	Use resources to achieve work unit goals
PSPGOV412A	Use advanced workplace communication strategies
PSPGOV418A	Develop internal and external networks
PSPPM405A	Administer simple projects
PSPPOL404A	Support policy implementation
PSPPOL401A	Contribute to policy development
PSPPROC405C	Dispose of assets

PSP50104 Diploma of Government

Modification History

Not applicable.

Description

Qualification Descriptor

This qualification covers the competencies required for independent and self-directed work in the public sector. There may be supervisory responsibilities rather than specialist management competencies, which are catered for in the Diploma of Government (Management). The qualification is particularly suited to those working in an environment where there is a range of responsibilities which are diverse in nature rather than within a narrow specialisation and/or they work in small or regionally based organisations. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual. Please note that if all electives are chosen from a single Group, a specialist qualification may result. Requirements for specialisations are listed under the relevant Competency Field.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	<p>Qualifications at this level require the use of complex communication strategies for interacting with internal and external clients, colleagues and managers. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff, including preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies. • Written workplace communication at a level where preliminary research or documents may have been prepared by others as input, and final documents are being prepared, including critical analysis of workplace information, composition, revision and refinement to meet workplace requirements. • Negotiations as an individual or as a member of a negotiating team, including planning for the negotiation, conducting the negotiation and finalising the outcome. • Use of a range of complex communication techniques including applying legislation, regulations and policies relating to communication in the public sector, analysing and using language structures and features that influence the interpretation of spoken communication, interacting confidently with groups on familiar topics in formal and informal workplace situations, speaking with confidence and listening critically, clarifying meaning, exploring issues and problem solving, responding to diversity, including gender and disability. • Use reading and writing at a level to cope with a range of complex and sensitive workplace materials including, critically analysing and synthesising information to compose complex written documents, refining content, structure and sequence according to the required purpose of written material, using spelling, punctuation and grammar for workplace documents at an experienced level, providing feedback on other people's work in ways suited to the

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
	diversity of the workplace, including creation of learning opportunities to improve research/document input.
Teamwork	<p>Qualifications at this level require the development and supervision of effective workplace performance and relationships. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Supervision and performance management in accordance with the organisation's performance management system. It includes linking individual/workgroup activities to organisational goals, setting performance expectations, measuring performance achievements, and renegotiate performance and development plans. • Achievement of operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers, interagency members, etc. It includes facilitating commitment to objectives and required standards; contributing to the development of a cooperative, high performance workgroup; giving and receiving feedback on performance; supporting and participating in development activities; and providing leadership, direction and guidance in the workgroup.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Problem solving	<ul style="list-style-type: none"> • Qualifications at this level cover the development, implementation and review of client services and the skills to address complex workplace and public issues in the context of government services, including monitoring problems in implementing work plans and propose solutions to resolve problems. This requires the following workplace performance outcomes: • Research and analysis to develop advice and recommendations, including identifying and undertaking research, analysing information and applying the results of analysis, maintaining information systems, and compiling reports from information. • Implementation of workplace diversity strategies to promote diversity through the development of effective and inclusive work practices, the generation of new ideas, and to improve the organisation's responsiveness to the community, including providing diversity input to strategies, policies and plans, attracting and developing a diverse workforce and monitoring diversity outcomes. • Managing conflict in the workplace, including identifying and assessing conflict situations, implementing strategies to resolve conflict and monitoring the situation. It does not include formal negotiation, counselling or conducting mediation. • Coordination of risk management in the business unit/organisation. It includes maintaining infrastructure and processes, supporting staff to manage risk, facilitating risk recovery, and monitoring and reviewing risk management. • Clearly identifying statistical data collection and the expected outputs to meet user requirements. It includes defining the purpose/outputs, defining the scope, researching and identifying possible sources of data, developing project documentation, determining resource requirements and confirming project feasibility. It also includes applying techniques to analyse statistical data, planning the analysis, applying statistical concepts and processes, determining strengths and weaknesses of the analysis and producing further statistics.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Initiative and enterprise	<p>Qualifications at this level cover the skills required to provide leadership to the achievement of organisational goals and principles, designing and implementing ethical process, promoting service quality and the reasons for change and initiating specific changes related to the work unit. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Achievement of operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers, interagency members, etc. It includes facilitating commitment to objectives and required standards; contributing to the development of a cooperative, high performance workgroup; giving and receiving feedback on performance; supporting and participating in development activities; and providing leadership, direction and guidance in the workgroup. • Facilitation of workplace change in public sector environments where role ambiguity and uncertainty often accompany the change process. It includes planning for the introduction of change, dealing with emerging challenges and opportunities and handling ambiguity in the change process. • The development and use of political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes. • The development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	<p>Qualifications at this level cover the coordination and management of the development and implementation of work unit plans at both the work unit and individual level to achieve results through planning. This includes providing leadership to the planning activities of the work unit, supervising individual work plans, and coordinating the implementing and evaluating of work plans. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Identification of service requirements to meet client needs, including analysis of client needs, review of client service, and promotion, development and enhancement of client service. • Coordination and monitoring of available resources to achieve work unit outcomes, including allocating available resources, monitoring and evaluation of resource usage and reporting on resource usage. • Evaluation relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects, including identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action. • Benchmarking performance of a functional area or business unit of an organisation. It includes designing a benchmarking approach, establishing benchmarks, establishing and managing a benchmarking exercise, gathering and analysing information and reporting on/acting on benchmarking outcomes.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Self management	<p>Qualifications at this level require autonomous management of complex work roles, duties and responsibilities within the limitations of job descriptions, level of authority and delegations and departmental policies and procedures. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Active management of one's own career to meet goals and achieve life plans, as well as contributing to the career management of others. It includes identifying current career strengths, identifying and mapping career opportunities, developing and implementing career plans, monitoring progress and contributing to others' career management. • The development and use of political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes. • The development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Learning	<p>This qualification covers the skills required to provide mentoring, coaching and performance review for others as well as personal career and skills development. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Promotion and support for coaching and mentoring in the organisation, including developing a coaching/mentoring strategy, establishing a coaching/mentoring framework, implementing and supporting coaching/mentoring, monitoring coaching and mentoring arrangements and consolidating opportunities for further coaching/mentoring. • Manage and development performance through a range of learning and development strategies including formal course participation, on-the-job training, work experience, staff exchanges, mentoring, coaching, external study, conference and seminar attendance, induction, job rotation, higher duties, work shadowing opportunities.
Technology	<p>Qualifications at this level cover the technology skills required for general government workplaces and services. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Identify equipment and technology requirements and use information technology including databases and spreadsheets. Use statistical analysis package, the most relevant data capture (software), GIS and web mapping/web GIS tools to access and/or manipulate a range of data, spreadsheet or database package for data analysis and presentation, statistical tools to collect, store and analyse data. • Use computer applications for information generation, management, storage and security. • Specialist qualifications will include elective competencies which cover the equipment and technology required for those specialisations.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 6 core units
- 5 elective units:

Choose 5 elective units from the list below, or from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from a Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety

Electives

PSPBORD501 A	Command operational forces
PSPGOV502B	Develop client services
PSPGOV503B	Coordinate resource allocation and usage
PSPGOV506A	Support workplace coaching and mentoring
PSPGOV507A	Undertake negotiations

Packaging Rules	
PSPGOV508A	Manage conflict
PSPGOV509A	Conduct evaluations
PSPGOV510A	Undertake and promote career management
PSPGOV511A	Provide leadership
PSPGOV513A	Refine complex workplace documents
PSPGOV514A	Facilitate change
PSPGOV515A	Develop and use political nous
PSPGOV516A	Develop and use emotional intelligence
PSPGOV517A	Coordinate risk management
PSPGOV518A	Benchmark performance
PSPGOV519A	Manage performance
PSPGOV520A	Scope statistical data collection
PSPGOV521A	Collect statistical data
PSPGOV522A	Process statistical data
PSPGOV523A	Interrogate and analyse statistical data
PSPGOV524A	Interpret data and related statistics
PSPGSD502A	Manage the emergent dynamics of government service delivery
PSPGSD503A	Provide specialist technical service delivery
PSPPA501A	Provide public affairs writing and editorial services
PSPPA502A	Coordinate public affairs events and activities
PSPPM504A	Carry out complex project activities
PSPREG503A	Supervise and carry out complex inspections and monitoring
PSPREG504A	Manage plant movement health risk
PSPSCI501A	Provide high-level scientific technical support

Packaging Rules	
PSPSCI502A	Facilitate innovation and change through extension
PSPSCI503A	Develop and undertake scientific/technological research
BSBEBU401A	Review and maintain a website
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG514A	Implement and monitor marketing activities
BSBMKG608A	Develop organisational marketing objectives
PSPPOL501A	Develop organisation policy
PUAWER002B	Ensure workplace emergency prevention procedures, systems and processes are implemented
PUAWER005B	Operate as part of an emergency control organisation
PUAWER009B	Participate as a member of a workplace emergency initial response team
SITXICT001A	Build and launch a website for a small business
TAADEL501B	Facilitate e-learning
TAADES501B	Design and develop learning strategies

Employability Skills and facets relevant to this qualification

PSP50204 Diploma of Government (Community Capacity)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those working in community engagement and capacity building on behalf of government. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units including:

- 8 core units
- 3 elective units:
- Choose 3 elective units from the list below.
- Alternatively, up to 2 units may be chosen from elsewhere within this Training Package, or from another endorsed Training Package or Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from Certificate IV qualification level or higher.

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety
PSPCOM501A	Prepare for community engagement
PSPCOM502A	Develop and implement community engagement strategies
PSPCOM503A	Build and maintain community relationships

Electives

CHCCD505D	Develop community resources
CHCCD508C	Support community action
CHCCD509C	Support community leadership
CHCCD514A	Implement community development strategies
CHCCD615A	Develop and implement community development strategies

Packaging Rules

CHCCD619B

Establish and maintain community, government and business partnerships

PSP50304 Diploma of Government (Court Services)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by Court Officers, Sheriff's Officers, Bailiffs or Marshals. There are two streams catered for within the qualification - the management of court services and court compliance for those who have supervisory responsibilities for a small team, carry out the directions of the court and ensure a secure and efficient environment in which the court can function. There are five core units in common plus separate requirements for each stream. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units including:

- 5 core units
- 6 elective units

Choose 6 elective units from the list below

- 1 unit from Group A or B
- a minimum of 2 units from Group C or D
- remaining units from Group E **or** from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV502B	Develop client services
PSPGOV505A	Promote diversity
PSPOHS501A	Monitor and maintain workplace safety
PSPLEGN501B	Promote compliance with legislation in the public sector

Elective Units

Group A Elective Unit (Court compliance)

PSPGOV504B	Undertake research and analysis
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Group B Elective Unit (Management of court services)

PSPCRT601B	Manage court practice and process
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Group C Elective Units (Management of court services)

PSPCRT501C	Perform court duties
PSPCRT502C	Manage jurors
PSPCRT503C	Execute process
PSPCRT504C	Carry out possessions/evictions

Group D Elective Unit (Court compliance)

PSPCRT501C	Perform court duties
PSPCRT502C	Manage jurors
PSPCRT505B	Undertake senior court listing activities
PSPCRT506B	Perform quasi-judicial functions
PSPCRT507B	Record complex court proceedings

Group E Elective Unit (Court compliance)

PSPGOV507A	Undertake negotiations
PSPGOV508A	Manage conflict
PSPOHS501A	Monitor and maintain workplace safety
CSCSAS502A	Determine response to security risk
CSCSAS306A	Manage conflict through negotiation
CPPSEC4005A	Facilitate workplace briefing and debriefing processes

PSPGOV507A	Undertake negotiations
PUAOPE003B	Navigate in urban and rural environments
PUAPOL001B	Maintain operational safety
PUAPOL007B	Manage persons in care or custody or in need of assistance
PUAPOL031B	Confiscate assets
PUAPOL033B	Manage intelligence information processes
PUAVEH001B	Drive vehicles under operational conditions
PSPCOM503A	Build and maintain community relationships

PSP50504 Diploma of Government (Financial Services)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of senior finance officers in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 7 core units
- 4 elective units

Choose 4 electives from the list below

- a minimum of 3 from the electives list
- the remaining unit from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated.

** For this qualification, a maximum of 1 unit from Certificate IV level may be used.

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety
PSPFIN501A	Apply public sector financial policies and processes

Electives

FNSACCT501B	Provide financial and business performance information
FNSACCT503B	Manage budgets and forecasts
FNSACCT505B	Establish and maintain accounting information systems

Packaging Rules	
FNSACCT506B	Implement and maintain internal control procedures
FNSACCT507B	Provide management accounting information
FNSACCT601A	Prepare complex tax returns and lodgements
FNSACCT603B	Implement tax plans and evaluate tax compliance
FNSICACC307A	Reconcile and monitor accounts receivable
FNSICORG506B	Develop and monitor policy and procedures
FNSICORG509A	Maintain integrity of financial systems

PSP50604 Diploma of Government (Fraud Control)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of those responsible for the coordination and conduct of fraud control prevention and detection. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules	
This qualification requires 11 units of competency including:	
<ul style="list-style-type: none"> • 10 core units • the remaining unit from the electives list. 	
Core Units	
PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety
PSPFRAU504B	Conduct fraud risk assessments
PSPFRAU505B	Develop fraud control plans
PSPFRAU506B	Implement fraud control activities
PSPFRAU507B	Coordinate development and implementation of fraud information systems
Electives	
PSPFRAU501B	Communicate fraud control awareness
PSPFRAU502B	Anticipate and detect possible fraud activity

PSP50804 Diploma of Government (Human Resources)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required for independent and self-directed work in human resources in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 6 core units
- 5 elective units

Choose a minimum of 3 elective units from the list below

Choose the remaining units from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety

Electives

PSPHR503A	Facilitate performance management processes
PSPHR504A	Implement workforce planning and succession strategies
PSPHR505A	Implement staffing policies
PSPHR506A	Coordinate employment relations

Packaging Rules	
PSPHR507A	Coordinate employee support
PSPHR508A	Coordinate career development
PSPGOV502B	Develop client services

PSP50904 Diploma of Government (Injury Management)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of injury management case managers in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 8 core units
- 3 elective units:
- Choose 1 unit from the Group A elective list below.
- Choose 2 units from the elective Group B list below, **or** from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated.

** For this qualification, a maximum of 1 unit from Certificate IV level may be used.

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPIM501A	Determine liability and negotiate settlements
PSPIM502A	Manage case direction and outcomes
PSPIM503A	Maintain and monitor service standards
PSPIM504A	Contribute to a quality injury management system

Group A electives

PSPOHS501A	Monitor and maintain workplace safety
BSBCMN411A	Monitor a safe workplace

Group B electives

Packaging Rules	
PSPGOV502B	Develop client services
PSPGOV506A	Support workplace coaching and mentoring
PSPGOV507A	Undertake negotiations
PSPGOV508A	Manage conflict
PSPGOV511A	Provide leadership
PSPGOV513A	Refine complex workplace documents
PSPGOV516A	Develop and use emotional intelligence
PSPGOV517A	Coordinate risk management
PSPGOV519A	Manage performance
CHCCM503C	Develop, facilitate and monitor all aspects of case management
CHCCM504C	Promote high quality case management

PSP51004 Diploma of Government (Land Administration)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those at management level in public land administration. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 4 core units
- 7 elective units

Choose 7 elective units from the list below

- a minimum of 5 units from the electives list
- 2 units from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated.

** For this qualification, a maximum of 1 unit from Certificate IV level may be used.

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV512A	Use complex workplace communication strategies
PSPGOV505A	Promote diversity
PSPLEGN501B	Promote compliance with legislation in the public sector

Electives

PSPLAND501A	Review planning documents and environmental assessments
PSPLAND502A	Develop and market public land
PSPLAND503A	Manage native title future act processes
PSPLAND504A	Manage public land tenures and applications
PSPLAND505A	Provide technical expertise

Packaging Rules	
PSPLAND506A	Identify and manage contaminated sites
PSPLAND507A	Undertake land acquisitions/withdrawals
PSPLAND508A	Coordinate Aboriginal land claims/applications
PSPLAND509A	Negotiate/mediate public land business agreements
PSPLAND601A	Manage unallocated land
RTC5504A	Develop a management plan for a designated area

PSP51104 Diploma of Government (Management)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the entry-level competencies required of specialist managers in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 7 core units
- 4 elective units

Choose 4 elective units from the list below:

- a minimum of 3 units from the electives list
- 1 unit from elsewhere within this Training Package, or another endorsed Training Package or Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV502B	Develop client services
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety
PSPGOV519A	Manage performance

Elective Units

PSPGOV503B	Coordinate resource allocation and usage
PSPGOV504B	Undertake research and analysis
PSPGOV506A	Support workplace coaching and mentoring
PSPGOV507A	Undertake negotiations
PSPGOV508A	Manage conflict

Packaging Rules	
PSPGOV511A	Provide leadership
PSPGOV513A	Refine complex workplace documents
PSPGOV514A	Facilitate change
PSPGOV515A	Develop and use political nous
PSPGOV516A	Develop and use emotional intelligence
PSPGOV517A	Coordinate risk management
BSBFIM501A	Manage budgets and financial plans
BSBHRM402A	Recruit, select and induct staff
BSBINM501A	Manage an information or knowledge management system
BSBLED501A	Develop a workplace learning environment
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBMGT516A	Facilitate continuous improvement
BSBWOR501A	Manage personal work priorities and professional development

PSP51204 Diploma of Government (Occupational Health Safety)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of senior occupational health and safety practitioners in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 8 core units
- 3 elective units:
- Choose 1 elective from the Group A elective list below.
- Choose 2 elective units from the Group B elective list below **or** from elsewhere within this Training Package, **or** another endorsed Training Package, **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated.

** For this qualification, a maximum of 1 unit from Certificate IV level may be used.

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV502B	Develop client services
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPSOHS501A	Participate in the coordination and maintenance of a systematic approach to managing OHS
PSPSOHS502A	Participate in the management of the OHS information and data systems
PSPSOHS503A	Assist in the design and development of OHS participative arrangements

Group A electives

PSPSOHS504A	Apply principles of OHS risk management
PSPSOHS507A	Facilitate the application of principles of occupational health to control OHS risk

Packaging Rules	
Group B electives	
PSPSOHS505A	Manage hazards in the work environment
PSPSOHS506A	Monitor and facilitate the management of hazards associated with plant
PSPSOHS508A	Participate in the investigation of incidents
PSPPOL501A	Develop organisation policy
PSPPM502B	Manage complex projects

PSP51304 Diploma of Government (Project Management)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of persons responsible for the coordination of personnel responsible for the management of projects. Electives should reflect the responsibilities of the individual and the job skills required for effective performance.

Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual. Please note that the full suite of Private Sector Project Management units (9 units) may be substituted for the three required Project Management units listed if this better reflects the way project management is conducted within the organisation.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 10 core units
- 1 elective unit
- Choose 1 elective unit from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPGOV517A	Coordinate risk management
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety
PSPPM501B	Design complex projects
PSPPM502B	Manage complex projects
PSPPM503B	Close complex projects

Equivalent Units

Please note that, once endorsed, the full suite of private sector project management competency standards below* (9 units) may be substituted for these three Core Units.

Packaging Rules	
BSBPMG501A	Manage application of project integrative processes
BSBPMG502A	Manage project scope
BSBPMG503A	Manage project time
BSBPMG504A	Manage project costs
BSBPMG505A	Manage project quality
BSBPMG506A	Manage project human resources
BSBPMG507A	Manage project communications
BSBPMG508A	Manage project risk
BSBPMG509A	Manage project procurement

PSP51404 Diploma of Government (Policy Development)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required to develop organisation policy and public policy and to provide policy advice within the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 9 core units
- 2 elective units

Choose 2 elective units from elsewhere within this Training Package, or another endorsed Training Package or Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPPOL501A	Develop organisation policy
PSPPOL502A	Advise on organisation policy
PSPPOL601A	Develop public policy
PSPPOL602A	Provide policy advice

PSP51704 Diploma of Government (Investigation)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required of persons responsible for the coordination and conduct of investigations. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of electives is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 8 core units
- 3 elective units

Choose 3 elective units from the list below

- a maximum of 1 unit from Group A
- 2 units from Group B **or** from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPGOV503B	Coordinate resource allocation and usage
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPREG502A	Coordinate investigation processes
PUAPOL024B	Conduct investigations
PUAPOL028B	Manage investigation information processes
PUAPOL030B	Review and evaluate major investigations

Group A Elective List

PSPOHS501A	Monitor and maintain workplace safety
PUAPOL001B	Maintain operational safety

Packaging Rules	
Group B Electives List	
PSPFRAU501B	Communicate fraud control awareness
PSPFRAU502B	Anticipate and detect possible fraud activity

PSP51804 Diploma of Government (Security)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required for independent and self-directed work in the public sector as a practitioner in government security management. Where a free choice of elective is available these may be drawn from this or other Training Packages to reflect the particular work context or career plans of the individual

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 9 core units
- 2 elective units

Choose 2 elective units from elsewhere within this Training Package, or another endorsed Training Package or Accredited Course.

Units selected should not duplicate content already covered by units in this qualification

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

PSPETHC501B	Promote the values and ethos of the public service
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPSEC501A	Assess security risks
PSPSEC502A	Develop security risk management plans
PSPSEC503A	Implement and monitor security risk management plans
PSPSEC504A	Coordinate protective security

PSP51904 Diploma of Government (Workplace Inspection)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by those responsible for the conduct of statutory investigation and enforcement of legislative requirements under workplace occupational health and safety legislation, and/or workers compensation legislation, and/or injury management legislation, and/or workplace relations legislation. It has been specifically tailored to meet the needs of workplace inspectors/field officers or officers acting under the authority of this legislation and is also applicable to anyone in the public sector undertaking the function of workplace inspection.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 7 core units
- 4 elective units

Choose 4 elective units from those elective units listed below

Alternatively 2 of the 4 electives may be chosen from elsewhere within this Training Package, or another endorsed Training Package or Accredited Course

Units selected should not duplicate content already covered by units in this qualification

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

Core Units

PSPETHC501B	Promote the values and ethos of public service
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPGOV512A	Use complex workplace communication strategies
PSPMNGT608B	Manage Risk
PSPWPI501B	Evaluate workplace legislative compliance
PSPWPI502B	Facilitate improvement in workplace legislative performance
PSPWPI503C	Investigate possible breaches of workplace legislation

Elective units

PSPGOV502B	Develop client services
PSPGOV503B	Coordinate resource allocation and usage
PSPGOV504B	Undertake research and analysis

Packaging Rules	
PSPGOV505A	Promote diversity
PSPGOV507A	Undertake negotiations
PSPGOV508A	Manage conflict
PSPGOV511A	Provide leadership

PSP52008 Diploma of Government (Rail Safety Regulation)

Modification History

Not applicable.

Description

Qualification Descriptor

This specialist qualification covers the competencies required by rail safety regulatory staff. It has been tailored to meet the needs of authorised government enforcement officers acting under the authority of rail safety legislation. Elective units should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of elective units is possible in the qualification packaging rules, electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

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Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

This qualification requires 11 units of competency including:

- 7 core units
- 4 elective units

Choose 3 or more elective units from Group A below

Choose 1 elective unit from Group B below, **or** from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by units in this qualification

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core Units

BSBAUD503B	Lead a quality audit
PSPETHC501B	Promote the values and ethos of the public service
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS501A	Monitor and maintain workplace safety
PSPRAIL501A	Operate within the regulatory framework for rail safety
PSPREG401C	Exercise regulatory powers
PSPGOV517A	Coordinate risk management
OR PSPMNGT608B	Manage Risk

Group A - Elective units

PSPRAIL502A	Assess and administer accreditation and registration applications
PSPRAIL503A	Receive and act on industry safety information intelligence
PSPRAIL504A	Review and promote safety culture
PSPRAIL505A	Review training arrangements
PSPRAIL601A	Coordinate audit or inspection programs
PSPREG402C	Prepare a brief of evidence

Packaging Rules	
PSPREG412A	Gather and manage evidence
PSPREG503A	Supervise and carry out complex inspections and monitoring
PSPWPI501B	Evaluate workplace legislative compliance
PSPWPI502B	Facilitate improvement in workplace legislative performance
PSPWPI503C	Investigate possible breaches of workplace legislation
Group B - Additional suggested elective units	
PSPPOL502A	Advise on organisation policy
PSPGOV504B	Undertake research and analysis
PSPGOV507A	Undertake negotiations
PSPGOV512A	Use complex workplace communication strategies
PSPGOV513A	Refine complex workplace documents
PSPGOV514A	Facilitate change
PSPGOV524A	Interpret data and related statistics
PSPPM504A	Carry out complex project activities
PSPREG501B	Conduct prosecution
PSPREG502A	Coordinate investigation processes
PSPREG411A	Gather information through interviews
PUAPOL010B	Perform administrative duties
PUAPOL013B	Create, maintain and enhance productive working relationships

PSP52110 Diploma of Government (Workplace Relations)

Modification History

Not applicable.

Description

Qualification descriptor

This qualification supports senior staff in a workplace relations environment. The candidate may:

- provide information and advice of a complex nature regarding workplace relations queries
- supervise and support front line workplace relations staff
- conduct investigations into potential workplace relations breaches.

The candidate may work in a department, organisation, division or business unit that provides specialist workplace relations services to employers, employees, union officials, industry bodies or other agencies. The qualification is also applicable for candidates who are working in a broader human resource management area and seeking to pursue a career path in workplace relations within government.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

- 11 units of competency are required for this qualification including:
- 5 core units
- 6 elective units
- Choose a minimum of 3 units from Group A
- Choose up to 3 elective units from Group A and Group B units below, **or** from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course
-

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Certificate IV level may be used

Core units	
PSPETHC501B	Promote the values and ethos of public service
PSPGOV504B	Undertake research and analysis
PSPGOV512A	Use complex workplace communication strategies
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPOHS401B	Implement workplace safety procedures and programs
Group A: Workplace Relations	
PSPGOV508A	Manage conflict
PSPGOV511A	Provide leadership
PSPWPI503C	Investigate possible breaches of workplace legislation
PSPWPR501A	Provide advice on complex workplace relations issues
PSPWPR502A	Manage compliance with workplace relations legislation
PSPWPR503A	Apply workplace relations dispute resolution procedures
PSPWPR504A	Support resolution of complaints relating to workplace relations processes or outcomes

Core units	
Group B: General	
PSPGOV503B	Coordinate resource allocation and usage
PSPGOV505A	Promote diversity
PSPGOV506A	Support workplace coaching and mentoring
PSPGOV507A	Undertake negotiations
PSPGOV509A	Conduct evaluations
PSPGOV510A	Undertake and promote career management
PSPGOV513A	Refine complex workplace documents
PSPGOV514A	Facilitate change
PSPGOV515A	Develop and use political nous
PSPGOV516A	Develop and use emotional intelligence
PSPGOV517A	Coordinate risk management
PSPGOV518A	Benchmark performance
PSPGOV519A	Manage performance
PSPGOV520A	Scope statistical data collection
PSPGOV521A	Collect statistical data
PSPGOV522A	Process statistical data
PSPGOV523A	Interrogate and analyse statistical data
PSPGOV524A	Interpret data and related statistics
PSPREG503A	Supervise and carry out complex inspections and monitoring

PSP52210 Diploma of Government (Trade Measurement)

Modification History

Not applicable.

Description

Qualification descriptor

This qualification supports senior staff in a trade measurement environment. The candidate may:

- provide information and advice of a complex nature regarding trade measurement queries
- supervise and support front line trade measurement staff
- conduct investigations into potential trade measurement breaches.

The candidate may work in a department, organisation, division or business unit that provides specialist trade measurement services to employers or other agencies. The qualification is also applicable to candidates who are working in a broader verification or measurement area and seek to pursue a career path in trade measurement within government.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

11 units of competency are required for the award of this qualification.

- 7 core units
- 4 elective units

Choose 4 elective units from the list below

Alternatively, up to 2 electives may be selected from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from a Certificate IV level may be used

• Core units	
PSPETHC501B	Promote the values and ethos of public service
PSPGOV503B	Coordinate resource allocation and usage
PSPGOV511A	Provide leadership
PSPGOV512A	Use complex workplace communication strategies
PSPREG503A	Supervise and carry out complex inspections and monitoring
PSPREG505A	Conduct measurement licensee audit
MSATMINS501A	Inspect a range of complex measuring instruments
Elective units	
PSPGOV508A	Manage conflict
PSPGOV502B	Develop client services
PSPGOV504B	Undertake research and analysis
PSPGOV505A	Promote diversity

• Core units	
PSPGOV513A	Refine complex workplace documents
PSPGOV516A	Develop and use emotional intelligence
PSPGOV605A	Persuade and influence opinion
PSPGSD501A	Develop and implement procedures for government service delivery
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPREG501B	Conduct prosecutions

PSP52310 Diploma of Translating

Modification History

Not applicable.

Description

Qualification descriptor

The Diploma of Translating reflects the skills and knowledge required to translate general purpose texts from one language to another to convey information written in plain language to a limited and known audience.

Job roles

Employment in translating varies with the market for translated material in particular languages and domains. The Diploma prepares translators to translate texts where there are limited equivalence problems, plain language and concepts accessible to the general public, and limited requirement for research on the subject beyond client resources. Limited and known audiences may include the clients of community services, educational institutions, community information services and businesses, or may relate to government client relationships. Assignments may involve additional quality assurance to achieve functional equivalence. The majority of translators are self-employed and are contracted either directly or through translation service providers to work on translating assignments. Translators may be contracted to work in a team.

Pathways Information

Qualification pathways

Pathways into the qualification

Candidates may enter the qualification through demonstrated language proficiency in English and another language at a level required to undertake and complete the requirements of training and assessment for this qualification. Proficiency may also be demonstrated through recognised or accredited language qualifications or through an RTO determined assessment of current competency.

Pathways from the qualification

After achieving this qualification, candidates may undertake the Advanced Diploma of Translating or the Advanced Diploma of Interpreting. Articulation into programs in higher education may be possible from this Diploma.

Certain employment conditions, assignments and work roles may require practising translators and interpreters to have NAATI accreditation. This may be achieved through completion of a NAATI approved qualification at the standard required by NAATI and/or, through NAATI testing.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
PSP52310 Diploma of Translating	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • comprehend and use a range of information sources • read and note resources for future reference • update and manage glossaries • discuss translation process, outcomes and potential difficulties • relate to people from a range of social, cultural and ethnic backgrounds and with a range of levels of communication • seek advice to inform assessment of assignment • make clients aware of translating protocols and expectations • convey decision to accept or decline assignment in a professional and timely manner • read client-provided information and establish its key features • translate effectively from source to target languages.
Teamwork	<ul style="list-style-type: none"> • confirm assignment requirements and difficulties with clients and colleagues • interact with a wide range of people from culturally and linguistically diverse backgrounds • seek assistance from and provide advice to clients, specialist advisors and peers • participate in industry events and activities • build professional relationships • work with others who may not understand translation process.
Problem-solving	<ul style="list-style-type: none"> • analyse the demands of assignments • negotiate in discussions of cross-cultural expectations • clarify client requirements, performance expectations, agreement terms and conditions, and agreed approach to the task • determine strategies to address areas of skill needs, logistics and potential ethical issues

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	<ul style="list-style-type: none"> • identify and resolve translation difficulties and transfer errors in source texts • interpret and apply quality assurance parameters • interpret and apply style guides, glossaries and reference material • determine cultural concepts and cues embedded in languages.
Initiative and enterprise	<ul style="list-style-type: none"> • assess personal competence to meet task requirements • organise professional development activities • analyse and identify career options • create a balance between work, study, personal and recreation activities • address discrepancies in source language that affect transfer to target language • identify translation precedents relevant to assignment • make critical use of reference material • undertake further research in response to challenges encountered in translation • evaluate performance according to client expectations • seek debriefing and support where required.
Planning and organising	<ul style="list-style-type: none"> • manage an effective work environment and resources • identify suitable resources and update specialist and non-specialist knowledge • select and make critical use of precedents and reference material • make efficient use of print, electronic and human resources • build, prepare, use and manage bilingual glossaries • access and return documentation according to client requirements • keep records safe and retrievable.
Self-management	<ul style="list-style-type: none"> • plan personal priorities and daily tasks for maximum efficiency of work time and to undertake preparation within required assignment timeframe • organise and use tools and equipment suitable to task

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	<ul style="list-style-type: none"> • behave professionally in all situations, including in emergencies and with time pressures • apply code of practice and other legislative requirements to work processes.
Learning	<ul style="list-style-type: none"> • identify gaps in skills or knowledge • obtain competencies to meet current and future professional requirements • participate in professional networks • consult with colleagues and clients • reflect on practice and use opportunities to enhance skills.
Technology	<ul style="list-style-type: none"> • make efficient use of electronic resources • select and use resources, techniques and equipment • use office equipment and information and communications technology for translating, formatting, proofreading and file management purposes • use translation software • apply document, file and information management practices and procedures.

Packaging Rules

Packaging Rules

10 units of competency are required for the award of this qualification.

- 5 core units;
- 5 elective units

Of the 5 elective units, select:

- at least one unit from Group A
- 4 units from Group B, or the remaining Group A unit, or units from any endorsed Training Package qualification or Accredited Course, provided that the selection maintains the integrity of the qualification level.

Core units	
PSPTIS501A	Negotiate translating and interpreting assignments

Core units	
PSPTIS502A	Prepare to translate and interpret
PSPTIS503A	Apply codes and standards to ethical practice
PSPTIS508A	Analyse texts to be translated (LOTE)
PSPTIS512A	Demonstrate written language proficiency in different subjects and cultural contexts
Elective units	
Group A	
PSPTIS505A	Translate general purpose texts from English to LOTE
PSPTIS513A	Translate general purpose texts from LOTE to English
Group B	
PSPTIS504A	Maintain and enhance professional practice
PSPTIS511A	Demonstrate language proficiency in different subjects and cultural contexts
BSBADM506B	Manage business document design and development
BSBDIV301A	Work effectively with diversity
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment
BSBLEG305A	Use legal terminology in order to carry out tasks
BSBMED301B	Interpret and apply medical terminology appropriately
BSBOHS303B	Contribute to OHS hazard identification and risk assessment
BSBREL402A	Build client relationships and business networks
BSBRKG304B	Maintain business records
BSBRSK401A	Identify risk and apply risk management processes
BSBSMB406A	Manage small business finances
BSBSMB408B	Manage personal, family, cultural and business obligations

Core units	
BSBWRT401A	Write complex documents
ICAD4217B	Create technical documentation
ICAU2006B	Operate computing packages
ICAU3126B	Use advanced features of computer applications

PSP52410 Diploma of Interpreting

Modification History

Not applicable.

Description

Qualification descriptor

The Diploma of Interpreting reflects the skills and knowledge required to interpret in general dialogue settings, with the potential to interpret in general monologue settings, where the interpreter is able to physically control the discourse to assist retention and recall.

Job roles

Employment in interpreting varies with the market for interpreting in particular languages and domains. The Diploma prepares interpreters for work typically in the community and business domains, interpreting content that is broad and routine or that may be readily predicted and planned for. The community and business domains will include sectors such as general health, welfare and community services, non-complex disability assistance, educational and social contexts, initial police interviews, over the counter interviews in customer and community information services, tourism, and other informal business and workplace contexts where the consequences of errors in communicative intent can be readily managed. The majority of interpreters are self-employed and are contracted on a sessional basis either directly or through interpreting service providers to work on interpreting assignments, but may find permanent employment in a specific sector such as education, government or health, or may work with a diverse range of clients and sectors. Interpreters may be contracted to work in a team

Pathways Information

Qualification pathways

Pathways into the qualification

Candidates may enter the qualification through demonstrated language proficiency in English and another language at a level required to undertake and complete the requirements of training and assessment for this qualification. Proficiency may be demonstrated through recognised or accredited language qualifications or through an RTO determined assessment of current competency.

Pathways from the qualification

After achieving this qualification, candidates may undertake the Advanced Diploma of Translating or the Advanced Diploma of Interpreting. Articulation into programs in higher education may be possible from this Diploma.

Certain employment conditions, assignments and work roles may require practising translators and interpreters to have NAATI accreditation. This may be achieved through completion of a NAATI approved qualification at the standard required by NAATI, and/or, through NAATI testing.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
PSP52410 Diploma of Interpreting	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • confirm understanding, and seek clarification or repetition of source utterance • transfer messages effectively from source to target languages • conceptualise and express general and predictable information in target language • use strategies to retain and recall utterances • use technical, language and discourse management skills to ensure cohesive and faithful delivery of messages • address issues in delivery • change conditions to enhance communication flow • manage discourse confidently • determine cultural concepts and cues embedded in language • transfer cultural concepts without compromising communicative function of target message • commence discourses according to established protocols • manage communication flow in a sensitive and effective manner • accommodate communication styles and preferences in discourse management • analyse discourse settings and communication preferences, and adapt style accordingly • produce records of key information, for self and others when team or tandem interpreting • use technical, language and research skills to ensure cohesive and faithful delivery of messages • scan written texts to identify and understand main points and key features • receive and deliver information through oral, written and visual means • request clarification or repetition of source utterance.

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Teamwork	<ul style="list-style-type: none"> • interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs • work with others who may not understand interpreting process • maintain appropriate standards of behaviour and presentation in all work situations • demonstrate confidence and assertiveness when necessary • seek assistance from clients, specialist advisors and peers • manage a range of participants with confidence and cultural sensitivity.
Problem-solving	<ul style="list-style-type: none"> • apply cultural and linguistic protocols to a range of work situations • develop broad knowledge and skills required to act ethically • evaluate and adjust work plans to comply with codes of ethics • assess barriers to effective communication and devise solutions • change conditions to enhance message transfer and interpreter comfort and safety • maintain effective communication flow in challenging situations • vary style and language structure to suit a range of participants and situations • resolve transfer problems • analyse and adapt conditions to enhance message reception and recall • manage discourses.
Initiative and enterprise	<ul style="list-style-type: none"> • evaluate professional practice to maintain and improve performance • understand and adapt to performance contexts and needs • monitor audience needs and reactions and modify delivery of target language message as necessary • apply linguistic, semantic and pragmatic strategies to address structural elements of discourse • make appropriate use of slang, jargon and acronyms when interpreting source to target language

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	<ul style="list-style-type: none"> • choose language to suit comprehension level of participants • reproduce information using a range of strategies, maintaining register and logical sequence of source message • use strategies to assist retention of information and recall of source message.
Planning and organising	<ul style="list-style-type: none"> • arrange work environment suitably • prepare and administer resources and documentation relating to assignments • identify and plan for assignment requirements • complete task within available timeframe.
Self-management	<ul style="list-style-type: none"> • apply code of practice and other legislative requirements to work processes • mentally order information for message transfer • interpret in a professional manner • seek debriefing and support where required • withdraw from assignment when necessary • maintain appropriate standards of behaviour and presentation in all work situations • demonstrate confidence and assertiveness when necessary • routinely reflect on judgments and decisions • evaluate performance according to client expectations • behave professionally in all situations, including in emergencies and with time pressures • identify personal and professional limitations in managing discourse • address factors that may compromise interpreter impartiality • use techniques to maximise dialogue outcomes • manage performance stress.
Learning	<ul style="list-style-type: none"> • participate in professional networks and exchange professional opinions • express and seek advice on professional issues and dilemmas • develop and use contacts and networks to enhance professional knowledge • identify gaps in skills and knowledge and in professional experience and confidence • identify personal development needs to meet

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	professional and business objectives <ul style="list-style-type: none"> • seek debriefing and support where required.
Technology	<ul style="list-style-type: none"> • use office equipment and information and communications technology for interpreting purposes • order and maintain professional resources • conduct research and maintain communication with e-networks • use relevant equipment • use a range of technical and electronic equipment • use the internet for research and communication • select and use information and communications technology equipment to record and recall information.

Packaging Rules

Packaging Rules

10 units of competency are required for the award of this qualification.

- 6 core units
- 4 elective units

Choose 4 elective units from the elective units below, **or** from any endorsed Training Package qualification or any Accredited Course, provided that the selection maintains the integrity of the qualification level.

Core units	
PSPTIS501A	Negotiate translating and interpreting assignments
PSPTIS502A	Prepare to translate and interpret
PSPTIS503A	Apply codes and standards to ethical practice
PSPTIS506A	Interpret in general dialogue settings (LOTE)
PSPTIS507A	Manage discourses in general settings
PSPTIS511A	Demonstrate language proficiency in different subjects and cultural contexts

Core units	
Elective units	
PSPTIS504A	Maintain and enhance professional practice
PSPTIS509A	Interpret in general monologue settings (LOTE)
PSPTIS510A	Analyse, recall, and reproduce source messages
PSPTIS512A	Demonstrate written language proficiency in different subjects and cultural contexts
PSPTIS613A	Sight translate (LOTE)
BSBDIV301A	Work effectively with diversity
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment
BSBLEG305A	Use legal terminology in order to carry out tasks
BSBMED301B	Interpret and apply medical terminology appropriately
BSBOHS303B	Contribute to OHS hazard identification and risk assessment
BSBREL402A	Build client relationships and business networks
BSBRKG304B	Maintain business records
BSBRSK401A	Identify risk and apply risk management processes
BSBSMB406A	Manage small business finances
BSBSMB408B	Manage personal, family, cultural and business obligations

PSP52510 Diploma of Government (Procurement and Contracting)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required for independent and self-directed work as a procurement and contract manager in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

13 units of competency are required for the award of this qualification.

- 9 core units
- 4 elective units

Choose 4 electives from the list below:

- at least 1 unit from Group A
- the remaining units:

from Groups A and B, or from within this Training Package **or** another endorsed Training Package **or** Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated.

** For this qualification, a maximum of 1 unit from Certificate IV level may be used.

For individuals working in local government consideration should be given to selecting elective units from the Local Government Training Package or other units that reflect their role in local government.

Core units	
PSPETHC501B	Promote the values and ethos of public service
PSPGOV507A	Undertake negotiations
PSPLEGN501B	Promote compliance with legislation in the public sector
PSPPROC503B	Manage contract performance
PSPPROC504B	Finalise contracts
PSPPROC505A	Manage procurement risk
PSPPROC506A	Plan to manage a contract
PSPPROC507A	Plan for procurement outcomes
PSPPROC508A	Make procurement decisions
Elective units	

Core units	
Group A: Research and analysis	
BSBMKG506B	Plan market research
PSPGOV504B	Undertake research and analysis
Group B: Procurement management	
BSBPMG510A	Manage projects
BSBPUR504B	Manage a supply chain
PSPFIN501A	Apply public sector financial policies and processes
PSPGOV512A	Use complex workplace communication strategies
PSPPOL501A	Develop organisation policy
PSPPROC509A	Participate in budget and procurement review processes
PSPPROC510A	Conduct and manage coordinated procurement

PSP60104 Advanced Diploma of Government

Modification History

Not applicable.

Description

Qualification Descriptor

This qualification covers the competencies required for work in the public sector which is autonomous and often non-routine. The qualification is targeted at those who enter the public sector with another qualification as well as those progressing within the sector. It is generalist in nature to suit the requirements of working in small or regionally based organisations or where responsibilities are diverse in nature rather than within a narrow specialisation. There will be management or guidance of others without the role being that of a specialist manager, which is catered for in the Advanced Diploma of Government (Management). Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual. Please note that if all Electives are chosen from a single Competency Field (listed in Table 7), a specialist qualification may result. Requirements for specialisations are listed under the relevant Competency Field.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Communication	<p>Qualifications at this level cover high-level workplace communication for working at a senior level with internal and external clients, colleagues and other staff. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Preparation of high-level communication, critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies. • Management of sensitive and confidential information including locating, accessing and authenticating information, acquiring, retaining, recalling and communicating information, applying information and protocols, discarding redundant information/version control, dealing with ambiguity and machinery of government changes, responding to diversity, including gender and disability, using a range of mathematical language to communicate mathematical information. • Communication approaches include catering to political sensitivities, working within government processes and operational frameworks, balancing intellectual debate and action, considering wider organisational/public sector issues, using language calculated to appeal emotionally to a particular audience, such as humorous, serious, cajoling, authoritarian, speaking with confidence and authority, covering cultural, ethnic, diversity or equity considerations, selecting a communication style appropriate to the occasion/audience such as consultative, collaborative, assertive, reasonable. • Use interpersonal communication including, applying legislation, regulations and policies relating to communication in the public sector, analysing and using language structures and features that influence the

<p>EMPLOYABILITY SKILLS</p>	<p>FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:</p>
	<p>interpretation of spoken communication, interacting responsively, critically and confidently with both familiar and unfamiliar groups on specialised topics in formal and informal workplace situations, speaking with confidence and listening evaluatively and critically.</p> <ul style="list-style-type: none"> • Prepare high-level written communication including the preparation of complex, sensitive materials, including preparing for high-level written communication, critically analysing other positions and preparing persuasive written communication. This includes reading and writing at a level to cope with a range of complex and sensitive workplace materials, critically analysing and synthesising information to compose complex written documents, researching other pertinent information, such as supporting/opposing position papers, refining content, structure and sequence according to the required purpose of written material, analysing and using language structures and features that influence the interpretation of written communication, using spelling, punctuation and grammar for workplace documents at an experienced level, providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input, cross-cultural communication requirements.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Teamwork	<p>Qualifications at this level cover the competency to foster leadership and innovative work practices in others. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Providing a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroup to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development. • Establish, expand and utilise strategic networks including identifying features of required strategic networks, identifying or establishing network links with key stakeholders and building strategic relationships.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Problem solving	<p>Qualifications at this level cover the development, implementation and review of client services and the skills to address complex workplace and public issues in the context of government services, including monitoring problems in implementing work plans and propose solutions to resolve problems. This requires the following workplace performance outcomes:</p> <ul style="list-style-type: none"> • The preparation of a written submission responding to a tender to provide goods or services on a cost-recovery or for profit basis. It includes identifying opportunities to provide goods or services, analysing tender requirements, determining proposal methodology, preparing estimates, submitting a tender and reviewing the tender process. • Use a range of problem solving techniques including applying legislation, policy and guidelines, using numeracy in selecting and applying mathematical concepts, estimating, checking reasonableness of results, managing financial and other resources, using literacy for oral and written clarification of issues and for negotiating variations and changes with clients, using required language and style for written submissions, using technical and other vocabulary, networking strategically with clients, suppliers and stakeholders, evaluating and reviewing information, responding to diversity, including gender and disability.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Initiative and enterprise	<p>Qualifications at this level cover the effective application of government systems to work in the public sector. It includes applying knowledge of linkages between government and other organisations and between governments, and applying knowledge of the broader political context. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Providing a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroup to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development. • Promoting innovation through, providing supportive communication, allowing follow through with ideas, providing enough but not too much guidance and structure, providing training and learning opportunities, encouraging risk taking, providing time and resources.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Planning and organising	<p>Qualifications at this level cover the coordination and management of the development and implementation of work unit plans at both the work unit and individual level to achieve results through planning. It includes providing leadership to the planning activities of the work unit, supervising individual work plans, and coordinating the implementing and evaluating of work plans. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Establish, expand and utilise strategic networks. It includes identifying features of required strategic networks, identifying or establishing network links with key stakeholders and building strategic relationships. • Manage high-level workplace communication for working at a senior level with internal and external clients, colleagues and other staff including preparing for high-level communication, critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies. • Manage compliance with public sector legislative requirements including assuring legislative compliance, interpreting legislation and evaluating compliance outcomes.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Self management	<p>Qualifications at this level require autonomous management of complex work roles, duties and responsibilities within the limitations of job descriptions, level of authority and delegations and departmental policies and procedures. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Promotion of compliance with legislation in the public sector including modelling compliance with legislation and related public sector guidelines and procedures and encouraging and assisting others to comply. • Analysis of the political, social and economic environment that takes into account emerging trends, and current and possible future goals of the organisation including maintaining a comprehensive and up-to-date knowledge of the current political environment and reflecting this in decisions, advice and actions taken. • Develop strong working relationships are developed among network members to achieve organisational goals and provide professional support.
Learning	<p>Qualifications at this level cover the skills required to provide mentoring, coaching and performance review for others as well as personal career and skills development. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Promoting and using a range of learning and skills development methods including, action learning, coaching, mentoring, counselling, skills training, modelling.

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:
Technology	<p>Qualifications at this level cover the technology skills required for general government workplaces and services. This requires the following performance outcomes:</p> <ul style="list-style-type: none"> • Identify equipment and technology requirements and use information technology including databases and spreadsheets. Use statistical analysis package, the most relevant data capture (software), GIS and web mapping/web GIS tools to access and/or manipulate a range of data, spreadsheet or database package for data analysis and presentation, statistical tools to collect, store and analyse data. • Use computer applications for information generation, management, storage and security. • Use communication technology including telephone, teleconference, video conference, Internet (online forums). • Select and apply appropriate equipment and technology to achieve work objectives and departmental goals. • Specialist qualifications and electives will cover the equipment and technology required by these specialist functions.

Employability Skills in Specialist Qualifications

The Specialist Qualifications at each qualification level share the same Required Units as the Generalist Qualifications listed above with the exception of the four Translating and Interpreting qualifications and Vocational Graduate Certificate qualifications. Their employability skills follow the respective qualifications.

Packaging Rules

Packaging Rules

15 Units of competency are required including

- 7 core units
- 8 elective units

Choose 8 elective units from the list below, **or** from elsewhere within this Training Package,

or from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

Core Units

PSPETHC601B	Maintain and enhance confidence in public service
PSPGOV601B	Apply government systems
PSPGOV602B	Establish and maintain strategic networks
PSPLEGN601B	Manage compliance with legislation in the public sector
PSPMNGT605B	Manage diversity
PSPOHS602A	Manage workplace safety
PSPPOL603A	Manage policy implementation

Elective Units

PSPBORD601A	Manage operations
PSPETHC701A	Lead and influence ethical practice in the public sector
PSPGOV603B	Develop a tender submission response
PSPGOV604A	Foster leadership and innovation
PSPGOV605A	Persuade and influence opinion
PSPGOV606A	Prepare high-level/sensitive written materials
PSPHR702B	Formulate a strategic human resource plan
PSPHR703A	Provide leadership in strategic human resource management
PSPMNGT701B	Provide strategic direction
PSPMNGT702A	Influence and shape diversity management

PSPMNGT703A	Lead and influence change
PSPMNGT704A	Undertake enterprise risk management
PSPPA601A	Manage public affairs
PSPPA602A	Provide public affairs advisory service
PSPPA603A	Manage media relationships
PSPPOL701A	Influence strategic policy
PSPREG701A	Manage investigations program
PSPSCI601A	Manage the provision of high-level scientific technical support
PSPSCI602A	Influence innovation and change through extension
PSPSCI603A	Initiate and conduct scientific/technological research
PSPSCI701A	Create innovation and change through extension
PSPSCI702A	Initiate and lead sophisticated scientific/technological research
PSPSEC601A	Define information systems framework
PSPSEC602A	Manage security awareness
BSBATSIW417B	Select and utilise technology
BSBEBU501A	Investigate and design e-business solutions
BSBINM601A	Manage knowledge and information
BSBMKG603B	Manage the marketing process
BSBMKG605B	Evaluate international marketing opportunities
BSBMKG606B	Manage international marketing programs
BSBMKG608A	Develop organisational marketing objectives
BSBMKG609A	Develop a marketing plan
BSBMKG610A	Develop, implement and monitor a marketing campaign
PUAWER003B	Manage and monitor workplace emergency procedures, equipment and other resources
PUAWER007B	Manage an emergency control organisation

PUAWER011B Manage initial workplace emergency response teams

Employability Skills and facets relevant to this qualification

PSP60304 Advanced Diploma of Government (Financial Management)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required of finance managers in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 units of competency are required including:

- 8 core units
- 7 elective units

Choose 7 elective units from the list below

- 1 unit from Group A
- 5 units from Group B
- 1 unit from elsewhere within this Training Package, or **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

Core Units

PSPETHC601B	Maintain and enhance confidence in public service
PSPGOV601B	Apply government systems
PSPGOV602B	Establish and maintain strategic networks
PSPLEGN601B	Manage compliance with legislation in the public sector
PSPMNGT605B	Manage diversity
PSPOHS602A	Manage workplace safety
PSPPOL603A	Manage policy implementation
PSPFIN601A	Apply complex public sector financial requirements

Elective Units

Group A

PSPFIN602A	Undertake strategic financial analysis
PSPFIN603A	Develop public sector financial strategies

Group B

FNSACCT602B	Audit and report on financial systems and records
FNSACCT603B	Implement tax plans and evaluate tax compliance
FNSACCT604B	Monitor corporate governance activities
FNSACCT605B	Implement organisational improvement programs
FNSACCT606B	Conduct internal audit
FNSACCT607B	Evaluate business performance
FNSACCT608B	Evaluate organisation's financial performance
FNSACCT609B	Evaluate financial risk
FNSACCT610B	Develop and implement financial strategies
FNSACCT613B	Prepare and analyse management accounting information
FNSACCT614B	Prepare complex corporate financial reports

PSP60404 Advanced Diploma of Government (Human Resources)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required of those managing human resources within a public sector organisation. Electives can reflect a broad-based approach or have a particular focus within Human Resource Management, Human Resource Development, Industrial Relations or Organisational Development. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 Units of competency are required including:

- 7 core units
- 8 elective units

Choose 8 elective units

- 6 units from those electives listed below
- 2 units from elsewhere within this Training Package, **or** from another endorsed Training Package, or from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

Core Units

PSPETHC601B	Maintain and enhance confidence in public service
PSPGOV601B	Apply government systems
PSPGOV602B	Establish and maintain strategic networks
PSPLEGN601B	Manage compliance with legislation in the public sector
PSPMNGT605B	Manage diversity
PSPOHS602A	Manage workplace safety
PSPPOL603A	Manage policy implementation

Elective Units

PSPHR603B	Provide advisory and mediation services
PSPHR612A	Manage recruitment
PSPHR613A	Manage retention and separation
PSPHR614A	Manage employment relations

PSPHR615A	Manage human resource development strategies
PSPHR616A	Manage performance management system
PSPHR617A	Manage redeployment
PSPHR618A	Manage human resource information
PSPHR619A	Manage remuneration strategies and plans
PSPHR620A	Manage organisational development
PSPHR621A	Manage organisational design strategies
PSPHR702B	Formulate a strategic human resource plan
PSPHR703A	Provide leadership in strategic human resource management
PSPMNGT611A	Manage evaluations
PSPOHS601B	Establish and maintain a workplace safety system

PSP60504 Advanced Diploma of Government (Management)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required of specialist managers in the public sector. There are 4 discrete streams catered for within the qualification - general management, investigation management, compliance management and fraud control management. There are 7 Required Units that are common to all 4 streams plus discrete requirements for each stream. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Number of units needed for qualification **15 Units** **(7-13 Required, depending on the management stream chosen + remainder as Electives)**

Required (Core) Units Common to all Streams

PSPETHC601B	Maintain and enhance confidence in public service	PSPMNGT605B	Manage diversity
PSPGOV601B	Apply government systems	PSPPOL603A	Manage policy implementation
PSPGOV602B	Establish and maintain strategic networks	PSPOHS602A	Manage workplace safety
PSPLEGN601B	Manage compliance with legislation in the public sector		

General Management Stream

Additional Required Units (0)

Nil

Electives

Investigation Management Stream

Additional Required Units (6)

PSPREG601B	Manage regulatory compliance
PSPREG602B	Evaluate regulatory compliance

PSPMNGT602B	Manage resources	PSPREG701A	Manage investigations program
PSPMNGT603B	Facilitate people management	PSPMNGT602B	Manage resources
PSPMNGT604B	Manage change	PSPMNGT704A	Undertake enterprise risk management
PSPMNGT606B	Manage quality client service	PUAPOL029B	Coordinate multi-agency investigations
PSPMNGT607B	Develop a business case	Electives	
PSPMNGT608B	Manage risk	PUAPOL023B	Manage investigations

Number of units needed for qualification	15 Units	(7-13 Required, depending on the management stream chosen + remainder as Electives)	
PSPMNGT609B	Formulate business strategies	PUAPOL032B	Plan intelligence activities
PSPMNGT610A	Manage public sector financial resources	PUAPOL034B	Analyse information
PSPMNGT611A	Manage evaluations	PUAPOL035B	Disseminate outputs from the intelligence process
PSPMNGT612A	Review and improve business performance		
PSPMNGT613A	Develop partnering arrangements		
PSPMNGT614A	Facilitate knowledge management		
PSPMNGT615A	Influence workforce effectiveness		

Choose 6 Electives from those listed above.

In addition, choose 2 Electives:

Choose 2 Electives:

From the elective units above, or from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

Compliance Management Stream	Fraud Control Management Stream
Additional Required Units (2)	Additional Required Units (5)
PSPREG601B Manage regulatory compliance	PSPFRAU502B Anticipate and detect possible fraud activity
PSPREG602B Evaluate regulatory compliance	PSPFRAU601B Develop fraud control strategy
Electives	PSPFRAU602B Manage fraud risk assessment and action plan
PSPMNGT602B Manage resources	PSPFRAU603B Manage fraud control awareness
PSPMNGT603B Facilitate people management	PSPFRAU605B Review fraud control activities
PSPMNGT606A Manage quality client service	Electives
PSPMNGT608B Manage risk	PSPGOV605A Persuade and influence opinion
PSPMNGT701B Provide strategic direction	PSPGOV606A Prepare high-level/sensitive written materials
PSPPOL601A Develop public policy	PSPMNGT608B Manage risk
PSPREG603A Manage and lead inspection and monitoring programs	PSPPOL602A Provide policy advice

Choose 3 Electives from those listed above.

In addition, choose 3 Electives:

Choose 3 Electives:

From the elective units above, or from elsewhere within this Training Package, **or** from another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless

otherwise stated

** For this qualification, a maximum of one unit from Diploma level may be used

PSP60604 Advanced Diploma of Government (Occupational Health Safety)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required of occupational health and safety practitioner managers in the public sector. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 units of competency are required including:

- 6 core units
- 9 elective units

Choose 9 elective units from the list below

- 6 units from Group A
- 3 units from Group B, **or** from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

Core Units

PSPETHC601B	Maintain and enhance confidence in public service
PSPGOV601B	Apply government systems
PSPGOV602B	Establish and maintain strategic networks
PSPLEGN601B	Manage compliance with legislation in the public sector
PSPMNGT605B	Manage diversity
PSPPOL603A	Manage policy implementation

Elective Units Group A

PSPSOHS601A	Develop a systematic approach to managing OHS including OHS management systems (OHSMS)
PSPSOHS602A	Develop OHS information and data analysis and reporting and recording processes
PSPSOHS603A	Analyse and evaluate OHS risk
PSPSOHS604A	Apply ergonomic principles to control OHS risk

PSPSOHS605A	Apply occupational hygiene principles to control OHS risk
PSPSOHS606A	Develop and implement crisis management processes
PSPSOHS607A	Advise on application of safe design to control OHS risk
PSPSOHS608A	Conduct an OHS audit
PSPSOHS609A	Evaluate an organisation's OHS performance

Elective Units Group B

PSPMNGT607B	Develop a business case
PSPMNGT609B	Formulate business strategies
PSPPROC604B	Plan for strategic procurement

PSPPROC607A	Manage strategic contracts
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PSP60904 Advanced Diploma of Government (Workplace Inspection)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required by those responsible for the management of statutory investigation and enforcement of legislative requirements under workplace occupational health and safety legislation, and/or workers compensation legislation, and/or injury management legislation, and/or workplace relations legislation. It has been specifically tailored to meet the needs of senior workplace inspectors/field officers or officers acting under the authority of this legislation and is also applicable to anyone in the public sector undertaking the function of workplace inspection. Electives should reflect the responsibilities of the individual and the job skills required for effective performance. Where a free choice of Electives is possible in the qualification packaging rules, Electives may also be drawn from other Training Packages to reflect the work context and career plans of the individual.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules:

15 units of competency are required including

- 9 core units
- 6 elective units

Choose 6 elective units from the list below

- Alternatively, up to 2 electives may be selected from elsewhere within this Training Package, **or** from another endorsed Training Package, **or** from an Accredited Course.

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Advanced Diploma level may be used

Required Units

PSPETHC601B	Maintain and enhance confidence in public service
PSPGOV601B	Apply government systems
PSPGOV602B	Establish and maintain strategic networks
PSPLEGN601B	Manage compliance with legislation in the public sector
PSPMNGT608B	Manage risk
PSPWPI601B	Improve compliance through industry partnerships
PSPWPI602B	Investigate complex issues
PSPWPI603B	Manage emerging issues
PSPWPI604B	Represent and promote the organisation

Elective Units

PSPHR603B	Provide advisory and mediation services
PSPMNGT605B	Manage diversity
PSPMNGT609B	Formulate business strategies

PSPPM601B	Direct complex project activities
PSPPOL603A	Manage policy implementation
PSPREG601B	Manage regulatory compliance
PSPREG602B	Evaluate regulatory compliance
PSPWPI605B	Audit management systems
PSPWPI606B	Contribute to the development and revision of legislation and related documents
BSBLED501A	Develop a workplace learning environment
BSBMGT515A	Manage operational plan

PSP61010 Advanced Diploma of Translating

Modification History

Not applicable.

Description

Qualification descriptor

The Advanced Diploma of Translating reflects the skills and knowledge required to translate special purpose texts from one language to another to convey information written using specific terminology for a specific audience.

Job roles

Employment in translating varies with the market for translated material in particular languages and domains. The Advanced Diploma prepares translators to translate texts where there may be significant equivalence problems, the subject of the text has its own specific terminology or where and the need to undertake extensive research and translate complex language and concepts. Specific audiences may be found in commerce and marketing, government and international relations - including immigration, both regular and humanitarian - the media, and sectors generally considered to be professional, such as the law, health and medicine, technology and science. Assignments in these areas can deal with material requiring significant additional quality assurance processes to achieve functional equivalence. The majority of translators are self-employed and are contracted either directly or through translation service providers to work on translating assignments. Translators may be contracted to work in a team and may be required to provide quality assurance checks on the work of other translators.

Pathways Information

Qualification pathways

Pathways into the qualification

Candidates may enter the qualification through demonstrated language proficiency in English and another language at a level required to undertake and complete the requirements of training and assessment for this qualification. Proficiency may be demonstrated through recognised or accredited language qualifications or through an RTO determined assessment of current competency.

Pathways from the qualification

Articulation into programs in higher education may be possible from the Advanced Diploma.

Certain employment conditions, assignments and work roles may require practising translators and interpreters to have NAATI accreditation. This may be achieved through completion of a NAATI approved qualification at the standard required by NAATI, and/or, through NAATI testing.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
PSP61010 Advanced Diploma of Translating	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • interpret and apply quality assurance parameters to translation methods and presentation • interpret and use specialised reference material, including glossaries • research and synthesise relevant subject -specific information • read and translate at a level to cope with a range of specialised genres and technical language or to translate in a single complex and specialised subject area • research complex and detailed information from a range of high level, technical and conceptual sources • record translation decisions and justification • consult effectively with clients and colleagues • establish agreed processes and outcomes with clients • impart knowledge through verbal and written means • use workplace information, including assignment style guides and glossaries • read and apply industry codes and standards.
Teamwork	<ul style="list-style-type: none"> • facilitate change for greater integrity of translations • interact with a wide range of people from culturally and linguistically diverse backgrounds • negotiate and confirm work requirements, performance expectations and agreed approach • provide advice and present options and consequences in a sensitive manner • collaborate with original translator to produce final version of translated texts • demonstrate confidence and assertiveness when necessary • apply cultural and linguistic protocols in the exercise of professional judgment • maintain professional standards of behaviour and presentation in all work situations.
Problem-solving	<ul style="list-style-type: none"> • address discrepancies in source language that affect transfer to target language

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	<ul style="list-style-type: none"> • address conflicting and inconsistent client objectives • identify strategies to educate clients in translation protocols and expectations • carry out contrastive analysis • proofread and format target texts • identify and resolve translation difficulties • check translated text • address discrepancies between source text and translated text • address ethical dilemmas • analyse and anticipate professional trends and directions.
Initiative and enterprise	<ul style="list-style-type: none"> • identify translation precedents relevant to assignments • make critical use of reference material • source and use specialised resources • undertake further research in response to challenges encountered in translation • evaluate accuracy, consistency and equivalence of translations • interpret and apply quality assurance parameters while checking translations • interpret and apply style and procedural guides, glossaries and reference material • make critical use of references • source information to assist in quality assurance task • develop broad skills and knowledge required to make professional judgments • develop awareness of and evaluate the implications and impact of professional judgment and ethical decision making.
Planning and organising	<ul style="list-style-type: none"> • access and return documentation according to client requirements • apply strategies for efficient client services • build, use and manage assignment-specific glossaries • ensure source texts are translated, formatted, proofread and returned within required timeframes • apply linguistic, cultural, general and subject knowledge to task • select and use suitable resources, techniques and equipment • ensure translated text is checked and returned within

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	required timeframes.
Self-management	<ul style="list-style-type: none"> • develop specialised capabilities in response to work experiences and demands • ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices • meet time and contract commitments, • prepare and use assignment-specific checklist • prepare resources, tools and equipment suitable to task • remain objective and impartial throughout process.
Learning	<ul style="list-style-type: none"> • participate in professional networks • exchange professional opinions and advice • express professional issues, dilemmas, and judgments in a constructive manner • evaluate professional practice to maintain and improve performance • understand and adapt to performance contexts and needs • develop and use contacts and networks to enhance professional knowledge • routinely reflect on judgments and decisions and develop high standards of professional judgment • identify gaps in skills and knowledge and in professional experience and confidence • identify personal development needs to meet professional and business objectives.
Technology	<ul style="list-style-type: none"> • use office equipment and information • use communications technology for: <ul style="list-style-type: none"> • translating • formatting • recording • proofreading • version control • file management • use video recording, viewing and editing equipment for Auslan/English translations • use office equipment and information • use translation software • order and maintain professional resources in electronic systems

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	<ul style="list-style-type: none"> • conduct research and maintain communication with e-networks • use relevant office and translating equipment • match translated text to timing of audio and visual source material • translate script with reference to time codes • use audio-visual equipment • use information and communications technology to translate audio/visual source language • use tools and equipment required to translate for audio tapes, broadcasting and subtitling.
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Packaging Rules**Packaging Rules**

12 units of competency are required for the award of this qualification.

- 6 core units;
- 6 elective units

Choose 6 elective units from the list below:

- at least 1 unit from Group A
- 5 units from Group B, or the remaining Group A unit, **or** units from any endorsed Training Package qualification **or** Accredited Course, provided that the selection maintains the integrity of the qualification level.

Core units	
PSPTIS501A	Negotiate translating and interpreting assignments
PSPTIS502A	Prepare to translate and interpret
PSPTIS508A	Analyse texts to be translated (LOTE)
PSPTIS512A	Demonstrate written language proficiency in different subjects and cultural contexts
PSPTIS602A	Quality assure translations

Core units	
PSPTIS603A	Apply codes and standards to professional judgement
Elective units	
Group A	
PSPTIS601A	Translate special purpose texts from English to LOTE
PSPTIS611A	Translate special purpose texts from LOTE to English
Group B	
PSPTIS504A	Maintain and enhance professional practice
PSPTIS604A	Translate multimedia source material
PSPTIS609A	Prepare translated transcripts
PSPTIS612A	Use translation technology
PSPTIS614A	Apply theories to describe and review work assignments
BSBADM506B	Manage business document design and development
BSBDIV301A	Work effectively with diversity
BSBITU404A	Produce complex desktop published documents
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment
BSBLEG401A	Prepare and produce complex legal documents
BSBOHS303B	Contribute to OHS hazard identification and risk assessment
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
BSBRES401A	Analyse and present research information
BSBRES403A	Research legal processes
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB405A	Monitor and manage small business operations

Core units	
CHCORG627B	Provide mentoring support to colleagues
CUFWRT301A	Write content for a range of media
CUFWRT401A	Edit texts

PSP61110 Advanced Diploma of Interpreting

Modification History

Not applicable.

Description

Qualification descriptor

The Advanced Diploma of Interpreting reflects the skills and knowledge required to interpret in complex dialogue and monologue settings where there are additional demands in managing the discourse and the interpreter will require advanced skills in retention and recall and may be required to switch modes.

Job roles

Employment in interpreting varies with the market for interpreting in particular languages and domains. The Advanced Diploma prepares interpreters for work in all of community, business and diplomatic domains, interpreting content that may not easily be predicted or planned for or may require specialist subject knowledge and context awareness. The community, business and diplomatic domains will include sectors such as health and welfare, policing and courts, formal immigration hearings, education, the media, commerce, government and international relations, professional sectors such as the law, technology and science, and assignments involving formality, or participants with high status and accountability where the consequences of errors in communicative intent can have significant implications. The majority of interpreters are self-employed and are contracted on a sessional basis either directly or through interpreting service providers to work on interpreting assignments, but may find permanent employment in a specific sector such as education, government or health, or may work with a diverse range of clients and sectors. Interpreters may be contracted to work in a team and may be required to provide verification of the work of other interpreters.

Pathways Information

Qualification pathways

Pathways into the qualification

Candidates may enter the qualification through demonstrated language proficiency in English and another language at a level required to undertake and complete the requirements of training and assessment for this qualification. Proficiency may be demonstrated through recognised or accredited language qualifications or through an RTO determined assessment of current competency.

Pathways from the qualification

Articulation into programs in higher education may be possible from this Advanced Diploma.

Certain employment conditions, assignments and work roles may require practising translators and interpreters to have NAATI accreditation. This may be achieved through completion of a NAATI approved qualification at the standard required by NAATI, and/or, through NAATI testing.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

To achieve this qualification the candidate must demonstrate competency in 12 units, comprising:

- 8 core units
- 4 elective units

Choose 4 units to make up the required 12 unit total for this qualification, selected from the elective units below, **or** from any endorsed Training Package qualification **or** any Accredited Course, provided that the selection maintains the integrity of the qualification level.

Core units

Unit code	Unit title
PSPTIS501A	Negotiate translating and interpreting assignments
PSPTIS502A	Prepare to translate and interpret
PSPTIS510A	Analyse, recall and reproduce source messages (LOTE)
PSPTIS603A	Apply codes and standards to professional judgement
PSPTIS605A	Interpret in complex dialogue settings (LOTE)
PSPTIS606A	Interpret in complex monologue settings (LOTE)
PSPTIS610A	Manage discourses in complex settings
PSPTIS613A	Sight translate (LOTE)

Elective units

Unit code	Unit title
PSPTIS504A	Maintain and enhance professional practice
PSPTIS511A	Demonstrate language proficiency in different subjects and cultural contexts
PSPTIS607A	Interpret as part of a team
PSPTIS608A	Interpret using communication media
PSPTIS614A	Apply theories to describe and review work assignments

Unit code	Unit title
BSBDIV301A	Work effectively with diversity
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment
BSBMED301B	Interpret and apply medical terminology appropriately
BSBOHS303B	Contribute to OHS hazard identification and risk assessment
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
BSBRES401A	Analyse and present research information
BSBRES403A	Research legal processes
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB405A	Monitor and manage small business operations
CHCORG627B	Provide mentoring support to colleagues

Employability skill	Minimum industry/enterprise requirements for this qualification
Communication	<ul style="list-style-type: none"> • read, analyse and apply industry codes and standards • apply and switch interpreting modes suitable to setting and discourse • interpret implied information and setting-specific terminology • conceptualise and express complex and specific information in target language • use a range of strategies to retain and recall messages • use technical, language and discourse management skills to ensure cohesive and faithful delivery of messages • source specialised information specific to assignment • use communication techniques that facilitate

Employability skill	Minimum industry/enterprise requirements for this qualification
	<p>interpreting process</p> <ul style="list-style-type: none"> • use cultural knowledge, including cross-cultural perspectives of communication and behaviour • demonstrate near native fluency in source and target languages to achieve competent performance appropriate to settings • identify and plan for complex assignment requirements • commence discourses in complex settings according to established protocols • manage communication flow in a confident, sensitive and effective manner • use communication techniques that facilitate communication flow and discourse management • apply language structure, dialects and idioms in source and target languages • communicate in source and target languages to achieve effective performance in complex settings.
Teamwork	<ul style="list-style-type: none"> • participate in professional networks • exchange professional opinions and advice • express professional issues, dilemmas, and judgments in a constructive manner • identify and use a broad range of professional resources, associations and networks • interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs • work with others who may not understand interpreting process • collaborate with professional teams and content and setting specialists • manage a diverse range of participants while remaining assertive and culturally sensitive • manage communication flow with diverse discourse participants • manage conflict between participants • work with people with a disability and those with special communication needs.
Problem-solving	<ul style="list-style-type: none"> • identify and address ethical dilemmas • analyse and anticipate professional trends and directions

Employability skill	Minimum industry/enterprise requirements for this qualification
	<ul style="list-style-type: none"> • address factors that may compromise effective performance • change conditions to enhance communication flow • determine cultural concepts and cues embedded in language • transfer cultural concepts without compromising communicative intent of target message • use culturally appropriate message delivery • accommodate communication styles and preferences in complex discourse management • analyse discourse settings and communication preferences, and adapt style accordingly • assess barriers to effective communication in complex settings and devise solutions • change conditions to enhance message transfer and interpreter comfort and safety • maintain effective communication flow in challenging situations • vary style and language structure to suit a range of participants and situations.
Initiative and enterprise	<ul style="list-style-type: none"> • evaluate professional practice to maintain and improve performance • understand and adapt to performance contexts and needs • use strategies to assist retention of information and recall of source messages • analyse limitations of work role, responsibility and professional abilities • apply code of practice and other legislative requirements to work processes • deflect pressure from other parties to perform duties other than interpreting • evaluate performance according to client expectations • identify personal and professional limitations in managing discourse • seek debriefing and support where required.
Planning and organising	<ul style="list-style-type: none"> • prepare required background material and resources on subject and context • produce records of key information, for self and others when team or tandem interpreting

Employability skill	Minimum industry/enterprise requirements for this qualification
	<ul style="list-style-type: none"> • use research methods to undertake intense assignment-specific preparation • prepare and administer resources and documentation relating to assignment • identify and prepare work environment.
Self-management	<ul style="list-style-type: none"> • demonstrate confidence and assertiveness when necessary • apply cultural and linguistic protocols in the exercise of professional judgment • behave appropriately in all situations, including emergency situations or those with time pressures • maintain professional standards of behaviour and presentation in all work situations • develop and use contacts and networks to enhance professional knowledge • routinely reflect on judgments and decisions and develop high standards of professional judgment • ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions • mentally order information for message transfer • interpret in a professional manner • seek debriefing and support where required
Learning	<ul style="list-style-type: none"> • develop broad skills and knowledge required to make professional judgments • develop awareness of and evaluate the implications and impact of professional judgment and ethical decision making • identify gaps in skills and knowledge and in professional experience and confidence • identify personal development needs to meet professional and business objectives • give and receive feedback and use debriefing and mentoring techniques.
Technology	<ul style="list-style-type: none"> • order and maintain professional resources • conduct research and maintain communication with e-networks • use relevant equipment for electronic management of documents and communication • use office equipment and information and communications technology for interpreting purposes

Employability skill	Minimum industry/enterprise requirements for this qualification
	<ul style="list-style-type: none">• use a range of technical and electronic equipment.

PSP61210 Advanced Diploma of Government (Procurement and Contracting)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required of personnel responsible for the management of strategic procurement in public sector organisations. Electives should reflect the responsibilities of the individual and job skills required for effective performance.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Packaging Rules

15 units of competency are required for the award of this qualification including

- 9 core units
- 6 elective units

Choose 6 elective units from the list below:

- 4 units from the elective units listed below
 - 2 elective units from any remaining elective units listed below, **or** from elsewhere within this Training Package, **or** another endorsed Training Package **or** Accredited Course

Units selected should not duplicate content already covered by other units in this qualification.

All elective units must be selected from an equivalent qualification level or higher, unless otherwise stated

** For this qualification, a maximum of 1 unit from Diploma level may be used

For individuals working in local government consideration should be given to selecting elective units from the Local Government Training Package or other units that reflect their role in local government.

Core units	
PSPETHC601B	Maintain and enhance confidence in public service
PSPGOV602B	Establish and maintain strategic networks
PSPLEGN601B	Manage compliance with legislation in the public sector
PSPMNGT608B	Manage risk
PSPMNGT607B	Develop a business case
PSPPROC604B	Plan for strategic procurement
PSPPROC605B	Coordinate strategic procurement
PSPPROC606B	Negotiate strategic procurement
PSPPROC607A	Manage strategic contracts
Elective units	

Core units	
PSPFIN601A	Apply complex public sector financial requirements
PSPGOV601B	Apply government systems
PSPGOV604A	Foster leadership and innovation
PSPGOV605A	Persuade and influence opinion
PSPMNGT604B	Manage change
PSPMNGT609B	Formulate business strategies
PSPMNGT612A	Review and improve business performance
PSPMNGT613A	Develop partnering arrangements
PSPPM601B	Direct complex project activities
PSPPOL603A	Manage policy implementation
PSPPROC603C	Divest strategic assets

PSP70110 Vocational Graduate Certificate in Government (Strategic Procurement)

Modification History

Not applicable.

Description

Qualification descriptor

This specialist qualification covers the competencies required of senior personnel responsible for the integration of procurement into organisational policies and direction, and for the evaluation and improvement of procurement functions at an organisational level.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
PSP70110 Vocational Graduate Certificate in Government (Strategic Procurement)	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • Prepare high-level communication, critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies. • Manage sensitive and confidential information, including locating, accessing and authenticating information; acquiring, retaining, recalling and communicating information; applying information and protocols; discarding redundant information and managing version control; dealing with ambiguity and machinery of government changes; responding to diversity, including gender and disability; and using a range of mathematical language to communicate mathematical information. • Use communication approaches, catering to political sensitivities, working within government processes and operational frameworks, balancing intellectual debate and action, considering wider organisational/public sector issues, using language calculated to appeal emotionally to a particular audience, speaking with confidence and authority, covering cultural, ethnic, diversity or equity considerations, selecting a communication style appropriate to the occasion and audience. • Use interpersonal communication, including applying legislation, regulations and policies relating to communication in the public sector, analysing and using language structures and features that influence the interpretation of spoken communication, interacting responsively, critically and confidently with both familiar and unfamiliar groups on specialised topics in formal and informal workplace situations, speaking with confidence and listening critically. • Prepare high-level written communication and complex, sensitive materials, including critically analysing other positions, and preparing persuasive written communication. This includes reading and

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	<p>writing at a level to cope with a range of complex and sensitive workplace materials; critically analysing and synthesising information to compose complex written documents; researching other pertinent information, such as supporting/opposing position papers; refining content, structure and sequence according to the required purpose of written material; analysing and using language structures and features that influence the interpretation of written communication; using spelling, punctuation and grammar for workplace documents at an experienced level; providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input, and cross-cultural communication requirements.</p>
Teamwork	<ul style="list-style-type: none"> • Provide a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroups to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development. • Establish, expand and utilise strategic networks including identifying features of required strategic networks, identifying or establishing network links with key stakeholders and building strategic relationships.
Problem-solving	<ul style="list-style-type: none"> • Prepare written submissions, such as responding to a tender to provide goods or services on a cost-recovery or for-profit basis. It includes identifying opportunities to provide goods or services, analysing tender requirements, determining proposal methodology, preparing estimates, submitting tenders and reviewing the tender process. • Use a range of problem solving techniques, including applying legislation, policy and guidelines; using numeracy in selecting and applying mathematical concepts, estimating, checking reasonableness of results, and managing financial and other resources; using literacy for oral and written clarification of issues and for negotiating variations and changes with clients; using required language and style for written submissions; using technical and other

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	vocabulary; networking strategically with clients, suppliers and stakeholders; evaluating and reviewing information; and responding to diversity, including gender and disability.
Initiative and enterprise	<ul style="list-style-type: none"> • Provide a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroups to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development. • Promote innovation through providing supportive communication, allowing follow through with ideas, providing enough but not too much guidance and structure, providing training and learning opportunities, encouraging risk taking, and providing time and resources.
Planning and organising	<ul style="list-style-type: none"> • Establish, expand and utilise strategic networks, including identifying features of required strategic networks, identifying or establishing network links with key stakeholders, and building strategic relationships. • Manage high-level workplace communication for working at a senior level with internal and external clients, colleagues and other staff, including critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies. • Manage compliance with public sector legislative requirements, including assuring legislative compliance, interpreting legislation and evaluating compliance outcomes.
Self-management	<ul style="list-style-type: none"> • Promote compliance with legislation in the public sector, including modelling compliance with legislation and related public sector guidelines and procedures and encouraging and assisting others to comply. • Analyse the political, social and economic environment that takes into account emerging trends, and current and possible future goals of the organisation, including maintaining a comprehensive and up-to-date knowledge of the current political environment and reflecting this in decisions, advice and actions taken.

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	<ul style="list-style-type: none"> • Develop strong working relationships among network members to achieve organisational goals and provide professional support.
Learning	<ul style="list-style-type: none"> • Promote and use a range of learning and skills development methods, including action learning, coaching, mentoring, counselling, skills training, and modelling.
Technology	<ul style="list-style-type: none"> • Identify equipment and technology requirements and use information technology including databases and spreadsheets. Use statistical analysis package; the most relevant data capture (software), GIS and web mapping/web GIS tools to access and/or manipulate a range of data, spreadsheet or database packages for data analysis and presentation; and statistical tools to collect, store and analyse data. • Use computer applications for information generation, management, storage and security.

Packaging Rules

Packaging Rules

4 units of competency are required for the award of this qualification.

- 3 core units
- 1 elective unit from the elective units listed below

Core units	
PSPPROC704A	Influence and define strategic procurement
PSPPROC705A	Establish strategic procurement context
PSPPROC706A	Evaluate and improve strategic procurement performance
Elective units	
BSBFIM701A	Manage financial resources
BSBINN801A	Lead innovative thinking and practice
BSBREL701A	Develop and cultivate collaborative partnerships and

Core units	
	relationships
PSPETHC701A	Lead and influence ethical practice in the public sector
PSPMNGT703A	Lead and influence change
PSPMNGT704A	Undertake enterprise risk management

PSP70210 Vocational Graduate Certificate in Radiation Safety

Modification History

Not applicable.

Description

Qualification descriptor

This qualification supports people with responsibility as radiation safety officers (RSOs) and is particularly relevant for those whose responsibilities as an RSO form a significant part of their role.

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

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
PSP70210 Vocational Graduate Certificate in Radiation Safety	
Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • using relevant information sources to locate and interpret information about the safe transport of radioactive materials • interpreting radiation labels, placards and safety signs • completing documentation accurately with close attention to detail • interpreting guidelines for consigners, carriers and consignees defined in local regulations and relevant codes • using technical words, such as radioactivity, radioactive material, ionising radiation, contamination, contamination controls, shielding, half-life, Transport Index, and safe distance • interpreting information on radiation labels, placards, emergency information sheets and safety signs, and in transport documents relevant to job role • interpreting manuals for radiation monitoring equipment used in job role or duties • interpreting guidelines and safety procedures for working with radiation sources (based on principles of reduce exposure time, maintain greatest distance and use as much shielding as possible) • interpreting manuals for radiation sources/equipment and radiation instruments used in organisation • using plain English to explain radiation protection and safety issues, safe working rules and recommended procedures to other personnel • interpreting manuals and writing operating instructions for radiation measuring instruments used in organisation • applying requirements of house or other style manual protocols for written communications • using advanced literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • actively promote the need to make doses as low as reasonably achievable consistent with organisational

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	<p>policy, procedures and legislation</p>
Teamwork	<ul style="list-style-type: none"> • seeking advice or further directions when faced with unexpected situations that may require decisions or actions beyond own technical competence • designing, planning and conducting monitoring surveys under direction • listening to and questioning clients and other audit team members • relating to people from diverse backgrounds and abilities • using interpersonal skills to establish rapport with clients and to liaise with other audit team members
Problem-solving	<ul style="list-style-type: none"> • recognising the limitations, restrictions and applicability of various detector units • using relevant information sources to locate and interpret information about radiation sources/equipment encountered in job role or duties • processing and analysing radiation monitoring data • identifying types and properties of ionising radiation (e.g. alpha, beta, gamma, neutron, X-ray, electron), sources and shielding methods • applying definitions of radiation quantities, such as exposure, dose, effective dose, dose rate, dose equivalent, and dose limits • assessing/re-assessing risks and hazards and designing appropriate controls • choosing and using appropriate available radiation sources/equipment and radiation instruments • identifying exposure pathways and protective measures, signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects • analysing potential adverse health and performance effects of wearing personal protective equipment while working in potentially hazardous environments
Initiative and enterprise	<ul style="list-style-type: none"> • regularly assessing/re-assessing risks and hazards and taking appropriate protective measures • seeking advice and further directions when faced with unforeseen circumstances or situations that may require decisions or response actions beyond technical competence • initiating audits/inspections of radiation protection and safety systems

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	<ul style="list-style-type: none"> maintaining working knowledge of the business activities and operations conducted at the organisation's sites and the associated radiation risks
Planning and organising	<ul style="list-style-type: none"> analysing types and properties of ionising radiation and interpreting relevant dose limits applying health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role recognising different types of monitoring equipment such as air proportional, gas proportional, gas ionisation, Geiger-Muller, scintillation, neutron monitors, solid state, personal dosimeters (badge and electronic) conducting pre-use checks for radiation instruments and monitoring equipment used in job role or duties collecting, labelling and preserving occupational and environmental samples using and caring for personal protective equipment used in job role applying techniques and procedures for collecting (potentially) radioactive samples (if required in job role or duties) applying techniques for assessing radiation hazards likely to be encountered in job role or duties applying techniques for conducting monitoring surveys used in job role or duties developing plans, organisational policy and procedures and safe work practices applying principles and techniques for decontamination of personnel and equipment applying techniques and procedures for collecting (potentially) radioactive samples applying techniques for assessing radiation hazards likely to be encountered in organisation applying techniques for conducting contamination surveys applying techniques for control, containment and/or confinement of radiation sources/equipment encountered by organisation
Self-management	<ul style="list-style-type: none"> using organisational, planning and time management skills to sequence tasks, and meet timelines conducting inspections and arranging meetings

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	<ul style="list-style-type: none"> • negotiating targets for radiation safety key performance indicators • analysing audit information to identify non-conformances and opportunities for improvements and provide recommendations to licensee or responsible person
Learning	<ul style="list-style-type: none"> • reviewing training needs regularly in radiation protection/safety, workplace emergency response and environmental protection • undertaking research to ensure that the legislative responsibilities of the licensee are fulfilled • sourcing and analysing new and existing information regarding radiation protection, legislation, standards, codes and guidelines • monitoring industry information and information from relevant professional bodies to maintain currency • working knowledge of the business activities and operations conducted at the organisation's sites and the associated radiation risks
Technology	<ul style="list-style-type: none"> • using and caring for personal monitoring equipment • using monitoring equipment to measure radiation • safely operating radiation instruments and monitoring equipment used in job role or duties to obtain reliable data • selecting and using types of personal protective equipment for personnel working in ionising radiation environments and the recommended selection process • safely operating radiation measuring instruments used in job role to obtain reliable data • identifying characteristics, capabilities, limitations, function of key components and operating principles for radiation measuring instruments used in organisation • assessing common instrument faults, troubleshooting, and recommending remedial actions and repairs • using software applications relevant to conducting quality auditing activities

Assessment Guidelines

Packaging Rules

Packaging Rules

7 units of competency are required for the award of this qualification.

- 7 core units

Core units	
BSBAUD503B	Lead a quality audit
PSPRAD704A	Consign radioactive material
PSPRAD707A	Monitor radiation
PSPRAD708A	Coordinate radiation safety
PSPRAD709A	Select, commission and maintain radiation measuring instruments
PSPRAD710A	Apply radiation safety knowledge to develop and implement ionising radiation management plans
PUAWER009B	Participate as a member of a workplace emergency initial response team

PSPSS00001 Basic Procurement Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards PSP30104 Certificate III in Government.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPETHC301B	Uphold the values and principles of public service
	PSPLEGN301B	Comply with legislation in the public sector
	PSPPROC303A	Carry out basic procurement

Target Group

Target group	This skill set is for those undertaking basic procurement as part of their duties in an entry level role in the workplace.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet the industry requirements for those undertaking procurement in an entry-level position.
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PSPSS00002 Customer Service Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package may provide credit towards PSP20104 Certificate II in Government or PSP30104 Certificate III in Government.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPETHC301B	Uphold the values and principles of public service
	PSPGOV202B	Use routine workplace communication techniques
	PSPGOV203B	Deliver a service to clients
	PSPGOV309A	Address client needs

Target Group

Target group	This skill set is for government workers who provide routine customer service to members of the public or answer internal or external queries.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for workers handling routine customer queries in the public sector.
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PSPSS00003 Direct Workplace Emergency Initial Response Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	PSP70210 Vocational Graduate Certificate in Radiation Safety must first be attained in order to complete this skill set. However, as the individual unit appears in other public safety qualifications it may provide a credit towards other qualifications.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PUAWER010B	Lead a workplace emergency initial response team
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Target Group

<p>Target group</p>	<p>This skill set is for radiation safety professionals (such as radiation safety officers) who may be called on to perform a leadership role in a radiation or other incident, who are trained to direct a workplace emergency initial response team, and who work:</p> <ul style="list-style-type: none"> • at a mine or plant that processes radioactive ore and/or minerals • with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites or analytical/research facilities • in a laboratory or licensed facility that handles radioactive materials • in a nuclear facility.
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Suggested words for Statement of Attainment

<p>Suggested words for Statement of Attainment</p>	<p>This unit meet industry requirements for those leading a workplace emergency initial response associated with the exposure of people and environments during radiation-related work activities, as authorised personnel and in accordance with radiation protection safety standards, codes and guidelines.</p>
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PSPSS00004 Foundation Executive Management Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units may provide credit towards PSP60104 Advanced Diploma of Government or PSP60504 Advanced Diploma of Government (Management).
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	BSBMGT605B	Provide leadership across the organisation
	PSPMGNT608B	Manage risk
	PSPGOV602B	Establish and maintain strategic networks
	PSPGOV605A	Persuade and influence opinion
	PSPGOV606A	Prepare high-level/sensitive written materials
	PSPPOL603A	Manage policy implementation

Target Group

Target group	This skill set is for those moving into executive management positions in the public sector.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for workers moving into executive management roles in the public sector.
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PSPSS00005 Foundation Procurement Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards PSP40104 Certificate IV in Government or PSP42410 Certificate IV in Government (Procurement and Contracting).
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPLEGN401A	Encourage compliance with legislation in the public sector
	PSPPROC411A	Plan procurement
	PSPPROC413A	Select providers and develop contracts
	PSPPROC414A	Manage contracts

Target Group

Target Group	This skill set is for those working in a procurement or contract management role.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet the industry requirements for people needing foundation skills and knowledge in procurement practices.
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PSPSS00006 Operate in Customer Contact Environment Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units provide credit towards PSP42210 Certificate IV in Government (Workplace Relations) and other public sector qualifications at Certificate IV level.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	BSBCCO401A	Administer customer contact telecommunications technology
	BSBCUS201A	Deliver a service to customers
	BSBIND101A	Work effectively in a contact centre environment

Target Group

Target group	This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides the skills and knowledge required to operate in customer contact environments.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those working in customer contact centre environments.
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PSPSS00007 Prepare for Workplace Inspections Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards PSP42210 Certificate IV in Government (Workplace Relations) and other public sector qualifications at Certificate IV level.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPGOV406B	Gather and analyse information
	PSPGOV411A	Deal with conflict

Target Group

Target group	This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides the skills and knowledge required to prepare to inspect workplaces and mitigate risk prior to commencing workplace inspections.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those preparing to inspect workplaces, particularly where an inspection may not be welcome.
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PSPSS00008 Procurement Delegation Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards PSP40104 Certificate IV in Government.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPGOV421A	Exercise delegations
	PSPPROC406B	Procure goods and services
	PSPPROC414A	Manage contracts

Target Group

Target Group	This skill set is for those who have authority to exercise delegation for procurement, and for higher level managers who oversee the procurement process but for whom procurement is not their main role.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet the industry requirements for key decision makers in the public service.
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PSPSS00009 Radiation Environment Safety Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	This unit from PSP04 Public Sector Training Package is introductory and serves as a foundation for those who may become more involved in radiation-related roles.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit	PSPRAD701A	Work safely in a radiation environment
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Target Group

Target group	<p>This skill set is for those who require radiation protection and site safety training in addition to induction training, prior to undertaking operational, technical, and/or maintenance tasks in a radiation environment.</p> <p>Such personnel may work in mines, construction sites, hospitals and laboratories and may include:</p> <ul style="list-style-type: none"> • utility and site service personnel, such as electricians, plumbers, fitters, and equipment service technicians • site cleaners and maintenance workers • operators of equipment that emits ionising radiation • those who handle and/or transport radioactive material • those who use radionuclides. 	
Unit	PSPRAD701A	Work safely in a radiation environment

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	<p>This unit meets industry requirements for workers in contact with radiation as part of other roles who may receive occupational exposures of greater than 1 millisievert per annum and who need to be competent and take action to avoid unacceptable exposure to radiation hazards, or to ensure that others are not unacceptably exposed to radiation hazards due to their work.</p>
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PSPSS00010 Radiation Sealed Sources Safety Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package may be used towards other Public Sector qualifications.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPRAD703A	Perform basic radiation measurements
	PSPRAD705A	Handle and transport radioactive material
	PSPRAD706A	Work safely with radiation-sealed source equipment

Target Group

Target group	<p>This skill set is for authorised personnel who work at geotechnical, construction, mining and manufacturing or analytical/research sites with any of the following sealed sources or equipment:</p> <ul style="list-style-type: none"> • industrial radiography equipment or gamma sources • portable density/moisture gauges • fixed source gauges (e.g. level, density, thickness and proximity) • bore hole logging • portable XRD and XRF instruments.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	<p>These units meet industry requirements for those working with radiation-sealed source equipment under the authorisation of a responsible person and with the advice of a radiation safety professional (such as a radiation safety officer) and in accordance with radiation protection safety standards, codes and guidelines.</p>
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PSPSS00011 Radiation Technician Safety Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	PSPRAD007A and PUAWER009B provide credit towards PSP70210 Vocational Graduate Certificate in Radiation Safety. The remaining units may be used towards other Public Sector qualifications
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPRAD703A	Perform basic radiation measurements
	PSPRAD705A	Handle and transport radioactive material
	PSPRAD706A	Work safely with radiation-sealed source equipment
	PSPRAD707A	Monitor radiation
	PUAWER009B	Participate as a member of a workplace emergency initial response team

Target Group

<p>Target group</p>	<p>This skill set is for authorised personnel who perform a radiation monitoring role and who are trained to participate as a member of a workplace emergency initial response team, and who work:</p> <ul style="list-style-type: none"> • at a mine or plant that processes radioactive ore and/or minerals • with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites or analytical/research facilities • in a laboratory or licensed facility that handles radioactive materials • in a nuclear facility.
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Suggested words for Statement of Attainment

<p>Suggested words for Statement of Attainment</p>	<p>These units meet industry requirements for those working to safely monitor radiation and the exposure of people and environments during radiation-related work activities, under the authorisation of a responsible person and with the advice of a radiation safety professional (such as a radiation safety officer) and in accordance with radiation protection safety standards, codes and guidelines.</p>
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PSPSS00012 Trade Measurement Inspection Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from MSA07 Manufacturing Training Package may provide an introduction to trade measurement and are likely to be undertaken before commencing units in PSP42310 Certificate IV in Government (Trade Measurement).
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	MSATMINS301A	Inspect a range of simple measures
	MSATMINS302A	Inspect a range of simple measuring instruments
	MSATMREF301A	Use and maintain reference standards

Target Group

Target group	This skill set is for those commencing a career in trade measurement. It provides the skills and knowledge required to undertake inspections of simple measures and simple measuring instruments used for trade. Examples of these instruments include length measures, alcoholic beverage measures, lubricating oil measures, graduated measures, trade masses in the range 1mg to 20kg, beverage measuring instruments, protein measuring instruments, length measuring instruments, area measuring instruments, dimensional measuring instruments, vehicle tanks and milk tanks.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those involved in simple trade measurement inspections.
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PSPSS00013 Weighbridge Operations Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	This unit from PSP04 Public Sector Training Package may be required for the licensing of public weighbridge operators from 1 July 2011. This unit may be used towards other Public Sector qualifications at Certificate IV level.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit	PSPTRAN405A	Operate weighbridges
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Target Group

Target group	This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides the skills and knowledge required to operate weighbridges.	
Unit	PSPTRAN405A	Operate weighbridges

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	This unit meets regulatory requirements for operating a public weighbridge under a Public Weighbridge licence and may be relevant to other weighbridge operators.
--	---

PSPSS00014 Workplace Coaching Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards various public sector diploma level qualifications.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPGOV506A	Support workplace coaching and mentoring
	PSPGOV511A	Provide leadership

Target Group

Target group	<p>This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.</p> <p>It provides the skills and knowledge required to coach and mentor others on workplace relations matters as a means of developing greater expertise in the industry.</p>
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those providing coaching and mentoring on workplace relations matters.
--	---

PSPSS00015 Workplace Relations Guidance Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards PSP52110 Diploma of Government (Workplace Relations).
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPWPR501A	Provide advice on complex workplace relations issues
	PSPWPR502A	Manage compliance with workplace relations legislation
	PSPWPR503A	Apply workplace relations dispute-resolution procedures
	PSPWPR504A	Support resolution of complaints relating to workplace relations processes

Target Group

Target group	<p>This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.</p> <p>It provides the skills and knowledge required to provide guidance to other parties based on expertise in workplace relations matters.</p>
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	<p>These units meet industry requirements for those providing guidance on workplace relations matters.</p>
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PSPSS00016 Workplace Relations Information Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units provide credit towards PSP42210 Certificate IV in Government (Workplace Relations).
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	BSBCCO301A	Use multiple information systems
	BSBCMM301A	Process customer complaints
	BSBRES402A	Research, locate and provide legal and other information in response to requests
	PSPWPR401A	Process incoming workplace relations enquiries
	PSPWPR402A	Respond to general workplace relations enquiries
	PSPWPR403A	Support the provision of workplace relations information

Target Group

Target group	This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides the skills and knowledge required to provide workplace relations information to other parties.
---------------------	---

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those involved in the provision of workplace relations information.
--	--

PSPSS00017 Workplace Relations Inspection and Investigation Supervision Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards various diploma level qualifications in regulatory roles.
----------------	--

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPREG503A	Supervise and carry out complex inspections and monitoring
	PSPWPI503C	Investigate possible breaches of workplace legislation

Target Group

Target group	<p>This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.</p> <p>It provides the skills and knowledge required to supervise inspections and investigations of workplace relations matters.</p>
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those supervising workplace relations inspections and investigations.
--	--

PSPSS00018 Writing in a Politically Sensitive Context in Government Skill Set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units from PSP04 Public Sector Training Package provide credit towards PSP40104 Certificate IV in Government.
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Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PSPGOV406B	Gather and analyse information
	PSPGOV413A	Compose complex workplace documents
	PSPGOV422A	Apply government processes
	PSPGOV515A	Develop and use political nous

Target Group

Target group	This skill set is for those who draft or write reports or correspondence that need to be crafted to meet the needs of politically sensitive issues.
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Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units meet industry requirements for those involved in drafting and writing reports and correspondence of a politically sensitive nature.
--	---

PSPBORD301A Conduct patrols

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to undertake all patrol functions, excluding marine. It includes preparing to patrol, conducting the patrol, gathering and reporting information, and reporting on and reviewing patrol activities.

In practice, conducting patrols may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, working effectively, using teamwork, networking, applying workplace safety procedures, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to patrol	1.1 The purpose and objectives of the <i>patrol</i> are explained to <i>relevant personnel</i> .
	1.2 The <i>legislation, regulations, policies and guidelines</i> under which the patrol is to be conducted are identified.
	1.3 The powers of officers under the legislation are confirmed and applied correctly.
	1.4 The patrol operation is planned to suit its objectives.
	1.5 <i>Equipment, other resources and the need for assistance</i> which may be required for the purposes of the patrol are identified.
	1.6 Any risks to the health and safety of officers involved in the patrol are identified and taken into account within the plan.
2. Conduct the patrol	2.1 The patrol is conducted in accordance with legislation, regulations, policies and guidelines.
	2.2 Patrol activities are undertaken in <i>a thorough manner</i> in accordance with standard operating procedures.
	2.3 <i>Records</i> are made of patrol actions, findings and outcomes in accordance with organisational policy and procedures.
3. Gather and report information	3.1 Initiative is used to identify possible information.
	3.2 <i>Information</i> is <i>recorded</i> accurately.
	3.3 Privacy and other legislative requirements are complied with.
	3.4 Information is reported in an accurate and timely manner in accordance with organisational policy and procedures.
4. Report on and review patrol activities	4.1 Outcomes of patrol activities are recorded and disseminated in accordance with organisational policy and procedures.
	4.2 The outcomes, procedures and processes used within the patrol are evaluated.
	4.3 Improvements to procedures and processes are identified and actioned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- conducting a thorough patrol in line with legal and policy requirements
- selecting and using equipment that meets the purposes of the patrol
- identifying and addressing occupational health and safety and environmental risks associated with conducting the patrol
- accurately recording and reporting information
- communicating with diverse audiences, conveying sometimes complex information orally and in writing
- responding to diversity, including gender and disability.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- Australian legal framework as it applies to the conduct of patrols
- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- jurisdictional and organisational values/ethics and codes of conduct
- the organisation's corporate planning cycle and risk management policy and practices
- confidentiality, privacy and security issues
- equity and diversity principles
- occupational health and safety and environment legislation, policies and guidelines relating to the conduct of patrols
- communication systems relevant to the workplace including communications network and radio protocols
- risk assessment techniques
- equipment operation, usage and maintenance procedures
- reporting procedures
- evidence handling and storage
- profiles and trends
- statements
- workplace and industry environment.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD302A Use border protection technology equipment
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV303B Build and maintain internal networks
 - PSPGOV307B Organise workplace information
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- conduct of patrols in a range of (3 or more) contexts (or occasions, over time).

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the conduct of patrols
- case studies and workplace scenarios to capture the range of patrol situations likely to be encountered.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting patrols, including coping with difficulties, irregularities and breakdowns in routine
- conduct of patrols in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Patrol may be conducted in the following areas

- as defined by legislation and regulations
- licensed depots
- remote areas
- tarmac
- waterfront.

Relevant personnel may include

- intelligence
- managers/supervisors
- research and analysis
- staff in other agencies
- staff in other work areas
- targeting and analysis
- colleagues
- employees of other agencies.

Legislation, regulations, policies and guidelines may include:

- State and Territory legislation
- Commonwealth legislation, such as:
 - Crimes Act 1914
 - Customs (Prohibited Exports) Regulations
 - Customs (Prohibited Imports) Regulations
 - Occupational Health & Safety Act 1988
 - Operating Directions and Explanatory Notes
- enabling legislation such as:
 - Customs Act 1901 and regulations
 - Wildlife Protection Act 1982
- organisational manuals and/or work area standard operating procedures.

Equipment, other resources and assistance may include

- portable surveillance equipment
- radio communications
- vehicles
- night vision devices (NVDs)
- other agencies
- navigation equipment:
 - maps
 - global positioning system (GPS)

RANGE STATEMENT

- compass.
 - health and safety equipment:
 - safety vests
 - hard hats
 - safety boots
 - intrinsically safe torches.
 - marine
 - closed circuit television (CCTV)
 - Coastwatch.
- A *thorough* manner means
- consistent with the objective of the patrol:
 - all activities in the immediate area of operation are observed
 - all attainable information is gathered, recorded and disseminated
 - all activities observed are consistent with the environment and are actioned appropriately
 - all observations are considered against the information/reasonable grounds that gave rise to the patrol.
- Records* may include
- audio tapes
 - logs/running sheets
 - notebooks
 - photographs
 - video footage.
- Information* may include
- addresses
 - business cards
 - invoices/bills of lading/or other documents
 - letters
 - maps/charts
 - names
 - photographs
 - reasonable grounds for search
 - telephone numbers
 - any combination of the above.
- Recorded* may include recording in
- NIS
 - NESS
 - INTERCEPT reports.

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD302A Use border protection technology equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the application of specialist technology used to support border protection operations including surveillance, remote operations, passenger operations, cargo, post, and waterfront. It includes deploying equipment, operating and maintaining equipment, gathering and reporting information, and reporting on and reviewing technology activities.

In practice, using border protection technology equipment may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, working effectively, using teamwork, applying workplace safety procedures, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Deploy equipment	1.1 <i>Equipment</i> is selected and deployed to support the operation. 1.2 Equipment is allocated according to work priorities. 1.3 Equipment allocation is re-scheduled upon changes in demand/priorities as required. 1.4 Equipment is transported according to manufacturers' recommendations.
2. Operate equipment	2.1 Equipment is operated in accordance with the manufacturers' instructions, organisational policy, procedures and guidelines. 2.2 The most effective use is made of equipment. 2.3 Occupational health and safety issues relating to equipment operation are identified and addressed in a timely manner. 2.4 The results of equipment use are interpreted correctly in accordance with organisational requirements.
3. Maintain equipment	3.1 Equipment is maintained to manufacturers' specifications, organisational policy, procedures and guidelines. 3.2 Routine maintenance of equipment is conducted or organised according to schedule and within area of work responsibility. 3.3 Repairs to equipment are organised with the <i>appropriate person</i> as soon as practicable. 3.4 Equipment failure is reported to the appropriate person as soon as practicable.
4. Gather and report information	4. Initiative is used to identify possible information. 4.2 <i>Information</i> is recorded accurately. 4.3 Privacy and other legislative requirements are complied with. 4.4 Information is reported to <i>relevant personnel</i> in an accurate and timely manner.
5. Report on and review technology activities	5.1 <i>Outcomes of technology activities</i> are recorded and disseminated to staff. 5.2 The outcomes, procedures and processes used in activities are evaluated. 5.3 Improvements to procedures and processes are identified and actioned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- selecting, operating and maintaining equipment to achieve desired outcomes
- identifying and addressing occupational health and safety and environmental risks and issues associated with equipment use
- maintaining attention to detail and accuracy
- analysing and correctly interpreting information generated
- applying decision making using sound judgment
- suggesting improvements to procedures
- planning, prioritizing and problem solving
- liaising, consulting and communicating with diverse audiences, conveying sometimes complex information orally and in writing
- accurately recording and reporting information
- responding to diversity including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- application of different types of technology
- Australian legal framework as it applies to the conduct of patrols
- enabling and allied legislation
- policy, procedures, guidelines, protocols
- jurisdictional and organisational values/ethics and codes of conduct
- the organisation's corporate planning cycle and risk management policy and practices
- confidentiality, privacy and security issues
- equity and diversity principles
- occupational health and safety and environment legislation, policies and guidelines
- communication systems relevant to the workplace including communications network and radio protocols
- risk assessment techniques
- equipment operation, usage and maintenance procedures
- reporting procedures
- evidence handling and storage
- profiles and trends
- statements
- workplace and industry environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD301A Conduct patrols
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV307B Organise workplace information
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- use of border protection technology equipment in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the use of security equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using a range of technology equipment

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using border protection technology equipment, including coping with difficulties, irregularities and breakdowns in routine
- use and maintenance of border protection technology equipment in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Relevant *equipment* may include

- specialist equipment used for customs, quarantine, import and export inspections
- closed circuit television (CCTV)
- microwave closed circuit television
- communication networks including:
 - UHF
 - VHF
 - HF
- satphone
- covert communication equipment
- DVP and coder
- trace particle detectors (eg Ionscan)
- night vision devices (NVDs)
- portable surveillance/inspection equipment, including:
 - SLR
 - digital still and digital video cameras
 - X-ray
 - microscopes
 - fumigation monitors
 - gas monitors
 - heat treatment cabinet

Appropriate person may include

- supervisor
- other staff
- contractor
- manufacturer

Relevant information may include

- addresses
- business cards
- invoices/bills of lading/or other documents
- letters
- maps/charts
- names
- photographs
- reasonable grounds for search

RANGE STATEMENT

- Relevant personnel* may include
- telephone numbers
 - intelligence
 - managers/supervisors
 - research and analysis
 - staff in other agencies
 - staff in other work areas
 - targeting and analysis
- Outcomes of technology activities* may include
- alarm
 - plasmagram
 - still photographs
 - video tapes
 - X-ray images

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD303A Deploy detector dog

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required in the use and deployment of a detector dog. It includes selecting and applying a search methodology, deploying the detector dog, conducting follow-up search activities, maintaining records, gathering and reporting information, and receiving and acting upon feedback.

In practice, deploying a detector dog may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, working effectively, using teamwork, applying workplace safety procedures, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and apply a search methodology	<p>1.1 Approach is chosen to maximise the potential outcome of the <i>search</i>.</p> <p>1.2 <i>Risks</i> likely to be encountered are identified.</p> <p>1.3 The tasking is analysed and the situation assessed to identify the most appropriate method for deploying the dog.</p>
2. Deploy the detector dog	<p>2.1 The detector dog is deployed in accordance with <i>legislation, policies, procedures and guidelines</i>.</p> <p>2.2 Risks are managed in accordance with risk management policies and guidelines.</p>
3. Conduct follow-up search activities	<p>3.1 Ongoing risks are identified and managed to achieve identified outcomes.</p> <p>3.2 Persons of interest are questioned in accordance with legislation, policies and guidelines.</p> <p>3.3 Searches are conducted in accordance with legislation, procedures and guidelines.</p>
4. Maintain records	<p>4.1 <i>Information</i> relating to searches is collected, collated and exchanged with other personnel in accordance with organisational policy and procedures.</p> <p>4.2 Contemporaneous notes are maintained in accordance with legislation, policies and guidelines.</p> <p>4.3 Documentation is completed accurately and in a timeframe that meets legislative and organisational requirements.</p>
5. Gather and report information	<p>5.1 Initiative is used to identify possible information.</p> <p>5.2 <i>Relevant information</i> is recorded accurately in accordance with legislative and organisational requirements.</p> <p>5.3 Privacy and other legislative requirements are complied with.</p> <p>5.4 Information is reported to <i>relevant personnel</i> in an accurate and timely manner.</p>
6. Receive and act upon feedback	<p>6.1 Feedback on search processes is sought on a regular basis.</p> <p>6.2 Process and approach are improved based upon assessment of feedback received.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- conducting searches thoroughly in accordance with legal and policy requirements
- dog handling
- identifying and addressing occupational health and safety and environmental risks issues associated with deployment of detector dogs
- liaising, consulting and communicating with diverse audiences, conveying sometimes complex information orally and in writing
- negotiating and applying conflict resolution
- responding to diversity, including gender and disability
- applying observation techniques
- accurately recording and reporting information
- applying decision making using sound judgment
- responding effectively to feedback
- suggesting improvements to procedures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- risk management principles and risk assessment techniques and the application of these to a range of circumstances relating to the deployment of detector dogs
- principles of detector dog training and deployment
- enabling and allied legislation
- policy, procedures, guidelines, protocols and work instructions/standard operating procedures
- jurisdictional and organisational values/ethics and codes of conduct
- the organisation's corporate planning cycle and risk management policy and practices
- confidentiality, privacy and security issues
- equity and diversity principles
- occupational health and safety and environment legislation, policies and guidelines
- communication systems relevant to the workplace including communications network and radio protocols
- equipment operation, usage and maintenance procedures
- reporting procedures
- evidence handling and storage
- profiles and trends
- workplace and industry environment.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD304A Maintain detector dog proficiency
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV307B Organise workplace information
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- deployment of a detector dog in a range of (3 or more) contexts - re-qualification is periodically required.

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to deployment of a detector dog
- case studies and workplace scenarios to capture the range of situations likely to be encountered when deploying detector dogs.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when deploying a detector dog, including coping with difficulties, irregularities and breakdowns in routine
- deployment of a detector dog in a range of (3 or more) contexts
- periodic re-qualification.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people

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- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Search*** may include
- a search with the detector dog and any follow-up search by the handler of the following:
 - small craft
 - commercial vessels
 - aircraft
 - cargo containers
 - cargo
 - vehicles
 - postal items
 - accompanied or unaccompanied baggage
 - premises.
- Risks*** may include
- methods of concealment
 - nature of packaging
 - occupational health and safety issues
 - types of goods (in particular, dangerous goods)
 - types of narcotics
 - workplace environment
 - time constraints
 - availability of resources for follow-up activities
 - strengths and weaknesses of individual detector dog teams.
- Relevant ***legislation, policies, procedures and guidelines*** may include
- enabling legislation, such as:
 - Customs Act 1901 and regulations
 - Quarantine Act 1908 and regulations
 - organisational policies and procedures, particularly those relating to:
 - detector dog program training
 - operational and training aid control
 - occupational health and safety acts, regulations and guidelines
 - national and regional policies and procedures
 - procedural guides/standard operating procedures/work instructions.
- Information*** may include
- details of those searched
 - characteristics of persons of interest

RANGE STATEMENT

- Relevant information** may include
- points of origin
 - type and nature of goods
 - types of substances.
 - addresses
 - business cards
 - invoices/bills of lading/or other documents
 - letters
 - maps/charts
 - names
 - photographs
 - reasonable grounds for search
 - telephone numbers
 - any combination of the above.
- Relevant personnel** may include
- intelligence
 - managers/supervisors
 - research and analysis
 - staff in other agencies
 - staff in other work areas
 - targeting and analysis
 - colleagues
 - employees of other agencies
 - training and analysis.

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD304A Maintain detector dog proficiency

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to maintain a detector dog at maximum level of performance and readiness. This involves team (handler plus dog) in ongoing proficiency training. The unit includes developing a plan for proficiency maintenance training, implementing the training maintaining dog/handler team performance, and maintaining the dog's health and well-being.

In practice, maintaining detector dog proficiency may overlap with other generalist or specialist workplace activities such as complying with legislation, working effectively, using teamwork, applying workplace safety procedures, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a plan for proficiency maintenance training	1.1 A detector dog's <i>capability</i> is assessed
	1.2 The needs of the dog/handler team are identified and <i>assessed</i>
	1.3 A tailored proficiency maintenance training plan is developed addressing the unique needs, strengths and weaknesses of the team
	1.4 The training is scheduled to meet priority needs within an agreed timeframe
	1.5 The training plan is regularly updated to reflect the changing needs of the team
2. Implement proficiency maintenance training	2.1 <i>Proficiency maintenance training</i> is implemented in accordance with the schedule and available resources
	2.2 The dog's response to training is assessed immediately
	2.3 Training is modified as required to meet desired outcomes
	2.4 Custody, transport and utilisation of training aids is undertaken in accordance with <i>legislation, policy and guidelines</i>
	2.5 Training and other <i>records</i> are maintained in accordance with legislation, policy and guidelines
3. Maintain dog/handler team performance	3.1 Performance standards for the detector dog team are identified and agreed with relevant personnel.
	3.2 A plan for achieving team effectiveness is implemented
	3.3 The detector dog team's effectiveness is assessed against specific performance criteria
	3.4 Performance records are maintained for monitoring purposes in accordance with relevant legislation, policy and guidelines
	3.5 Team plans and working practices are reviewed and improvements are identified if required to achieve maximum performance
4. Maintain dog's health and well-being	4.1 The detector dog's health is <i>monitored</i> on a regular and consistent basis
	4.2 The dog's needs and problems are identified and actions are taken to address them
	4.3 The detector dog is maintained at a <i>high level</i> of fitness
	4.4 <i>Cleaning and maintenance</i> of detector dog's quarters are undertaken/organised to the required standard

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- deploying detector dogs
- observing and analysing capability and performance
- applying decision making using sound judgment
- organising training schedules
- keeping records
- communicating using a range of styles to suit different audiences
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of detector dog proficiency maintenance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation and regulations
- organisational policy, procedures, guidelines and protocols
- occupational health and safety and environment policies and guidelines relating to detector dog program
- detector dog program training and deployment principles
- proficiency maintenance training exercises
- dog's health requirements
- health and hygiene
- fitness levels
- performance standards
- reporting procedures
- equipment operation, usage and maintenance procedures

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD303A Deploy detector dog
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- detector dog proficiency maintenance in a range of (3 or more) contexts (or occasions, over time) - re-qualification is periodically required

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures, guidelines and standard operating procedures/work instructions relating to detector dog proficiency maintenance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when maintaining the proficiency of a detector dog team

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when maintaining detector dog proficiency, including coping with difficulties, irregularities and breakdowns in routine
- detector dog proficiency maintenance in a range of (3 or more) contexts (or occasions, over time)
- periodic re-qualification

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <p>The dog's <i>capability</i> includes due consideration given to</p> | <ul style="list-style-type: none"> • work area • performance • number of detections • number of finds • response • motivation to search |
| <p><i>Assessment</i> and tailoring of the plan should be undertaken with</p> | <ul style="list-style-type: none"> • a training coordinator/instructor • another detector dog team member • senior handler |
| <p><i>Proficiency maintenance training</i> includes</p> | <ul style="list-style-type: none"> • a planned set of exercises to: • enhance detection capabilities for a range of target odours • maintain the dog's intent • develop and maintain the dog's quality and duration of search |
| <p><i>Legislation, policy and guidelines</i> may include</p> | <ul style="list-style-type: none"> • Customs Act 1901 and regulations • Quarantine Act 1908 and regulations • policies and procedures related to detector dog training, operational and training aid control • occupational health and safety • national and regional standing operating orders • work instructions • organisational policy and procedures |
| <p>Training <i>records</i> include</p> | <ul style="list-style-type: none"> • proficiency maintenance training records • daily diaries • database records • work log books • health records |
| <p><i>Monitoring</i> of the dog's health includes</p> | <ul style="list-style-type: none"> • thirteen point daily health check • an annual veterinary health check |
| <p><i>High level</i> of fitness for the dog includes</p> | <ul style="list-style-type: none"> • being clean • being fit • being healthy • being well-groomed |

RANGE STATEMENT

- Cleaning and maintenance* may include
- working well
 - ensuring contracted staff complete tasks to required standard
 - undertaken by handler

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD305A Calculate taxes, fees and charges

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to determine liability to pay taxes, fees and charges and calculate amounts payable. It includes assessing goods and documents for liability; calculating taxes, fees and charges; and completing transaction records.

In practice, calculating taxes, fees and charges may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, working effectively, using resources and financial systems, organising workplace information, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess goods and documents for duty and tax liability	1.1 <i>Goods</i> and documents are examined in accordance with <i>legislation, organisational guidelines and procedures</i>
	1.2 Class of <i>taxes, fees or charges</i> is determined in accordance with legislation and guidelines
	1.3 The <i>value</i> of the goods/services is determined
	1.4 <i>Liability to pay</i> taxes, fees and charges is determined in accordance with legislation, policies and guidelines
	1.5 The <i>rate</i> of taxes, fees and charges is determined in accordance with organisational policy and procedures
2. Calculate taxes, fees and charges	2.1 Taxes, fees and charges are calculated in accordance with relevant legislation, policies and guidelines
	2.2 <i>Relevant systems</i> are used to assess amounts payable
	2.3 All calculations are made accurately and checked for consistency
3. Complete transaction records	3.1 <i>Records of transaction</i> are completed clearly and accurately in accordance with organisational guidelines, and identify all relevant information
	3.2 Transaction records are issued in accordance with organisational guidelines and standard operating procedures
	3.3 Copies of transaction records are retained and stored in accordance with legislation, policies, guidelines and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- determining the correct rate to be applied to the full range of goods/services
- accurately calculating monies owed on a range of goods/services
- applying accurate recordkeeping
- validating claims and documents
- using packages/systems (including relevant mainframe and PC-based packages) in assessing amounts payable
- applying decision making using sound judgment
- communicating with diverse audiences, conveying sometimes complex information orally and in writing
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policy, procedures, guidelines, protocols and procedures relating to the calculation of taxes, fees and charges
- jurisdictional values/ethics and codes of conduct
- equity and diversity principles
- valuation methods
- workplace and industry environment
- public sector legislation and procedures such as occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV305B Access and use resources and financial systems
 - PSPGOV307B Organise workplace information
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- calculation of taxes, fees and charges in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to the calculation of taxes, fees and charges
- case studies and workplace scenarios to capture the range of situations likely to be encountered when calculating taxes, fees and charges

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when calculating taxes, fees and charges, including coping with difficulties, irregularities and breakdowns in routine
- calculation of taxes, fees and charges in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Goods may include

- air and sea cargo
- hand-held cabin baggage
- passenger and crew baggage
- 'per favor' items
- postal items
- unaccompanied baggage
- bulk and @ @ontainerized products
- ballast water

Legislation, organisational guidelines and procedures may include

- enabling and allied legislation and regulations, such as:
 - Customs Act 1901 and regulations
 - Customs Tariff Act 1995
 - Quarantine Act 1908 and regulations
 - Imported Foods Control Act 1992 and regulations
 - Export Control Act 1982 and regulations
 - A New Tax System (Goods and Services Tax) Act 1999
 - A New Tax System (Wine Equalisation Tax) Act 1999
 - A New Tax System (Luxury Car Tax) Act 1999
- organisational policies and procedures
- work area standard operating procedures/work instructions
- procedures manuals
- occupational health and safety and environment legislation and guidelines

Taxes, fees and charges may include

- tariffs
- duty
- penalties
- infringement notices
- taxes, such as:
 - Goods and Services Tax (GST)
 - Wine Equalisation Tax (WET)
 - Luxury Car Tax (LCT)

- fees for service, such as:
 - treatment and return to sender charges
 - document charges
 - fees associated with import directions
 - inspection charges
 - pratique fees
- Value*** of the goods may include
- value of the taxable import (VOTI)
 - customs value
 - prescribed weight
- Liability to pay*** includes consideration of
- possible tax exemptions
 - possible customs exemptions
 - who has liability (ie owner or packer)
- Rate*** may take account of
- charging guidelines
 - legislated penalty units
 - origin of the goods
 - applicable concessions
 - correct tariff classification
- Relevant systems*** or packages may include
- specific 'ready reckoners'
 - revenue systems
 - Dutycalc
 - COMPILE
 - AIMS
 - EXDOC
 - VMS
- Records of transactions*** may include
- informal clearance documents (ICD)
 - customs entry
 - invoice
 - demand for payment
 - record of credit payment
 - other forms of receipt

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD401A Create and maintain profiles

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to create, monitor and maintain profiles.

In practice, creating and maintaining profiles overlaps with other generalist and specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, gathering information, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create profiles	<p>1.1 As appropriate, the <i>profile</i> is input to the <i>relevant system</i> or information is provided to the <i>relevant personnel</i></p> <p>1.2 Validity dates and duration of the profile are established</p> <p>1.3 <i>Profile variables</i> are identified where required</p> <p>1.4 Relevant policies and procedures are adhered to</p> <p>1.5 Profiles are <i>recorded</i> in accordance with organisational policy and procedures</p>
2. Maintain profiles	<p>2.1 Profiles are reviewed in accordance with organisational requirements</p> <p>2.2 Frequency of matches is reviewed against objectives</p> <p>2.3 Currency of risk indicators is considered</p> <p>2.4 <i>Performance indicators</i> and <i>outputs</i> are documented</p> <p>2.5 A decision is made to continue, discontinue or modify the profile in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying analysis and decision making using sound judgment
- applying time management
- using oral and written communication to create, maintain and monitor profiles
- applying occupational health and safety and environmental procedures to the process of creating and maintaining profiles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the creation and maintenance of profiles
- organisational and jurisdictional values/ethics and codes of conduct
- awareness of the organisation's corporate planning cycle and risk management policy and practices
- policy, procedures, guidelines, protocols and standard operating procedures
- workplace and industry environment
- electronic systems for profiles
- public sector legislation including occupational health and safety and environment related to creating and maintaining profiles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- creation and maintenance of profiles in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to creation and maintenance of profiles
- case studies and workplace scenarios to capture the range of situations likely to be encountered when creating and maintaining profiles

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when creating and maintaining profiles, including coping with difficulties, irregularities and breakdowns in routine
- creation and maintenance of profiles in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

EVIDENCE GUIDE

literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Profiles*** may include
- electronic profiles
 - electronic alerts
 - manual profiles used in work areas such as passenger processing and postal compliance
 - manual alerts such as VOIs
 - (for any of the above) a set of criteria established to be matched against a transaction in an attempt to identify high-risk transactions
 - postal monitors
- Relevant systems*** may include
- electronic systems such as:
 - SCA
 - ACA
 - INTERCEPT
 - EXIT
 - PACE
 - CLEAR
- Relevant personnel*** may include
- managers or supervisors
 - relevant systems administrators
 - analysts
 - RIUs and liaison officers
 - colleagues
- Profile variables*** are
- used to accommodate data integrity issues in electronic systems and may include:
 - consignee name and address
 - consignor name and address
 - description
 - customs value
 - data mismatching
 - alphanumeric variations
- Recording*** may include
- electronically
 - manually on organisational files
- Performance indicators***
- number of matches
 - number of no matches

RANGE STATEMENT

may include

- number of targets selected

Outputs may include

- number of searches
- number of results
- increased efficiency of screening
- revised profiles

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD402A Develop surveillance flight routes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the review and development of new surveillance flight route programs to ensure that these continue to meet operational requirements. It includes reviewing established flight routes, establishing new flight routes, deleting non-current routes, obtaining flight-crew input into flight route review and development, and obtaining approvals for changes to flight routes.

In practice, the development of surveillance flight routes may overlap with other generalist and specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, developing work plans, gathering information, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Review established flight routes

- 1.1 *Flight routes* are regularly checked against *requirements*
- 1.2 Risk management techniques are utilised in checking effectiveness of established flight routes
- 1.3 Flight routes are flown to check and confirm suitability
- 1.4 The overall *effectiveness* of the route is assessed
- 1.5 Changes/trends in effectiveness are identified and analysed

2. Establish new flight routes

- 2.1 New routes are planned based upon analysis of client need and the application of a risk identification and assessment
- 2.2 The route is planned for maximum effectiveness
- 2.3 The new route is flown to assess effectiveness
- 2.4 Changes to new route are made in accordance with organisational policy and procedures based upon evaluation

3. Delete non-current flight routes

- 3.1 Flights are identified and assessed as being ineffective
- 3.2 A proposal to delete the flight route is prepared
- 3.3 *Relevant personnel* are advised in accordance with organisational policy and procedures

4. Obtain flight crew input into flight route review and development

- 4.1 Feedback on route plans is sought from flight crew
- 4.2 Flight crew input is taken into account
- 4.3 Feedback is provided to flight crew

5. Obtain approvals for changes to flight routes

- 5.1 Proposed changes to flight routes are submitted to relevant personnel for approval in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- establishing, evaluating and changing flight routes in line with risk management principles
- planning and evaluating in the context of surveillance flight route development
- using technology and equipment
- using a range of communication and liaison methods with a diverse range of audiences
- responding to diversity including gender and disability
- applying occupational health and safety and environmental procedures in the context of surveillance flight route development

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- organisational and jurisdictional values/ethics and codes of conduct
- risk assessment
- flight route planning
- aircraft capability
- relevant technology and equipment
- client requirements
- workplace and industry environment
- equity and diversity principles
- public sector legislation including occupational health and safety and environment related to development of surveillance flight routes

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD403A Review operational schedules
 - PSPBORD404A Analyse surveillance products
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of surveillance flight routes in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to development of surveillance flight routes
- operational equipment and technology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing surveillance flight routes

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing surveillance flight routes, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- development of surveillance flight routes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as security requirements, staff rostering and availability, literacy and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- *Flight routes* are selected based on
 - risk management principles
 - the need to make optimal use of aircraft and crew
 - meeting the information requirements of clients
- *Requirements* include those determined by
 - Operating, Planning and Advisory Committee (OPAC)
 - Regional Operating, Planning and Advisory Committee (ROPAC) clients
- *Effectiveness* of flight routes is determined by
 - value of surveillance activity
 - cost
 - effort
- *Relevant personnel* may include
 - the contractor
 - Coastwatch Planning
 - Coastwatch Operations

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD403A Review operational schedules

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to review flight schedules against the strategic long-term flight plan and immediate timeframe requirements. It includes reviewing operational flight schedules, confirming operations, monitoring weekly flying program, planning information collection, briefing management, assisting tactical operations, and assessing crew and aircraft readiness for operation.

In practice, reviewing operational schedules may overlap with other generalist and specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, developing work plans, gathering information, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review operational flight schedules	1.1 Flight programs are checked and schedules reviewed against relevant plans/programs 1.2 Operational priorities and capabilities are confirmed and take into account diverse conditions 1.3 Variations to schedules are made in response to tasking priorities and capabilities 1.4 Liaison with clients is established and maintained 1.5 Regional-specific input is requested from clients as appropriate
2. Confirm operations	2.1 Relevant plans/programs are reviewed 2.2 Flight routes are confirmed as being consistent with known requirements and aircraft capabilities 2.3 Service delivery standards and agreed performance targets are taken into account in planning 2.4 Aircraft and crew availability is checked 2.5 Clients are consulted as required regarding details of the flight plans and information requirements 2.6 Contingencies are addressed 2.7 The weekly flying program is formulated and published
3. Monitor flying program	3.1 The flying program is checked against the relevant plans/programs 3.2 The program is checked to make sure there are no conflicts with other operational areas 3.3 Flights are re-programmed as required
4. Plan information collection	4.1 Information requirements are identified 4.2 The method of information collection is selected 4.3 Stakeholders are identified 4.4 Form of dissemination is identified
5. Brief management	5.1 Management is kept informed of workload 5.2 Management is informed of any relevant problems, issues or concerns 5.3 Trends in service demand, outcomes, equipment, problems are identified and discussed
6. Assist tactical operations	6.1 Tactical operations are supported by an approved client tasking 6.2 Issues such as infrastructure support are addressed 6.3 Contingencies are managed 6.4 Opportunities to improve outcomes are identified 6.5 Passenger approvals are requested 6.6 Participation is undertaken as a member of the flight team as

ELEMENT

PERFORMANCE CRITERIA

7. Assess crew and aircraft readiness for operation

appropriate

- 7.1 Confirmation is received that aircraft and crews are available and crews are properly *briefed*
- 7.2 The readiness of craft and equipment is confirmed
- 7.3 Appropriate action is taken if there is any concern about operational readiness

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing, planning and organising in the context of operational scheduling
- avoiding duplication in the efficient planning of surveillance flights
- interpreting relevant plans/programs
- applying relevant technology and equipment
- using problem solving
- using a range of communication and liaison methods with a diverse range of audiences
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of operational scheduling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- organisational and jurisdictional values/ethics and codes of conduct
- aircraft capability
- clients' need for surveillance
- planning and scheduling
- information collection processes
- acquisition and interpretation of relevant agency information
- workplace and industry environment
- equity and diversity principles
- public sector legislation including occupational health and safety and environment related to review of operational schedules

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD402A Develop surveillance flight routes
 - PSPBORD404A Analyse surveillance products
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- review of operational schedules in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to the review of operational schedules
- operational equipment and technology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when reviewing operational schedules

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing operational schedules, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- review of operational schedules in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as security requirements, staff rostering and availability, literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Flight programs</i> may include | <ul style="list-style-type: none"> • daily schedules • weekly schedules • monthly schedules |
| <i>Review</i> takes into account | <ul style="list-style-type: none"> • regional environmental factors • availability of aircraft • availability of flight crew • addition of any passengers and freight |
| <i>Relevant plans/programs</i> include | <ul style="list-style-type: none"> • Coastwatch monthly surveillance program • daily, weekly, monthly flight program |
| Diverse conditions may include | <ul style="list-style-type: none"> • weather • additional passenger load, etc |
| <i>Planning</i> operations involves | <ul style="list-style-type: none"> • considering flight route requirements: • visual flight routes • electronic flight routes • hybrid flight routes |
| <i>Information</i> collection includes | <ul style="list-style-type: none"> • statistical results • analytical results • operational outcomes |
| <i>Tasking</i> involves | <ul style="list-style-type: none"> • preparation of flight plans based on relevant plans/programs • information collection • strategic tasking consistent with the weekly flight plan • ad-hoc taskings • consideration of: <ul style="list-style-type: none"> • weather • tactical requirements • aircraft serviceability • crew availability |

RANGE STATEMENT

Infrastructure support includes but is not limited to

- civil aviation considerations and requirements
- reporting requirements
- day or night operations
- crewing
- suitable platform
- where to base
- search planning
- necessary technology and equipment

Contingencies include but are not limited to

- office relief
- who is on call
- officer relief
- overseas deployment

Briefing teams includes

- briefing/de-briefing the contractor's flight crew
- setting targets and standards
- establishing purpose and objectives
- providing opportunities to clarify and receive feedback

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD404A Analyse surveillance products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge to receive and assess surveillance products against tasking requirements. It includes receiving surveillance products, assessing photographs, and processing, analysing, storing and disseminating information.

In practice, analysis of surveillance products may overlap with other generalist and specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, gathering information, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive surveillance product/s	<p>1.1 Post mission reports and photographs are received and processed at the conclusion of each flight</p> <p>1.2 <i>Post mission information</i> is received in accordance with standard operating procedures</p> <p>1.3 Post-mission information is checked against the tasking and any shortfall is addressed in accordance with organisational policy and procedures</p>
2. Assess photographs	<p>2.1 Photographs are processed and reviewed</p> <p>2.2 Contractor photography is assessed and recorded</p> <p>2.3 Feedback is provided to contractor within specified timeframe</p>
3. Process information	<p>3.1 Information is logged in accordance with organisational policy and procedures</p> <p>3.2 Information is processed according to client requirements</p> <p>3.3 Statistics are gathered against agreed criteria</p>
4. Analyse information	<p>4.1 Information is analysed in accordance with organisational procedures</p> <p>4.2 Information requiring immediate attention is identified and conveyed to clients</p> <p>4.3 Possible changes to the operational plans are identified</p>
5. Store and disseminate information	<p>5.1 Information is stored securely and in accordance with standard operating procedures</p> <p>5.2 Information is disseminated to the appropriate stakeholders in a secure manner</p> <p>5.3 Feedback is sought from stakeholders in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using technology and equipment
- analysing surveillance products and information
- using a range of communication and liaison methods with a diverse range of audiences
- obtaining and acting on feedback
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of surveillance product analysis

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- organisational and jurisdictional values/ethics and codes of conduct
- surveillance operations
- relevant technology and equipment
- types of information
- client needs
- security requirements
- effective information management processes
- workplace and industry environment
- equity and diversity principles
- public sector legislation including occupational health and safety and environment related to analysis of surveillance products

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD402A Develop surveillance flight routes
 - PSPBORD403A Review operational schedules
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- processing and analysis of surveillance products dealing with a range of (3 or more) contexts (or on 3 or more occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to analysis of surveillance products
- operational equipment and technology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when analysing surveillance products

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when analysing surveillance products, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- processing and analysis of surveillance products dealing with a range of (3 or more) contexts (or on 3 or more occasions, over time)

Assessment methods should reflect workplace demands, such as security requirements, staff rostering and availability, literacy and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Post mission information may include

- post mission reports
- tactical reports
- surveillance sightings

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD405A Develop operational effectiveness of detector dog teams

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to ensure that each detector dog team develops and maintains a high level of operational effectiveness. It includes identifying development needs, coordinating the development of each detector dog team, and monitoring workflow and outcomes.

In practice, developing operational effectiveness of detector dog teams may overlap with other generalist and specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, developing work plans, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the development needs of the detector dog team	1.1 The level of operational readiness of each <i>detector dog team</i> is assessed in accordance with organisational standards 1.2 The technical understanding and ability of each handler is assessed in accordance with organisational training standards 1.3 The <i>potential</i> of each dog is assessed in accordance with organisational standards
2. Coordinate the development of each detector dog team	2.1 <i>Strategies</i> for developing the team are identified 2.2 A <i>development plan</i> for each team is prepared in conjunction with the handler 2.3 <i>Effective training and deployment techniques</i> are adopted 2.4 Custody, transport and utilisation of training aids is undertaken in accordance with <i>legislation, policy and guidelines</i> 2.5 The team is provided with detailed feedback
3. Monitor workflow	3.1 The workflow for each team is monitored in accordance with organisational policy and procedures 3.2 The team's workload is balanced against the demands of the workplace and the need for development and training
4. Monitor outcomes	4.1 Detector dog team maintenance and development training is monitored and documented 4.2 Detector dog team performance is regularly evaluated and documented 4.3 Staff are involved in the identification of improvements to procedures and processes 4.4 Continuous improvements are made to procedures, processes and outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- deploying detector dogs
- maintaining detector dog proficiency
- analysing training records to identify and record training deficiencies
- applying all facets of detector dog training, theory and deployment
- identifying strengths and weaknesses of detector dog teams
- producing and implementing detector dog team training and assessment of high quality
- providing feedback to team members
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of detector dog team training

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- best practice training and development techniques for detector dog teams
- performance standards for detector dog and detector dog teams
- assessment techniques
- workplace and industry environment
- equity and diversity principles
- public sector legislation including occupational health and safety and environment related to detector dog team training

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD406A Conduct detector dog team training
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV404B Develop and implement work unit plans
 - PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of operational effectiveness of detector dog teams in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to development of the operational effectiveness of detector dog teams
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing the operational effectiveness of detector dog teams

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing operational effectiveness of detector dog teams, including coping with difficulties, irregularities and breakdowns in routine
- development of operational effectiveness of detector dog teams in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- questioning
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| The <i>detector dog team</i> comprises | <ul style="list-style-type: none"> • a dog and handler with a unique style, approach, potential, strengths and weaknesses |
| <i>Potential</i> is based on | <ul style="list-style-type: none"> • strengths and weaknesses • dog's learning capacity • success in training |
| <i>Strategies</i> involve | <ul style="list-style-type: none"> • a structured approach to training and development which is tailored to meet the specific needs of the team |
| <i>Development plan</i> | <ul style="list-style-type: none"> • outlines the strategies and timeline for the progressive development of the team |
| <i>Effective training and deployment techniques</i> relate to | <ul style="list-style-type: none"> • agency approved training and deployment principles • occupational health and safety |
| <i>Legislation, policy and guidelines</i> may include | <ul style="list-style-type: none"> • enabling legislation and regulations, such as; • Customs Act 1901 • Quarantine Act 1908 • organisational policies and procedures, particularly detector dog program training, operational and training aid control • occupational health and safety • national and regional standard operating procedures • work instructions • occupational health and safety and environment |

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD406A Conduct detector dog team training

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the preparation and conduct of initial detector dog team training courses. It includes preparation and delivery of training/development, managing training resources, maintaining the security of training aids, and evaluating and reporting training course outcomes.

In practice, conducting detector dog team training may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, developing work plans, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for training/development	1.1 <i>Needs</i> of teams to be trained are identified
	1.2 Training and development is planned based upon the identified needs
	1.3 <i>Training resources</i> are identified and prepared in accordance with training requirements
	1.4 <i>Administrative requirements</i> are identified and addressed in accordance with organisational policy and practices
2. Deliver training/development	2.1 Constructive feedback is provided throughout the development process
	2.2 Dog and handler progress is monitored and evaluated
	2.3 Training is monitored against schedule and outcomes
	2.4 The training program is adjusted to allow individual detector dog teams every opportunity to meet the <i>specific performance criteria</i>
	2.5 <i>Records</i> are maintained in accordance with organisational policy and procedures
3. Manage training resources	3.1 Training resource requirements are identified and reported to management
	3.2 Resource usage is monitored in accordance with approved resource allocation
	3.3 Security of training aids is maintained in accordance with organisational policy and procedures
	3.4 Custody, transport and utilisation of training aids is in accordance with <i>legislation, policy and guidelines</i>
4. Evaluate training outcomes	4.1 Level of development and operational effectiveness of detector dog teams is assessed
	4.2 Clear and constructive feedback in relation to performance is given to the person/s being assessed using appropriate language and strategies and including guidance on any further goals or training opportunities available to overcome gaps in competency
	4.3 Changes aimed at improving the detection capabilities of detector dog teams are identified
	4.4 Training outcomes are in accordance with legislation, policy and guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- deploying detector dogs
- maintaining detector dog proficiency
- developing operational effectiveness of detector dog teams
- analysing training and development needs for each team
- preparing and delivering a detector dog training program
- preparing and managing a training budget
- mentoring detector dog teams
- assessing performance and providing feedback to detector dog teams
- producing reports based on assessment of all elements of detector dog training and deployment principles and practices
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of detector dog team training

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- principles of quality management and continuous improvement
- current training methodologies
- analysis techniques
- standards
- workplace and industry environment
- equity and diversity principles
- public sector legislation including occupational health and safety and environment related to detector dog team training

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD405A Develop operational effectiveness of detector dog teams
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV404B Develop and implement work unit plans
 - PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- conduct of detector dog team training in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to detector dog team training
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting detector dog team training

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting detector dog team training, including coping with difficulties, irregularities and breakdowns in routine
- conduct of detector dog team training in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Needs* are based on
- the unique requirements of individual dogs and handlers through assessment of experience, strengths, weaknesses and potential
- Training resources* may include
- pre-selection of course dogs
 - pre-course conditioning of selected dogs
 - support staff
 - training literature and associated materials
 - training aids
 - training facilities and off-site locations
 - course syllabus
 - control stocks
- Administrative requirements* may include
- accommodation and travel arrangements of course participants
 - regional deployments
- Specific performance criteria* may include
- handler understanding and application of detector dog program training principles and methodologies as defined in training and operational manuals
 - handler technical skills associated with deployment of a detector dog as defined in training and operational manuals
 - dogs quality of search/detection ability/conditioned response to meet standards as defined in detector dog training and operational manuals
- Records* may include
- proposed changes to course syllabus
 - evaluation of individual exercises
 - regular evaluation and assessments
 - records of training activity
 - dog health and development
 - communications with internal/external networks
- Legislation, policy and guidelines* may include
- enabling and allied legislation such as:
 - Customs Act 1901 and regulations
 - Quarantine Act 1908 and regulations
 - organisational policies and procedures, particularly detector dog program training, operational and training aid control

RANGE STATEMENT

Reports on findings may cover

- occupational health and safety
- national and regional policies and procedures
- standard operating procedures
- work instructions
- training program review
- development and performance of dogs
- development and performance of handlers
- training budget
- recall and transition training periods
- regional quality assurance processes

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD407A Command operational groups

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to command operational groups within a compliance/law enforcement *operational environment* (refer to Range Statement for definition). It includes preparing and planning for the group's role in the operation, communicating the plan to group members, and conducting operations and post operation processes.

In practice, commanding operational groups overlaps with other generalist and specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, developing work plans, gathering information, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and plan for the group's role in the operation	1.1 <i>Tasks</i> relevant to the group are clarified with the operation commander 1.2 <i>Warning order</i> is issued to group members in accordance with organisational procedures 1.3 All relevant information is gathered including that gained from a <i>planned reconnaissance</i> , when required 1.4 The operation is <i>planned</i> using <i>operational command principles</i> and the <i>appreciation process</i> 1.5 Plan is confirmed and endorsed by the operation commander
2. Communicate the plan to group members	2.1 <i>Written orders</i> are produced in the operational command format 2.2 <i>Oral orders</i> are issued to group members in accordance with standing operating procedures
3. Conduct operations	3.1 Resources are deployed in the area of operations according to the plan 3.2 The group is maintained under <i>command</i> and <i>control</i> for the duration of the operation 3.3 Situation and resources are monitored to ensure attainment of the <i>mission</i> 3.4 Situational and resource changes are responded to by <i>redeploying resources</i> to achieve the group mission
4. Conduct post operation processes	4.1 The <i>group debrief</i> is conducted in accordance with standing operating procedures 4.2 Contributions are made to the <i>operational debrief</i> in accordance with standing operating procedures 4.3 Contributions are made to the <i>post operation report</i> by providing relevant information on group activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying leadership and command in the context of leading operational groups
- determining a response to a range of circumstances
- justifying chosen response to any given situation against legislation, guidelines, policies and regulations
- applying procedures relevant to the tasks undertaken at the group level, such as patrol, search, seizure, apprehension, surveillance etc
- conducting research in the context of leading operational groups
- using effective communication, consultation and liaison with a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- applying negotiation and conflict resolution methods
- responding to feedback
- reading and interpreting legislation, regulations and guidelines
- undertaking analysis and decision making using sound judgment
- applying occupational health and safety and environment policies and guidelines in the context of commanding an operation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation
- knowledge of the full range of regulatory powers enforceable by officers
- operational command policy, methodology and principles
- regulations, policy, procedures, guidelines, protocols and standing operating procedures
- workplace and industry environment
- workplace technology and equipment (Ionscan, X-ray)
- occupational health and safety and environment policies and guidelines
- risk assessment techniques
- communication systems relevant to the workplace including communications network and radio protocols
- organisational and jurisdictional values/ethics and codes of conduct
- confidentiality, privacy and security issues
- equity and diversity principles
- reporting requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPOHS401B Implement workplace safety procedures and programs
 - PSPREG404C Investigate non-compliance
 - PSPREG405B Act on non-compliance
 - PSPREG406C Make arrests
 - PSPREG408C Conduct search and seizure

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- commanding an operational group in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policies, standing operating procedures and protocols relating to commanding operational groups
- case studies and workplace scenarios to capture the range of situations likely to be encountered when commanding operational groups

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when commanding operational groups, including coping with difficulties, irregularities and breakdowns in routine

- commanding an operational group in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as written orders, plans, post operation reports

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

The *operational environment*

- occurs when a need is identified to manage a specific situation or piece of intelligence to achieve a short-term defined objective with a structure different to the day-to-day structure
- is an amalgam of six factors:
 - geographical location
 - transport mode
 - transaction (can sometimes be the transport mode, for example, small craft)
 - hours of operation
 - the human element, the officers; suspects; and persons who work, reside or visit in the environment
 - the situation or intelligence
- is different to the day-to-day environment because of amongst other things:
 - fluid circumstances
 - different sense of urgency
 - different or extended hours of operation
 - increased need for coordination of resources
 - more scope for initiative
 - scope for individual action
 - joint agency activity

Tasks include

- all probable activities included in a warning order from the operation commander
- all activities required to be considered as part of the appreciation process
- all activities that need to be included in a warning order to group members

Warning orders are issued to group members and must contain the following information

- an outline of the situation
- probable tasks
- earliest movement times or degree of notice to move
- time and place for orders group
- any special administrative arrangements

Planned reconnaissance can be conducted by the

- long-range from outside the area of operations
- short-range from within the area of operations

RANGE STATEMENT

following methods

- land, by foot
- land, by vehicle
- marine
- aerial
- a combination of the above
- all available information about the situation

A *planned*

reconnaissance requires consideration of

- what has to be looked for
- where the area of operation can be seen from
- the amount of time available
- the need for security

Principles of operational command include

- principles of organisation:
- unity of command
- departmentalisation
- span of control
- scalar principle
- delegation
- principles of operations:
- maintenance of the mission
- maintenance of morale
- assertive action
- security
- economy of effort
- flexibility
- cooperation
- surprise
- administration
- principles of planning:
- selection and maintenance of the aim
- simplicity
- cooperation
- economy
- flexibility
- foresight
- security

The *appreciation process* includes

- an analysis of the situation
- determining the aim of the situation
- identifying information relevant to the aim
- examining and evaluating all significant factors in the situation
- constructing a deductive argument
- identifying and analysing possible courses of action

RANGE STATEMENT

- The plan must demonstrate consideration of
- selecting the best course of action based on this analysis
 - producing a workable plan
 - agency, operational, environmental and legal limits
 - the creation of an appropriate security environment
 - human resource competency and availability
 - morale maintenance
 - the physical limits of resources
 - effective use of financial resources
 - the appropriate use of attachments and other agency resources
 - the establishment of an effective operational communication network
 - reporting procedures to senior officers for routine and significant outcomes
 - appropriate interaction with the media
 - joint agency requirements and operations
- Written orders* in the operational command format means that
- orders are based on the outline plan from the appreciation process
 - format used is:
 - situation
 - mission
 - execution
 - administration and logistics
 - command and signal
- Oral orders* are
- prepared and delivered in accordance with operational command guidelines
 - confirmed with each of the group members
- Deployment of resources involves but is not limited to the following
- establishing communication networks
 - establishing a headquarters or command post
 - establishing an information and intelligence network
 - establishing an appropriate security environment
 - creating an environment for the enhancement of the morale for the group members
- Area of operations is defined as
- the geographical or physical area of authority of the commander as prescribed by the operation commander
- Command* is defined as
- the authority vested in an individual for the direction, coordination and control of resources

RANGE STATEMENT

- Control** is defined as
- the means by which a commander exercises command, with clear and concise orders through:
 - staff in a headquarters or command post
 - a reliable communication system
 - well-trying standing operating procedures
- Mission** is defined as
- a statement made in two parts:
 1. a task derived from the argument made during the appreciation
 2. a purpose statement taken from the higher commander's intent or purpose
- Redeploying resources** will require
- assessment of the changes and consideration of the relevant factors
 - making an informed decision
 - adjusting the plan
 - adjusting orders
 - re-allocating resources as required
 - re-issuing orders as required
- A **group debrief** should
- be conducted at the appropriate time with all available members of the group
 - cover positive aspects of the operation
 - elicit constructive criticism of relevant aspects of the operation
 - gather suggestions or recommendations for inclusion in the post operation report and operational debrief
- The **operational debrief** should involve
- all levels of command plus identified key stakeholders
 - an analysis of all operational and administrative aspects of the concluded operational activity
- A **post operation report** contains the following key parts
- a precis of the operational situation
 - the mission restated from the operation order
 - a summarised account of the operation
 - comments and conclusions
 - recommendations

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD408A Examine and test firearms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to identify and classify firearms subject to international trade or travel and to safety test imported firearms. It includes identifying firearms and components, conducting safety tests, maintaining resources, and reviewing and reporting on activities.

In practice, examination and testing of firearms may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify firearms and components	1.1 Firearms and components are <i>prepared</i> for examination
	1.2 Firearms and components are examined in detail to determine <i>relevant features</i>
	1.3 <i>Internal resources</i> are researched to confirm observations
	1.4 Advice is sought on obscure or complex items from <i>relevant personnel</i>
	1.5 Classification of firearms and components is determined in accordance with <i>legislation, regulations, policies and guidelines</i>
	1.6 The requirement for testing or exemption from safety testing is determined in accordance with legislation, regulations, policies and guidelines
2. Conduct safety tests	2.1 Firearms are tested against standards specified in legislation, regulations, policies and guidelines
	2.2 <i>Relevant equipment</i> is operated in accordance with standard operating procedures and guidelines
	2.3 Occupational health and safety issues are identified and actioned in a timely manner
	2.4 The results of equipment use are correctly interpreted
3. Maintain resources	3.1 Routine maintenance of equipment is conducted
	3.2 Equipment is maintained to manufacturers' specifications and standard operating procedures and guidelines
	3.3 Repairs to equipment are organised as soon as practicable
4. Review and report on activities	4.1 <i>Outcomes</i> of firearm identification and safety testing activities are recorded and disseminated in accordance with organisational policy and procedures
	4.2 The outcomes, procedures and processes used in activities are evaluated
	4.3 Improvements to procedures and processes are identified and actioned in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to firearms examination and testing
- operating and maintaining equipment to achieve desired outcomes
- accurately interpreting resources and information generated
- selecting and using cleaning agents, solvents and lubricants
- selecting and using tools and equipment
- achieving accuracy in measurement
- undertaking analysis and decision making using sound judgment
- using written and oral communication including liaison and consultation
- planning, prioritising and problem solving
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of firearms examination and testing

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures, guidelines and standard operating procedures relating to examination and testing of firearms in the context of international trade or travel
- custodial firearms safe handling procedures
- firearms safety issues
- firearms and firearms related components recognition indicators
- firearms research materials and resources
- public sector and organisational values/ethics codes of conduct or service charter
- security and reporting procedures
- risk management policy and practices
- risk assessment techniques
- profiles and trends
- Australian legal framework
- evidence handling and storage
- equipment maintenance procedures
- equipment operation and usage
- workplace and industry environment
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of firearms examination and testing

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV406B Gather and analyse information
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPREG421A Take custody of and store weapons

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- examination and testing of firearms in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures, protocols and standard operating procedures relating to examination and testing of firearms
- testing and maintenance equipment
- sample firearms
- case studies and workplace scenarios to capture the range of situations likely to be encountered when examining and testing firearms

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when examining and testing firearms, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- examination and testing of firearms in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| Preparation for examination may include | <ul style="list-style-type: none"> • making the firearm safe • cleaning the firearm, including removing heavy deposits of grease • assembling the firearm • removing components and/or accessories that impede the examination process |
| <i>Firearms and components</i> may include | <ul style="list-style-type: none"> • representative samples of commercial consignments of imported handguns, long arms, parts, magazines and accessories • private consignments of imported handguns, long arms, parts, magazines and accessories • consignments of firearms and related components intended for export |
| <i>Relevant features</i> may include | <ul style="list-style-type: none"> • type • action • make • model • unique serial number • calibre • magazine capacity • handgun barrel length |
| <i>Internal resources</i> may include | <ul style="list-style-type: none"> • library of printed research materials • library of electronic databases of research materials • Internet search facilities |
| <i>Relevant personnel</i> may include | <ul style="list-style-type: none"> • managers/supervisors • staff in other work areas • staff in other agencies • manufacturers' representatives • gunsmiths • armourers |
| <i>Legislation, regulations, policies and guidelines</i> may include | <ul style="list-style-type: none"> • prohibited imports/exports regulations • policy advice/s • standard operating procedures |

RANGE STATEMENT

Relevant equipment may include

- rubber mat as per standard
- rubber mallet as per standard
- Newton meter tension/force measuring device
- digital vernier callipers
- generic toolkit for minor maintenance and repair tasks

Outcomes may include

- safety testing reports
- informal identification statements
- formal identification statement with 'jurat'
- digital or still photographs

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD501A Command operational forces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to command operational forces within a compliance/law enforcement *operational environment* (refer to Range Statement for definition). It includes preparing and planning for the force's role in the operation, communicating the plan to group commanders, and conducting operations and post operation processes.

In practice, commanding operational forces overlaps with other generalist and specialist public sector work activities such as promoting ethical practice and compliance with legislation, coordinating resources, undertaking research and analysis, leading a workgroup, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and plan for the force's role in the operation	1.1 <i>Tasks</i> relevant to the force are clarified with the operation commander
	1.2 <i>Warning order</i> is issued to group commanders in accordance with organisational procedures
	1.3 All relevant information is gathered including that gained from a <i>planned reconnaissance</i> , when required
	1.4 The operation is planned using <i>operational command principles</i> and the <i>appreciation process</i>
	1.5 <i>Plan</i> is confirmed and endorsed by the operation chief
2. Communicate the plan to group commanders	2.1 <i>Written orders</i> are produced in the operational command format
	2.2 <i>Oral orders</i> are issued to group commanders in accordance with standing operating procedures
3. Conduct operations	3.1 Resources are deployed in the area of operations according to the plan
	3.2 The force is maintained under <i>command</i> and <i>control</i> for the duration of the operation
	3.3 Situation and resources are monitored to ensure attainment of the <i>mission</i>
	3.4 Situational and resource changes are responded to by <i>redeploying resources</i> to achieve the force mission
4. Conduct post operation processes	4.1 The <i>operational debrief</i> is conducted in accordance with standing operating procedures
	4.2 Operational and administrative aspects of the concluded operational activity are analysed
	4.3 A <i>post operation report</i> is produced in accordance with standing operating procedures
	4.4 Implementation of agreed recommendations is contributed to in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying leadership and command in the context of leading operational forces
- determining a response to a range of circumstances
- justifying chosen response to any given situation against legislation, guidelines, policies and regulations
- applying procedures relevant to the tasks undertaken, such as patrol, search, seizure, apprehension, surveillance etc
- conducting research in the context of leading operational forces
- using effective communication, consultation and liaison with a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- applying negotiation and conflict resolution methods
- responding to feedback
- reading and interpreting legislation, regulations and guidelines
- undertaking analysis and decision making using sound judgment
- applying occupational health and safety and environment policies and guidelines in the context of commanding an operation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation
- knowledge of the full range of regulatory powers enforceable by officers
- operational command policy, methodology and principles
- regulations, policy, procedures, guidelines, protocols and standing operating procedures
- workplace and industry environment
- workplace technology and equipment (Ionscan, X-ray)
- occupational health and safety and environment policies and guidelines
- risk assessment techniques
- communication systems relevant to the workplace including communications network and radio protocols
- organisational and jurisdictional values/ethics and codes of conduct
- confidentiality, privacy and security issues
- equity and diversity principles
- reporting requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV511A Provide leadership

PSPLEGN501B Promote compliance with legislation in the public sector

PSPREG502A Coordinate investigation processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- commanding an operational force in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policies, standing operating procedures and protocols relating to commanding operational forces
- case studies and workplace scenarios to capture the range of situations likely to be encountered when commanding operational forces

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when commanding operational forces, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- commanding an operational force in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

The operational environment

- occurs when a need is identified to manage a specific situation or piece of intelligence to achieve a short-term defined objective with a structure different to the day-to-day structure
- is an amalgam of six factors:
 - geographical location
 - transport mode
 - transaction (can sometimes be the transport mode, for example, small craft)
 - hours of operation
 - the human element, the officers; suspects; and persons who work, reside or visit in the environment
 - the situation or intelligence
- is different to the day-to-day environment because of amongst other things:
 - fluid circumstances
 - different sense of urgency
 - different or extended hours of operation
 - increased need for coordination of resources
 - more scope for initiative
 - scope for individual action
 - joint agency activity

Tasks include

- all probable activities included in a warning order from an operation chief
- all activities required to be considered as part of the appreciation process
- all activities that need to be included in a warning order to group commanders

Warning orders are issued to group commanders and must contain the following information

- an outline of the situation
- probable tasks
- earliest movement times or degree of notice to move
- time and place for orders group
- any special administrative arrangements

Planned reconnaissance can be conducted by the

- long-range from outside the area of operations
- short-range from within the area of operations

RANGE STATEMENT

following methods

- land, by foot
- land, by vehicle
- marine
- aerial
- a combination of the above
- all available information about the situation

A *planned*

reconnaissance requires consideration of

- what has to be looked for
- where the area of operation can be seen from
- the amount of time available
- the need for security

Principles of operational command include

- principles of organisation:
 - unity of command
 - departmentalisation
 - span of control
 - scalar principle
 - delegation
- principles of operations:
 - maintenance of the mission
 - maintenance of morale
 - assertive action
 - security
 - economy of effort
 - flexibility
 - cooperation
 - surprise
 - administration
- principles of planning:
 - selection and maintenance of the aim
 - simplicity
 - cooperation
 - economy
 - flexibility
 - foresight
 - security

The *appreciation process* includes

- an analysis of the situation
- determining the aim of the situation
- identifying information relevant to the aim
- examining and evaluating all significant factors in the situation
- constructing a deductive argument
- identifying and analysing possible courses of action

RANGE STATEMENT

- The *plan* must demonstrate consideration of
- selecting the best course of action based on this analysis
 - producing a workable plan
 - agency, operational, environmental and legal limits
 - the creation of an appropriate security environment
 - human resource competency and availability
 - morale maintenance
 - the physical limits of resources
 - effective use of financial resources
 - the appropriate use of attachments and other agency resources
 - the establishment of an effective operational communication network
 - reporting procedures to senior officers for routine and significant outcomes
 - appropriate interaction with the media
 - joint agency requirements and operations
- Written orders* in the operational command format means that
- orders are based on the outline plan from the appreciation process
 - format used is:
 - situation
 - mission
 - execution
 - administration and logistics
 - command and signal
- Oral orders* are
- prepared and delivered in accordance with operational command guidelines
 - confirmed with each of the group commanders
- Deployment of resources involves but is not limited to the following
- establishing communication networks
 - establishing a headquarters or command post
 - establishing an information and intelligence network
 - establishing an appropriate security environment
 - creating an environment for the enhancement of the morale for the force members
- Area of operations is defined as
- the geographical or physical area of authority of the commander as prescribed by the operation chief
- Command* is defined as
- the authority vested in an individual for the direction, coordination and control of resources
- Control* is defined as
- the means by which a commander exercises command, with clear and concise orders through:
 - staff in a headquarters or command post
 - a reliable communication system

RANGE STATEMENT

- Mission* is defined as
- well-trying standing operating procedures
 - a statement made in two parts:
 - a task derived from the argument made during the appreciation
 - a purpose statement taken from the higher commander's intent or purpose
- Redeploying resources* will require
- assessment of the changes and consideration of the relevant factors
 - making an informed decision
 - adjusting the plan
 - adjusting orders
 - re-allocating resources as required
 - re-issuing orders as required
- The *operational debrief* should involve
- all levels of command plus identified key stakeholders
- A *post operation report* contains the following key parts
- a précis of the operational situation
 - the mission restated from the operation order
 - a summarised account of the operation
 - comments and conclusions
 - recommendations

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPBORD601A Manage operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to lead, manage and command operations within a compliance/law enforcement *operational environment* (refer to Range Statement for definition). It includes identifying the need for an operation, preparing and planning for the operation chief's role in the operation, communicating the concept of the operation to operation commanders, conducting operations and contributing to post operation processes.

In practice, managing operations overlaps with other generalist and specialist public sector work activities such as managing compliance with legislation, managing diversity, managing risk, directing project activities, managing resources, etc.

This is a new unit of competency, added to the *Border Protection* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the need for an operation	1.1 The nature of the problem is identified
	1.2 All known and relevant information is gathered
	1.3 Risks are analysed against regional risk treatment plans and work area plans
	1.4 The risk is prioritised
	1.5 A broad commitment to the allocation of resources is made in accordance with organisational procedures
2. Prepare and plan for the operation chief's role in the operation	2.1 <i>Tasks</i> relevant to the operation are identified and clarified with <i>stakeholders</i>
	2.2 <i>Warning order</i> is issued to operation commander/s in accordance with organisational procedures
	2.3 All relevant information is gathered including that gained from a <i>planned reconnaissance</i> , when required
	2.4 The operation is planned using operational command principles and the appreciation process
	2.5 <i>Concept</i> is agreed to and, where appropriate, endorsed by stakeholders
3. Communicate the concept of operation to operation commander/s	3.1 Written concept is produced in the operational command format
	3.2 <i>Advice and guidance</i> is provided to the operation commander/s in accordance with standing operating procedures
4. Conduct operations	4.1 Resources are provided for the area of operations according to the concept
	4.2 The operation is maintained under <i>command</i> and <i>control</i> for the duration of the operation
	4.3 Situation and resources are monitored to ensure attainment of the <i>mission</i>
	4.4 Situational and resource changes are responded to by <i>redeploying resources</i> to achieve the operation's <i>intent</i>
5. Contribute to post operation processes	5.1 Contributions are made to the <i>operational debrief</i> in accordance with standing operating procedures
	5.2 Recommendations are raised in the appropriate forum for discussion regarding implementation
	5.3 Recommendations are distributed to appropriate areas in the regions and central office

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying leadership and command in the context of commanding an operation
- determining a response to a range of circumstances
- justifying chosen response to any given situation against legislation, guidelines, policies and regulations
- conducting research in the context of leading operational forces
- using effective communication, consultation and liaison with a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- applying negotiation and conflict resolution methods
- dealing with the media
- reading and interpreting legislation, regulations and guidelines
- undertaking analysis and decision making using sound judgment
- applying occupational health and safety and environment policies and guidelines in the context of managing operations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and allied legislation
- knowledge of the full range of regulatory powers enforceable by officers
- operational command policy, methodology and principles
- regulations, policy, procedures, guidelines, protocols and standing operating procedures
- treatment options relevant to the tasks undertaken, such as patrol, search, seizure, apprehension, surveillance etc
- workplace and industry environment
- workplace technology and equipment (Ionscan, X-ray)
- inter-agency agreements, memoranda of understanding and relationships
- occupational health and safety and environment policies and guidelines
- risk assessment techniques
- communication systems relevant to the workplace including communications network and radio protocols
- organisational and jurisdictional values/ethics and codes of conduct
- confidentiality, privacy and security issues
- equity and diversity principles
- reporting requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV606A Prepare high-level/sensitive written materials

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPPM601B Direct complex project activities

PSPPOL603A Manage policy implementation

PSPREG601B Manage regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- managing operations in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policies, standing operating procedures and protocols relating to managing operations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing operations in a range of (2 or more) contexts (or occasions, over time)

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when managing operations, including coping with difficulties, irregularities and breakdowns in routine

- managing operations in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

The operational environment

- occurs when a need is identified to manage a specific situation or piece of intelligence to achieve a short-term defined objective with a structure different to the day-to-day structure
- is an amalgam of six factors:
 - geographical location
 - transport mode
 - transaction (can sometimes be the transport mode, for example, small craft)
 - hours of operation
 - the human element, the officers; suspects; and persons who work, reside or visit in the environment
 - the situation or intelligence
- is different to the day-to-day environment because of amongst other things:
 - fluid circumstances
 - different sense of urgency
 - different or extended hours of operation
 - increased need for coordination of resources
 - more scope for initiative
 - scope for individual action
 - joint agency activity

Identifying the nature of the problem includes

- assessing the quality of the intelligence
- considering competing priorities
- determining the availability of resources (assets, officers, equipment)
- assessing the likelihood of success
- determining other law enforcement agency involvement
- considering who will command the operation
- considering any special administrative arrangements
- considering any requirements or limitations to the operation
- deciding what one wants to achieve by conducting the operation (intent)

Tasks may include

- all probable activities included in a warning order from an operation chief

RANGE STATEMENT

- all activities required to be considered as part of the appreciation process
 - all activities that need to be included in a warning order to operation commanders
- Stakeholders* may include
- Minister/s
 - regional executive
 - regional management
 - central office divisional or branch executive
 - central office executive
 - corporate communications
 - intelligence
 - other agency representatives (including liaison officers, managers, executive)
 - operation commander/s
- Warning orders* are issued to operation commanders and must contain the following information
- an outline of the situation
 - probable tasks
 - earliest movement times or degree of notice to move
 - time and place for orders group
 - any special administrative arrangements
- Planned reconnaissance* can be conducted by the following methods
- long-range from outside the area of operations
 - short-range from within the area of operations
 - land, by foot
 - land, by vehicle
 - marine
 - aerial
 - a combination of the above
- A planned reconnaissance requires consideration of
- all available information about the situation
 - what has to be looked for
 - where the area of operation can be seen from
 - the amount of time available
 - the need for security
- Principles of *operational command* include
- principles of organisation:
 - unity of command
 - departmentalisation
 - span of control
 - scalar principle
 - exception principle
 - delegation
 - principles of operations:
 - maintenance of the mission

RANGE STATEMENT

- maintenance of morale
 - assertive action
 - security
 - economy of effort
 - flexibility
 - cooperation
 - surprise
 - administration
 - principles of planning:
 - selection and maintenance of the aim
 - simplicity
 - cooperation
 - economy
 - flexibility
 - foresight
 - security
- The *appreciation process* includes
- an analysis of the situation
 - determining the aim of the situation
 - identifying information relevant to the aim
 - examining and evaluating all significant factors in the situation
 - constructing a deductive argument
 - identifying and analysing possible courses of action
 - selecting the best course of action based on this analysis
 - producing a workable plan
- The concept must demonstrate consideration of
- the intent of the operation
 - agency, operational, environmental and legal limits
 - the creation of an appropriate security environment
 - human resource competency and availability
 - morale maintenance
 - the physical limits of resources
 - effective and efficient use of financial and other resources
 - the appropriate use of attachments and other agency resources
 - reporting procedures to senior officers for routine and significant outcomes
 - appropriate interaction with the media
 - links to branch/divisional/corporate objectives
 - links to work area and risk treatment plans
- Written *concept* in the operational command format means
- that it is based on the operation chief's appreciation, and the format used is:
outline of situation

RANGE STATEMENT

	operation chief's intent
	operation chief's requirements
	resource details
	coordinating instructions
<i>Advice and guidance</i> may include	<ul style="list-style-type: none"> • special administrative arrangements • clarification of operation chief's requirements • resource issues, requirements and availability • clarification of intelligence, issues, facts or inferences • other agency issues, requirements and availability • joint agency agreement requirements
Provision of resources involves but is not limited to the following	<ul style="list-style-type: none"> • establishing communication networks • establishing a headquarters or command post • establishing an information and intelligence network • establishing an appropriate security environment • creating an environment for enhancement of the morale for the force members
Area of operations is defined as	<ul style="list-style-type: none"> • the geographical or physical area of authority of the commander/s as prescribed by the operation chief
<i>Mission</i> is defined as	<ul style="list-style-type: none"> • a statement made in two parts: a task derived from the argument made during the appreciation a purpose statement taken from the higher commander's intent or purpose
<i>Command</i> is defined as	<ul style="list-style-type: none"> • the authority vested in an individual for the direction, coordination and control of resources
<i>Control</i> is defined as	<ul style="list-style-type: none"> • the means by which a commander exercises command, with clear and concise orders through: • staff in a headquarters or command post • a reliable communication system • well-trying standing operating procedures
<i>Redeploying resources</i> will require	<ul style="list-style-type: none"> • assessment of the changes and consideration of the relevant factors • making an informed decision • adjusting the plan • adjusting orders • re-allocating resources as required • re-issuing orders as required
The operation chief's	<ul style="list-style-type: none"> • also known as the intent of the operation • defined as:

RANGE STATEMENT

- intent* is
- the desired outcome of the operation expressed in terms of the end state of the offenders and/or goods
- The *operational debrief* should involve
- all levels of command plus identified key stakeholders

Unit Sector(s)

Not applicable.

Competency field

Competency field Border Protection

PSPCOM501A Prepare for community engagement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers effective approaches to identifying and understanding the various communities targeted to be involved in engagement activities or programs. It includes development of an analytical framework, defining and assessing the composition of the target community, identifying community cultural systems and protocols and building a community profile.

In practice, community engagement overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, developing client services, developing policy, undertaking research, facilitating change, etc.

This is a new unit of competency, added to the *Community Engagement* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an analytical framework	<p>1.1 The context within which community engagement may ethically be undertaken and the underpinning policy drivers are identified</p> <p>1.2 Key stakeholders are identified and consulted to ensure the framework is culturally appropriate and addresses key <i>community</i> characteristics</p> <p>1.3 The task and objectives are defined in accordance with organisational requirements for the engagement program</p> <p>1.4 Resources are allocated to implement the framework according to the requirements of the task and budgetary constraints</p> <p>1.5 The framework is developed to meet the requirement to assist in analysing and understanding the community</p>
2. Define the target community	<p>2.1 <i>Research techniques</i> are identified in accordance with community engagement information requirements and community preferences</p> <p>2.2 Information is gathered and analysed according to the requirements of the research strategy, and the target community(s) is defined with sufficient breadth and depth to meet community engagement program requirements</p> <p>2.3 Community research is conducted and the community(s) is defined in accordance with public sector ethical standards in order to build community trust and confidence</p>
3. Assess community features	<p>3.1 Community <i>diversity</i> is acknowledged and respected in accordance with public sector diversity guidelines and/or codes of practice</p> <p>3.2 The community's formal and informal leadership structure is identified, and <i>protocols</i> and cultural practices are acknowledged and adhered to</p> <p>3.3 Community makeup and structures are detailed, and relationships are established through formal and informal community networks in accordance with organisational policy and procedures</p> <p>3.4 <i>Barriers</i> to involvement by the community in the engagement process are identified, and strategies to address them are developed in accordance with community engagement program requirements</p> <p>3.5 Risks and issues in relation to engaging with the community are identified, and strategies are developed to address them in accordance with program requirements</p>
4. Build a community profile	<p>4.1 An environmental scan is conducted to examine <i>demographic, social or economic indicators</i> or trends that may impact on community engagement, and the results included in the profile</p>

ELEMENT

PERFORMANCE CRITERIA

- 4.2 The composition of the community and its leadership structures are detailed in the profile
- 4.3 The community's formal and informal networks and its formal and informal cultural practices are identified in the profile
- 4.4 Barriers to community engagement and risks/issues, including *prior experiences* and recommendations for addressing them, are detailed in the profile
- 4.5 The profile is validated with stakeholders in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- facilitating, consulting and networking with diverse communities using a range of communication styles to suit diverse audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- translating community engagement theory into practice
- responding to diversity, including gender and disability
- researching and analysing community information
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- applying workplace safety procedures to community consultation
- detailing requirements, writing recommendations and preparing community profiles requiring complex language structures and precision of expression

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- principles of leadership in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- power relationships
- community politics, dynamics eg stigma
- barriers to community engagement
- public sector values and codes of conduct
- principles of ethical conduct
- principles of social justice
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community consultation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM502A Develop and implement community engagement strategies

PSPCOM503A Build and maintain community relationships

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- preparation for community engagement in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- community information, case studies or scenarios, including current journals, international case studies
- community engagement theory, principles, practices and techniques
- procedures and protocols for community engagement, including

EVIDENCE GUIDE

Where and how to assess evidence

occupational health and safety

- policy and legislation related to community engagement
- public sector values and codes of conduct

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing for community engagement, including coping with difficulties, irregularities and breakdowns in routine
- preparation for community engagement in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

The community may include

- individuals
- communities of place
- communities of geographical interest
- communities of interest/interest groups
- residents' and community groups
- ethnic communities
- non-government organisations
- private sector organisations
- public sector agencies
- other levels of government
- media organisations

Research techniques may include

- analysis of demographic, social and economic indicators
- analysis of statistical data
- attitude surveys
- consultation sessions
- environmental scanning
- face-to-face interviews
- focus groups
- value creation workshops
- observation
- panel research
- questionnaires
- sampling
- surveys
- telephone interviews

Community diversity may include differences in

- age
- cultural background
- educational level
- English language proficiency
- ethnicity
- expertise
- family responsibilities
- gender

RANGE STATEMENT

- interests
- interpersonal approach
- language
- length of residence
- life experience
- marital status
- mobility
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experiences
- codes of conduct, both implicit and explicit
- community structures, cultural norms and culturally appropriate conduct

Community protocols
may include

Barriers to community engagement may include

access constraints
community perception that nothing ever comes from engagement with government - 'talk fest'
cultural barriers
diversity variables listed previously
geographical isolation
inappropriate timing, venues and strategies
lack of awareness of the full range of government services
lack of clear branding in government communications
lack of confidence or trust in government
lack of follow-up within community engagement strategies
lack of information at the local level through local resources such as community newspapers
lack of interest in or commitment to the issues
lack of knowledge about the structure of government (at all three levels)
lack of openness/transparency
lack of understanding about an actual issue - building knowledge and literacy, knowing the scenarios

RANGE STATEMENT

lack of understanding or clarity about the engagement process

language issues

limited access to effective information in first language

little access to traditional ethnic media channels such as print and radio or an integrated mix

mobility issues

over-reliance on or sole use of electronic media and Internet

poor integration of government information strategies

poor monitoring and feedback loops

poor past experiences with engagement processes

previous over-consultation

- social capital gate keepers - residents who block broad participation

socio-economic levels

the difficulty of contacting the right area of government first time (no 'one number for government')

the terminology and style of copy used in government information time constraints

unequal access to information, participation, influence on decision making

Demographic, social or economic indicators may include

- population
- gender
- age
- workforce
- income level
- education
- employment
- ethnicity or cultural backgrounds
- population mobility
- geographical isolation
- spatial disadvantage

Prior community engagement experiences may include

- over-consultation by a range of government and private sector representatives
- feelings of not being listened to or respected throughout the process
- not receiving appropriate or timely feedback
- past consultation bias

RANGE STATEMENT

- lack of results/outcomes

Unit Sector(s)

Not applicable.

Competency field

Competency field Community Engagement

PSPCOM502A Develop and implement community engagement strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the design and implementation of effective activities or programs that involve the community in government policy development, planning and decision making processes. It includes issue analysis, scoping, designing, implementing, reporting and evaluating on community engagement activities or programs.

In practice, community engagement overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, developing client services, developing policy, undertaking research, facilitating change, etc.

This is a new unit of competency, added to the *Community Engagement* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct an issue analysis	<p>1.1 A framework is developed to assist in analysing an issue that requires community engagement</p> <p>1.2 <i>Key stakeholders</i> are identified and consulted in accordance with organisational policy and procedures</p> <p>1.3 The framework is used to conduct the analysis, and community engagement <i>options</i> are identified in accordance with organisational requirements</p>
2. Scope community engagement activity or program	<p>2.1 Parameters and constraints of community engagement are identified, including time and resource limitations</p> <p>2.2 The purpose and objectives of community engagement are established in consultation with key stakeholders, including what is negotiable, and what is not is clarified with relevant personnel</p> <p>2.3 Objectives are developed that are relevant, achievable, measurable, flexible enough to allow for the emergence of new options or ideas and linked to program/project objectives</p> <p>2.4 The target community is defined in accordance with the purpose, objectives and scope of activity</p> <p>2.5 The <i>level of community engagement, methods and techniques</i> are determined to suit the purpose, objectives, target community and scope of activity</p> <p>2.6 Likely <i>barriers</i> to community engagement involvement and strategies to address them are identified</p>
3. Design community engagement activity or program	<p>3.1 Opportunities are identified and used, where possible, to involve the community in the design of the engagement activity or program and its evaluation</p> <p>3.2 Benefits for community involvement in the engagement process are identified, both for the organisation and the community</p> <p>3.3 Relevant government/agency guidelines, protocols, systems and processes are identified and applied</p> <p>3.4 Program is designed to address <i>risks</i> and issues with appropriate mitigation measures and includes strategies to identify and include <i>those missed in the community definition</i></p> <p>3.5 Communication, monitoring, reporting, feedback and evaluation processes are embedded in the activity or program</p> <p>3.6 Relevant commitment to/approval of the activity or program is obtained in accordance with organisational policy and procedures</p>
4. Implement community engagement	<p>4.1 Resources and time are allocated to the implementation process, including a process manager/facilitator with the necessary</p>

ELEMENT**PERFORMANCE CRITERIA****activity or program**

capabilities, in accordance with the program design

4.2 Implementation is coordinated across the agency and across government, where relevant

4.3 The objectives and constraints of the engagement are communicated in a manner that is understood by all participants

4.4 Clarity is established around the roles and responsibilities of all participants and the level of influence of the participants on the final decision

4.5 The expectations of participants are identified and managed and the community is provided with all relevant information throughout the engagement process

4.6 Feedback mechanisms are implemented in accordance with the process plan, and community requirements and barriers to community engagement involvement are addressed to maximise participation

4.7 Risks and issues are addressed with appropriate mitigation measures

4.8 Community *diversity* is acknowledged and respected throughout, and the process is transparent and managed in accordance with planned design

4.9 The process is implemented flexibly enough to allow the community to raise new ideas or options and provide the community with opportunities to develop their engagement capacity

5. Report on the outcomes of community engagement

5.1 Outcomes of community engagement are reported to relevant government/agency staff, all participants and those who may be affected or have a significant interest, in accordance with organisational policy and procedures

5.2 Feedback on how the outcomes may inform government/agency planning or decision making is provided to all participants

6. Evaluate community engagement activity

6.1 A good practice model is used to evaluate all components of the engagement activity or program in accordance with the design plan

6.2 Feedback on the quality of the activity or program is obtained from participants

6.3 The extent to which the engagement outcomes informed government/agency planning and decision making is analysed

6.4 Achievements and lessons from the engagement activity or program are recorded, shared and used across the government/agency and with the community in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- working with diverse communities using a range of communication styles to suit different audiences and purposes
- managing expectations
- explaining complex and formal policies and concepts to a variety of audiences
- facilitating community engagement, including relationship building, networking, negotiation, conflict management and risk management
- responding to diversity, including gender and disability
- scoping, designing and implementing community engagement activities/programs including project management, time management and budget management
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- evaluating community engagement activities/programs
- applying workplace safety procedures to community engagement activities
- detailing requirements, writing recommendations and preparing community engagement reports requiring complex language structures and precision of expression

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- public sector ethics and codes of conduct
- facilitation/process management in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- social justice principles
- organisational policies related to communication and the media
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community engagement activities

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM501A Prepare for community engagement

PSPCOM503A Build and maintain community relationships

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see table following for examples)
- community engagement strategies developed and implemented in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- community information, case studies or scenarios, including current journals, international case studies
- community engagement theory, principles, practices and techniques
- procedures and protocols for community engagement, including occupational health and safety
- policy and legislation related to community engagement
- public sector values and codes of conduct

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when designing and implementing community engagement activities/programs, including coping with difficulties, irregularities and breakdowns in routine
- community engagement strategies developed and implemented in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios

EVIDENCE GUIDE

- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Key stakeholders may include

- all those who may be directly affected or may have a significant issue in the engagement process, including:
 - individuals
 - local residents
 - community leaders
 - community groups
 - ethnic communities
 - non-government organisations
 - public sector officers
 - private sector organisations/business community
 - other public sector agencies in all tiers of government
 - media organisations
 - elected public officials who may need to be briefed or provide approval throughout the process
 - public land committees of management

Options for engagement may include

- alliances
- partnerships
- education and awareness campaigns
- online consultation
- deliberative processes
- public meetings
- consultation with stakeholders
- response/s to questionnaires
- media campaigns
- community-based information
- government announcements
- correspondence with/to Members of Parliament
- direct participation
- scenario planning
- think tanks

The level of community engagement may include

- information - a one-way relationship in which government disseminates appropriate and relevant information to citizens
- consultation - a two-way relationship in which government asks

RANGE STATEMENT

	for and receives the views of individuals or communities on issues that affect them directly or in which they may have a significant interest
Methods and techniques may include	<ul style="list-style-type: none">• active participation - opportunities for individuals and communities to propose options and be involved in government planning and decision making• advisory bodies and steering committees• events• celebrations• launches• awareness activities or programs• public forums• workshops• face-to-face meetings and interviews• focus groups• value creation workshops• questionnaires (email, Internet or hard copy)• surveys• online interaction• negotiation tables• formal partnerships• citizens' juries• charettes• search conferences• deliberative polling• telephone interviews• written submissions
Barriers to community engagement may include	access constraints mobility issues poor past experiences with engagement processes time constraints lack of interest in or commitment to the issues lack of understanding about an actual issue - building knowledge and literacy, knowing the scenarios lack of confidence or trust in government previous over-consultation lack of understanding or clarity about the engagement process geographical isolation

RANGE STATEMENT

socio-economic levels

diversity variables listed below

community perception that nothing ever comes from engagement with government - 'talk fest'

social capital gate keepers - residents who block broad participation

Community engagement risks may include

- political/ministerial imperatives
- managing community expectations
- adverse media attention
- alternative agenda of interest groups
- lack of commitment from decision makers
- poor previous experiences with engagement
- those who may be affected by the engagement activity
- those who have a significant interest in the engagement activity

Those missed in the community definition may include

Community diversity may include differences in

- age
- cultural background
- disability
- educational level
- English language proficiency
- ethnicity
- experience
- expertise
- family responsibilities
- gender
- intellectual differences
- interests
- interpersonal approach
- language
- learning styles
- length of residence
- life experience
- marital status
- mobility
- physical differences
- politics
- race
- religion
- sexual orientation
- socio-economic background

RANGE STATEMENT

- thinking styles
- work experiences
- working styles

Unit Sector(s)

Not applicable.

Competency field

Competency field Community Engagement

PSPCOM503A Build and maintain community relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers building, rebuilding and maintaining trusting relationships with individuals and communities by public sector officers. It includes setting the parameters for relationships or partnerships, providing information relating to community engagement, and building community engagement and community problem solving capacity.

In practice, building and maintaining community relationships overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, developing client services, developing policy, undertaking research, facilitating change, etc.

This is a new unit of competency, added to the *Community Engagement* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Set the parameters for relationships or partnerships	<p>1.1 A <i>contextual framework</i> is developed to assist in analysing and setting parameters for <i>relationships/partnerships</i> in accordance with organisational policy and procedure</p> <p>1.2 The parameters and purpose for the relationships/partnerships are established and agreed</p> <p>1.3 The emergence of new ideas and options are allowed for in the flexibility of the purpose</p> <p>1.4 The dynamics within and across relationships/partnerships are identified and managed</p> <p>1.5 Benefits for both parties are identified and agreed in accordance with organisational policy and procedure</p> <p>1.6 <i>Constraints</i> are identified, including time, procedural and resource limitations, and resources are allocated in accordance with organisational requirements</p>
2. Provide information relating to community engagement	<p>2.1 Current community understanding of the roles and responsibilities of public officials is assessed, and information is provided to clarify the roles and responsibilities in accordance with organisational policy and procedures</p> <p>2.2 The rights and responsibilities of individuals and communities to be involved in government processes and decision making are explained in a manner accessible to the audience</p> <p>2.3 Government/agency priorities, strategic direction, systems, decision making and approval processes are communicated using language, materials and timelines to suit the audience and the occasion</p> <p>2.4 <i>Opportunities for community involvement</i> in government/agency processes and decision making are communicated in ways suited to the <i>diversity</i> of the community</p>
3. Build community engagement capacity	<p>3.1 The skills and knowledge requirements of individuals and communities to engage with government are identified and addressed with a range of strategies tailored to individual needs</p> <p>3.2 <i>Opportunities for individuals and communities to develop their capacity</i> to engage with government are identified collaboratively, resourced and promoted in accordance with organisational policy and procedures</p> <p>3.3 <i>Innovative strategies</i> are developed and implemented to identify and reach out to those who have not yet connected with government, and those who have had a previous poor experience in attempting to engage with government</p> <p>3.4 <i>Informal and formal community networks</i> are tapped into to strengthen local capital and to ensure ongoing capacity</p>

ELEMENT

PERFORMANCE CRITERIA

4. Build community problem-solving capacity

3.5 *Barriers to community engagement* are identified and solutions formulated and implemented in accordance with organisational policy and procedures and community context

4.1 Information and opportunities for involvement in government processes and decision making are provided to individuals and communities in accordance with their needs and preferences

4.2 Existing and *new ways to engage* with government are identified and promoted in a variety of ways suited to diverse communities

4.3 Mechanisms for communities to raise their own *issues* with government are developed, implemented and promoted in accordance with organisational policy and procedures and community context

4.4 A range of *strategies* to address community issues is developed in partnership with communities

4.5 Mutually developed and agreed solutions to community issues are implemented in accordance with organisational policy and procedures

4.6 Strategies for reporting developments to communities are identified and utilised

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- establishing and fostering transparent, trusting relationships/partnerships with individuals and communities
- maintaining multiple and potentially conflicting relationships/partnerships
- working with diverse communities using a range of communication styles to suit different audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- responding to diversity, including gender and disability
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- linking people to appropriate capacity-building opportunities
- applying workplace safety procedures to community engagement activities
- preparing community engagement information requiring the presentation of complex information using simple language structures and precision of expression

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- community development practices and principles
- public sector values and codes of conduct
- leadership and the managing of expectations in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community engagement activities

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM501A Prepare for community engagement

PSPCOM502A Develop and implement community engagement strategies

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- community relationships built and maintained in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- community information, case studies or scenarios, including current journals, international case studies

EVIDENCE GUIDE

- community engagement theory, principles, practices and techniques
- procedures and protocols for community engagement, including occupational health and safety
- policy and legislation related to community engagement
- public sector values and codes of conduct

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when building and maintaining community relationships, including coping with difficulties, irregularities and breakdowns in routine
- community relationships built and maintained in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

A contextual framework may include

- dynamics of community
- community power structures
- big political versus community politics (big 'P' v little 'p')
- collaborations
- networks
- formal or informal partnerships
- timelines for relationship building
- purpose of partnership/relationship building and therefore type of partnership/relationship to be developed
- level of agency support

Relationships/ partnerships may be with

- individuals
- community groups
- ethnic communities
- local residents - through place-based initiatives
- non-government organisations
- private sector organisations
- other public sector agencies
- media organisations
- business community
- industry specific target groups

Constraints may include

- lack of knowledge
- lack of understanding
- lack of decision making powers
- lack of time and resources
- geographic location
- previous experiences with engagement processes
- community angst or lack of trust
- organisational capacity to respond to community
- external factors (including non-negotiables)
- perceived status of organisation in the community
- community expectations of the partnership/relationship
- cost for the community to be involved, such as transport, time off work, childcare

RANGE STATEMENT

Opportunities for community involvement may include

- 'whole of government' forums and networks as part of regional/place-based strategies
- 'whole of community' projects as part of regional/place-based strategies
- policy development
- program or service delivery planning or decision making
- review or evaluation of existing policies, programs or services
- involvement through:
- Cabinet sittings
- charettes
- citizens' panels/juries
- community-based information
- consultations
- correspondence with/to Members of Parliament
- direct participation
- employment of local community members
- focus groups
- government announcements
- information flows
- media campaigns
- one-on-one meetings
- parliamentary sittings
- participation in local events
- public meetings/forums
- regional forums
- response/s to questionnaires
- scenario planning
- think tanks
- visioning
- workshops

Community diversity may include differences in

- age
- cultural background
- educational level
- English language proficiency
- ethnicity
- expertise
- family responsibilities
- gender
- household structure (couples, singles, single parents, single sex partners)
- interests

RANGE STATEMENT

	<ul style="list-style-type: none">• interpersonal approach• language• length of residence• life experience• marital status• mobility• physical ability• political orientation• religious belief• sexual orientation• socio-economic background• thinking/learning styles• work experiences
Opportunities for individuals and communities to develop their capacity may include	<ul style="list-style-type: none">• formal and informal leadership programs• formal or informal mentoring and coaching programs• access to resources and information to build knowledge• community visioning• community development• attendance at workshops• agency professional development• participation opportunities• formal learning opportunities• community building networks
Innovative strategies must	be tailored to those being approached take account of past failures/difficulties take advantage of a range of media/communication channels
Informal and formal community networks may include	interest groups clubs associations leadership structures community leaders/elders (place-based) word of mouth web-based information networks electronic communication (online) virtual learning communities reference groups

RANGE STATEMENT

church groups
service clubs
existing multi-agency reference groups
school networks
community organisations
community services
non-government organisations
religious and cultural networks

Barriers to community engagement may include

access constraints
community perception that nothing ever comes from engagement with government - 'talk fest'
cultural barriers
diversity variables listed previously
geographical isolation
inappropriate timing, venues and strategies
lack of awareness of the full range of government services
lack of clear branding in government communications
lack of confidence or trust in government
lack of follow-up within community engagement strategies
lack of information at the local level through local resources such as community newspapers
lack of interest in or commitment to the issues
lack of knowledge about the structure of government (at all three levels)
lack of openness/transparency
lack of understanding about an actual issue - building knowledge and literacy, knowing the scenarios
lack of understanding or clarity about the engagement process
language issues
limited access to effective information in first language
little access to traditional ethnic media channels such as print and radio or an integrated mix
mobility issues

RANGE STATEMENT

over-reliance on or sole use of electronic media and Internet

poor integration of government information strategies

poor monitoring and feedback loops

poor past experiences with engagement processes

previous over-consultation

- social capital gate keepers - residents who block broad participation

socio-economic levels

the difficulty of contacting the right area of government first time (no 'one number for government')

the terminology and style of copy used in government information time constraints

unequal access to information, participation, influence on decision making

New ways to engage may include

- active participation in government planning and decisions making through a range of innovative and appropriate methods and techniques such as:
 - citizens' juries
 - citizens' panels
 - deliberative polling
 - negotiation tables
 - online consultation
 - policy round tables
 - policy action teams
 - search conferences

Community issues may include

- local solutions to a range of local issues
- new or improved services or programs
- infrastructure
- strategic planning
- community development
- crime reduction

Strategies to address issues may include

- community planning processes
- community development processes
- collaborative service and program planning

Unit Sector(s)

Not applicable.

Competency field

Competency field Community Engagement

PSPCRT301B Audio record court proceedings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the audio recording and monitoring of information in courts. It includes preparing for content of the matter to be heard, preparing for audio/visual recording, and recording the proceedings.

In practice, audio recordings of court proceedings may overlap with other generalist or specialist public sector work activities, such as working effectively, using resources, acting ethically, complying with legislation, working with diversity and organising information.

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

Application of the Unit

Application of the unit

The task of audio recording proceedings may be performed in a situation where a transcript is required and will be undertaken by authorised court officials operating under procedures set by the jurisdiction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for content of matter to be heard.	1.1. Court roster is checked and cause list is examined to identify <i>jurisdiction, presiding officials</i> and <i>status of case</i> . 1.2. Existing glossaries, running sheet and previous transcripts are located. 1.3. <i>Information</i> pertaining to the <i>case</i> and/or jurisdiction is obtained and used. 1.4. <i>Resources</i> are checked and sufficient time is allowed to set up before proceedings begin.
2. Prepare for audio/visual recording.	2.1. Court is <i>set up</i> , microphone/recording checks are carried out, and problems are remedied or reported according to organisational practices and procedures. 2.2. <i>Equipment</i> is placed and cables are secured in compliance with workplace safety requirements. 2.3. Paperwork is completed according to organisational practices and procedures. 2.4. Counsel at the bar is approached to ensure appropriate identification while monitoring. 2.5. Case information is obtained and court file is perused for <i>relevant information</i> . 2.6. <i>Special requirements</i> for relief recorders, for the start of a new trial or for ongoing cases, are included in preparations.
3. Undertake audio/visual recording of proceedings.	3.1. Recording equipment is operated to achieve and <i>maintain high-quality recording</i> . 3.2. <i>Monitoring</i> is undertaken according to organisational practices and procedures. 3.3. Court protocol is maintained at all times particularly while dealing with legal representatives and responding to queries regarding the transcript. 3.4. Where necessary, clarification of proceedings is obtained during adjournments. 3.5. Supervisor is advised when court is completed or adjourned according to organisational practices and procedures. 3.6. Correct procedure is followed when taken over by court reporters. 3.7. Tapes are <i>processed</i> in accordance with legislative requirements, and organisational practices and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- self-management skills to:
 - manage a large volume of work
 - work effectively under pressure
 - meet required deadlines
- initiative and enterprise skills to apply OHS and environmental legislation, regulations and policies to audio recordings of court proceedings
- literacy skills to read and interpret legislation, regulations and policies
- organisational and planning skills to monitor proceedings in a range of courts
- technology skills to:
 - operate recording equipment
 - produce high-quality transcriptions of audio recordings with the required speed and accuracy
 - set up and operate portable audio-recording equipment
 - undertake high-quality audio/visual recordings of court proceedings
- communication skills to:
 - deal effectively with a diverse range of people
 - make clear announcements
- interpersonal skills to respond to diversity, including gender and disability

Required knowledge

- legislation, regulations, policies, procedures and practice relating to audio/visual recordings of court proceedings
- structure, roles and functions of courts
- court administration structure
- principles of judicial independence
- court procedures and protocols
- English language, grammar and punctuation
- equal employment opportunity principles
- equity and diversity principles
- ethical standards in the workplace and how they are applied
- public sector legislation, such as OHS and environment in the context of audio/visual recording of court proceedings

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment Competency must be demonstrated in preparing for content of the matter to be heard, preparing for audio/visual recording, and recording the proceedings

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate and interpret information relevant to jurisdiction, presiding officials and case
- operate equipment and resources necessary for effective audio recording
- record and monitor information to produce accurate transcript of court proceedings
- apply formatting and style to transcript
- comply with organisational and legislative procedures and protocols.

Consistency in performance

Competency should be demonstrated by producing audio recordings on a range of occasions over time, according to organisational policy and procedures.

Context of and specific resources for assessment

Assessment must comply with:

- applicable regulations and codes
- workplace procedures and protocols.

Access may be required to:

- a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when audio recording court proceedings, including coping with difficulties, irregularities and breakdowns in routine
- legislation, policy, procedures and protocols relating to audio/visual recordings of court proceedings
- access to a live courtroom
- court audio/visual recording equipment
- court transcription technology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when audio/visual recording court proceedings.

Guidance information for assessment

The following assessment methods are suggested:

- oral questioning about relevant legislation, acting ethically, organisational requirements, and applying processes
- observation of the candidate in a range of contexts to ensure

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

achievement of the unit outcomes

- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Jurisdiction*** may include:
- types of matters that can be heard in that court
 - parties that have standing.
- Presiding officials*** may include:
- single judge, master or commissioner
 - full bench.
- Status of case*** may include:
- new case
 - part-heard
 - appeal.
- Information*** may include:
- style book information for the jurisdiction
 - day of case
 - page number.
- Case*** may be:
- civil
 - criminal
 - trial
 - appeal.
- Resources*** may include:
- sufficient tapes and paperwork
 - monitor manual.
- Set up*** may include:
- suitable number and placement of microphones
 - portable recording equipment.
- Equipment*** may be audio/visual and include:
- microphones, including monitoring microphones
 - leads
 - digital or analogue recording equipment
 - headphones.
- Relevant information*** in court file may include:
- correct spelling, particularly of unusual words
 - file numbers.
- Special requirements*** may include:
- drawing up a plan of the court
 - identifying counsel at particular microphones
 - checking whether opening addresses need to be typed
 - obtaining names of witnesses
 - if appeal, copies of lists of authorities and any reports.
- Maintaining a high-quality recording***
- checking, using headphones plugged into the jack
 - going into court and repositioning microphones
 - isolating channels periodically to ensure all speakers are clearly

RANGE STATEMENT

may include:

audible

Monitoring includes:

- checking the master tape.
- ensuring accurate and comprehensive information for audio typing, including:
 - announcing names through the monitor microphone
 - completing monitor sheet with spellings of names and places
 - maintaining running sheet and master logs
 - clearly indicating where openings and/or addresses start
- clear indication and time when a judgement or ruling starts.
- all tapes or remaining tapes returned to the office
- tapes logged into the electronic file management system.

Processed tapes may include:

Unit Sector(s)

Not applicable.

Competency field

Competency field

Courts

PSPCRT401C Carry out court orderly functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the ability to perform court orderly functions in a range of courts and jurisdictions. It includes preparing the courtroom, following court procedures and protocols, managing court appearances, and taking action in accordance with court outcomes.

In practice, carrying out court orderly functions may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, exercising regulatory powers, and applying government processes.

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

Application of the Unit

Application of the unit

The tasks of the court orderly are undertaken by authorised court officials operating with a high level of skill according to the jurisdiction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the courtroom.	1.1. Security procedures are performed according to organisational policy and procedures. 1.2. Court lay-out, and <i>equipment and technology</i> requirements are arranged according to the requirements of the court and legal practitioners. 1.3. <i>Courtroom amenities</i> are checked and adjusted as required. 1.4. On completion of sitting, courtroom is restored according to organisational policy and procedures.
2. Follow court procedures and protocols.	2.1. <i>Court forms and documents</i> are prepared and used according to organisational policy and procedures and legislative requirements. 2.2. Proclamations are made according to court procedures and protocols, and organisational standards for oral presentations. 2.3. Modes of address, manner and movement in the courtroom are monitored, and <i>instructions to court users</i> and the public are made according to court procedures and protocols and organisational requirements. 2.4. Procedures for <i>special court requirements</i> are followed in accordance with legislative requirements and organisational policy and procedures.
3. Manage court appearances.	3.1. Persons are called and non-appearances are reported to the court according to court procedures and protocols. 3.2. <i>Persons</i> required to be accompanied to and from their station in the courtroom are escorted according to court procedures and protocols and operational safety requirements. 3.3. <i>Oaths and affirmations</i> are administered if required in accordance with legislative and organisational requirements for the type of proceedings and client preference for the particular oath or affirmation. 3.4. Court technology is used at the direction of the presiding official and <i>contingencies</i> are managed according to organisational policy and procedures and the direction of the court.
4. Take action in accordance with court outcomes.	4.1. Action relating to <i>orders of the court</i> is taken in accordance with legislative and organisational policy and procedures. 4.2. <i>Documentary requirements of court outcomes</i> are identified and completed in accordance with legislative and organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, and organisational practices and procedures relating to court functions
 - procedures relating to public sector legislation, such as OHS and environment in the context of court functions
- problem-solving skills in response to contingencies
- communication skills to:
 - deal effectively with a diverse range of stakeholders, such as judicial support officers, associates, court reporters, interpreters, sheriff's officers, and parties in custody
 - make proclamations
 - instruct court users
 - administer oaths
- interpersonal skills to respond to diversity, including gender and disability
- technical skills to type
- technology skills to:
 - operate technology
 - apply court-specific software
- self-management skills to work ethically

Required knowledge

- courts administration structure
- standard court operating procedures and protocols
- principles of judicial independence
- current approaches to courts administration
- organisational policies and procedures relating to carrying out court orderly functions
- rules, procedures and practice directions
- oaths, affirmations and their administration
- court technology
- record-management procedures and protocols
- equal employment opportunity principles
- equity and diversity principles
- public sector legislation, such as OHS and environment in the context of court functions

Evidence Guide

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<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply appropriate security measures • arrange required courtroom equipment and technology • monitor and provide instructions on court protocols • apply court documentary requirements • apply court duties within scope of authority • provide appropriate actions in relation to orders of the court. <p>Consistency in performance</p> <p>Competency should be demonstrated by carrying out court orderly functions on a range of occasions, over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when carrying out court orderly functions, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to court orderly functions • case studies and workplace scenarios to capture the range of situations likely to be encountered when carrying out court orderly functions.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to</p>

<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
	<p>assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Equipment and technology</i> may include:</p>	<ul style="list-style-type: none"> • electronic whiteboard • electronic equipment for slides, videos, etc. • telephone conferencing equipment • remote viewing equipment • video conferencing equipment • overhead projectors • computers • document readers • digital recording equipment • tape recording equipment.
<p><i>Courtroom amenities</i> may include:</p>	<ul style="list-style-type: none"> • seating • lighting • air conditioning • water and drinking cups • court forms and documents.
<p><i>Court forms and documents</i> may include:</p>	<ul style="list-style-type: none"> • cause list • client information sheet • witness forms • juror's forms • statistical forms.
<p><i>Instructions to court users</i> may include:</p>	<ul style="list-style-type: none"> • when to stand or be seated • silence in court • no eating or drinking • not to approach dock.
<p><i>Special court requirements</i> may include:</p>	<ul style="list-style-type: none"> • victim of crime present • restraining orders and domestic violence order matters • use of door panels for closed court.
<p><i>Persons</i> may include:</p>	<ul style="list-style-type: none"> • presiding officials • defendants • jurors • witnesses • victims and complainants.

RANGE STATEMENT	
<i>Oaths and affirmations</i> may include:	<ul style="list-style-type: none"> • religious oaths • interpreter's oath or affirmation.
<i>Contingencies</i> may include:	<ul style="list-style-type: none"> • equipment breakdown • technology not functioning as required • problems with information to be displayed.
<i>Orders of the court</i> may include:	<ul style="list-style-type: none"> • reporting conditions • alcohol and drug assessment reports • pre-sentencing reports • requesting actions relating to reports • action relating to defendant's release • action relating to placing persons in custody • escorting parties to complete procedural requirements • referrals.
<i>Documentary requirements of court outcomes</i> may include:	<ul style="list-style-type: none"> • paperwork for release on bail or community service orders • guarantor's details and documents to be signed • remand and adjournment slips • small claims proformas • notice of payment forms • care and protection forms • adoption forms • jury documentation.

Unit Sector(s)

Unit sector

Competency field

Competency field Courts

Co-requisite units

Co-requisite units

PSPCRT402C Manage witnesses

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the ability to manage witnesses attending court to give evidence face-to-face or via closed-circuit television. It includes facilitating witness court appearances and maintaining the integrity of court proceedings in a remote witness room.

In practice, managing witnesses may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, delivering client services and applying government processes.

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

Application of the Unit

Application of the unit

The task of managing witnesses may be performed in a court, remote witness room or via closed-circuit television and will be undertaken by authorised court officials.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate court appearances of witnesses.	<p>1.1. Presence of witnesses in the courtroom is permitted in accordance with legislative and organisational requirements for the type of proceedings.</p> <p>1.2. Witnesses are identified, and their <i>details provided</i> to the court and recorded according to organisational policy and practices and legislative requirements.</p> <p>1.3. Non-appearance of witnesses is reported to the court according to court procedures.</p> <p>1.4. Witnesses are called, escorted to witness box and <i>swearing in</i> takes place, if required, in accordance with legislative and organisational requirements for the type of proceedings.</p> <p>1.5. Witnesses who are apprehensive of giving evidence in front of an accused are provided with appropriate <i>screening</i> or videolink where this is available, at the direction of the presiding official and according to organisational procedures.</p> <p>1.6. <i>Administrative duties</i> relating to witness appearances are completed according to organisational policy, procedures and timelines.</p>
2. Maintain the integrity of court proceedings in a remote witness room.	<p>2.1. <i>Witness room</i> is prepared and equipment checked to ensure it is fully operational.</p> <p>2.2. Witness and <i>other personnel</i> authorised to be present are positioned according to organisational procedures so they are visible to the court, and those permitted to speak can be clearly heard.</p> <p>2.3. Security of witnesses, witness rooms and exhibits is maintained at all times and any attempted security breach is immediately reported to the court according to standard operating procedures.</p> <p>2.4. Functions in the witness room are performed according to <i>set role</i>, standard operating procedures and legislative requirements.</p> <p>2.5. At the end of the evidence and examination, witnesses are delivered into the care of a responsible person and exhibits are returned in accordance with standard operating procedures and legislative requirements.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, practices and procedures relating to working in a court environment
 - procedures relating to public sector legislation, such as OHS procedures relating to working in a court environment
- communication skills to:
 - make oral presentations to call witnesses and administer oaths and affirmations when required
 - elicit witness information
 - deal effectively with legal representatives and judge's associates
- interpersonal skills to respond to diversity, including gender and disability
- literacy and numeracy skills to complete:
 - court forms and documentation
 - statistical returns
- technology skills to operate court technology in witness and conference rooms

Required knowledge

- types of proceedings
- role and function of sheriff's officer or court officer in relation to witnesses giving evidence face-to-face and via closed-circuit television
- legislative requirements of witnesses
- court procedures and protocols relating to witnesses
- standard operating procedures relating to witnesses
- documentary and administrative requirements relating to witnesses appearing in court
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of witness management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- facilitate witness court appearances in compliance with legislative and organisational requirements appropriate to the type of proceedings
- complete administrative duties appropriate to witness appearances
- apply appropriate communication with witnesses to ensure integrity of court
- apply organisational procedures and legislative requirements to maintain integrity of court in remote witness room
- provide and maintain appropriate security for witnesses, witness rooms and exhibits.

Consistency in performance

Competency should be demonstrated by managing witnesses in a range of settings over time.

Context of and specific resources for assessment

Assessment must comply with:

- applicable regulations and codes
- workplace procedures and protocols.

Access may be required to:

- a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered managing witnesses, including coping with difficulties, irregularities and breakdowns in routine
- legislation, policy, procedures and protocols relating to witnesses
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing witnesses.

Guidance information for assessment

The following assessment methods are suggested:

- oral questioning about relevant legislation, acting ethically, and applying processes
- observation of the candidate in a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures

EVIDENCE GUIDE

- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Witness *details provided*** may be:
- prior to witness being called to give evidence
 - at an adjournment or break in proceedings
 - as witness enters court to give evidence.
- Swearing in*** may include:
- checking identification and swearing in interpreter first
 - using religious oaths or affirmations in line with witness wishes
 - using interpreter's oath or affirmation.
- Screening*** may include:
- one-way mirror screen
 - partition.
- Administrative duties*** may include:
- determining eligibility of prosecution witnesses for payment of witness fees
 - organising sign-off and payment of witness fees
 - recording information, for example in witness book.
- Witness room*** may include:
- conference room where vulnerable witnesses give evidence via closed-circuit television.
- Other personnel in witness room*** may include:
- court companion
 - support person
 - interpreter.
- Set role*** may include:
- sheriff's officer or court officer maintaining integrity of court proceedings and ensuring that witnesses follow direction of the presiding official
 - security, ensuring that:
 - no unauthorised person enters the room
 - witness does not leave the room without the authorisation of the presiding official
 - remaining with witnesses at all times especially in the event of interrupted transmissions or equipment failure
 - not taking on a 'support person' role, for example not comforting a distraught witness or requesting adjournment
 - not interrupting, intervening, coaching or intimidating witnesses

RANGE STATEMENT

- not offering explanations, interpretation or guidance to witnesses
- not speaking to witnesses about the case or their evidence.

Unit Sector(s)

Unit sector

Competency field

Competency field Courts

Co-requisite units

Co-requisite units

PSPCRT403C Handle exhibits and documents tendered

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the ability to deal with court exhibits and documents tendered to the court. It includes the handling and security of exhibits and documents, and completing the necessary court documentation.

In practice, handling exhibits and tendered documents may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation and applying government processes.

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

Application of the Unit

Application of the unit

The task of handling exhibits and documents may be undertaken in a court or secure premises by authorised court officials according to legislative requirements and organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow procedures to handle exhibits and documents.	<p>1.1. <i>Exhibits</i> and <i>documents</i> are received and recorded according to organisational policy and procedures and legislative requirements.</p> <p>1.2. Court exhibits and documents are <i>secured</i> according to organisational policy and procedures and legislative requirements.</p> <p>1.3. Exhibits and documents are <i>passed</i> for examination as required at the direction of the court, according to standard operating procedures.</p> <p>1.4. <i>Hazardous exhibits and documents</i> are handled by self and others using procedures and personal protective equipment according to organisational safety requirements.</p> <p>1.5. <i>Court documentation</i> relating to exhibits and documents is completed in accordance with legislative requirements and organisational policy, procedures and timelines.</p>
2. Process exhibits and documents.	<p>2.1. Court registry is checked for exhibits and <i>documents tendered by the parties</i> and administrative requirements are completed according to organisational policy and procedures and legislative requirements.</p> <p>2.2. Exhibits and documents are stored appropriately and accurately, and are secured according to organisational policy and procedures and legislative requirements.</p> <p>2.3. When required, exhibits and documents are delivered to court according to organisational policy and procedures and legislative requirements.</p> <p>2.4. Administrative arrangements for tendered documents are implemented in accordance with the outcomes of the court process.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, practices and procedures relating to working in a court environment and handling potentially hazardous exhibits
 - procedures relating to public sector legislation, such as OHS procedures relating to working in a court environment and handling potentially hazardous exhibits and documents
- communication skills to ensure persons handling hazardous exhibits understand procedures and the need for personal protective equipment
- literacy and numeracy skills to:
 - keep accurate records
 - complete court forms, documentation and administrative requirements
 - record trial and courtroom numbers and mark or tag exhibits accurately
- interpersonal skills to respond to diversity, including gender and disability
- problem-solving skills in response to contingencies

Required knowledge

- legislative requirements relating to exhibits and documents
- court procedures and protocols relating to exhibits and documents
- organisational policy and procedures relating to exhibits and documents
- documentary and administrative requirements relating to exhibits and documents
- procedures for handling hazardous exhibits
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of working in a court environment and handling potentially hazardous exhibits

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- handle tendered court exhibits and documents in compliance with organisational policy and procedures and legislative requirements
- apply appropriate procedures to ensure security of exhibits and documents
- apply appropriate procedures when dealing with hazardous exhibits to ensure safety of self, others and the workplace.

Consistency in performance

Competency should be demonstrated by handling exhibits and documents tendered in a range of contexts over time.

Context of and specific resources for assessment

Assessment must comply with:

- applicable regulations and codes
- workplace procedures and protocols.

Access may be required to:

- a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when dealing with exhibits and documents tendered, including coping with difficulties, irregularities and breakdowns in routine
- legislation, policy, procedures and protocols relating to handling exhibits and documents tendered
- case studies and workplace scenarios to capture the range of situations likely to be encountered when dealing with exhibits and documents.

Guidance information for assessment

The following assessment methods are suggested:

- oral questioning about relevant legislation, acting ethically, and applying processes
- observation of the candidate in a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

EVIDENCE GUIDE

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Exhibits*** may include:
- summonsed exhibits
 - exhibits tendered during trial
 - exhibits not to be tendered immediately and marked for identification.
- Documents*** may include:
- answers to subpoena
 - court documentation
 - documents created in court
 - documents and items marked for identification but not tendered for exhibits
 - documentary evidence.
- Secured*** exhibits and documents:
- may include those:
 - in locked courtroom
 - locked in court exhibit and document room
 - separated from other exhibits and documents and clearly identified with the name of the trial
 - in registry
 - in transit
 - may be:
 - during hearings and short adjournments
 - overnight
 - while awaiting trial
 - at trial conclusion.
- Exhibits ***passed*** may include:
- between presiding official, bar table and witness box
 - to jury
 - to witness in witness room.
- Hazardous exhibits and documents*** may include:
- biological fluids
 - other biological items
 - stained items
 - weapons.
- Court documentation*** may include:
- exhibit lists
 - receipts
 - endorsements

RANGE STATEMENT

- Documents tendered by the parties* may include:
- electronic records
 - file index.
 - Crown papers
 - witness statements
 - medical records
 - materials tendered in answer to a subpoena
 - written evidence
 - audio-visual material
 - electronic storage devices.

Unit Sector(s)

Unit sector

Competency field

Competency field Courts

Co-requisite units

Co-requisite units

PSPCRT404C Serve process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to serve or attempt to serve process as requested by a court, tribunal, agency or other party. It includes completing preliminary requirements prior to serving process, serving or attempting to serve process, and completing administrative requirements.</p> <p>In practice, serving process may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation and applying government processes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of serving or attempting to serve process may be performed personally or non-personally and will be undertaken by authorised court officials operating under specified requirements and procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete preliminary requirements prior to serving process.	1.1. Documents are <i>processed</i> according to legislation, and organisational policy and procedures. 1.2. Incorrectly received documents are forwarded to correct location for service according to organisational policy and procedure. 1.3. Details of <i>process to be served</i> are entered into data system according to organisational policy and procedures.
2. Serve or attempt to serve process.	2.1. <i>Service of process</i> is attempted according to organisational policy and procedures, legislative requirements for the type of process served, the <i>jurisdiction</i> and prescribed timeframes. 2.2. Where <i>process</i> must be served personally, the person or entity is identified and the nature of the document is identified, if necessary under the rules, as it is served. 2.3. Where service is <i>non-personal</i> , process is served in accordance with legislative requirements. 2.4. Where there is non-service, compliance with organisational policy and procedures, legislative requirements and prescribed timeframes is required.
3. Complete administrative requirements.	3.1. Signatures acknowledging service of process are obtained in accordance with legislative requirements. 3.2. Reports of service are completed, and <i>affidavits are prepared, sworn</i> and dispatched with any annexures according to organisational policy and procedures, legislative requirements and prescribed timeframes. 3.3. Refusals to sign are detailed in affidavits of service according to organisational policy and procedures. 3.4. Reports or notices of non-service are prepared and dispatched according to organisational policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to:
 - apply legislative requirements to serving process
 - apply procedures relating to public sector legislation, such as OHS procedures relating to maintaining operational safety while serving process
 - interpret requirements of process to be served
- communication skills to:
 - identify intended recipients
 - explain nature of process
 - obtain signatures
 - deal effectively with contingencies
- interpersonal skills to respond to diversity, including gender and disability
- literacy skills to complete affidavits
- planning and organising skills to maintain records

Required knowledge

- legislation and rules relating to personal and non-personal service of process
- organisational policy and procedures relating to service of process
- jurisdiction policies and procedures relating to service of process
- rules for swearing affidavits
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of serving process

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in completing preliminary requirements prior to serving process, serving or attempting to serve process, and completing administrative requirements</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • confirm validity of documents' details and deal with incorrect documents • serve process personally and non-personally according to organisational policies and procedures, jurisdiction and legislation appropriate to type of process served • apply procedures if process is not served • apply organisational policies and procedure to producing and maintaining administrative requirements. <p>Consistency in performance</p> <p>Competency should be demonstrated by serving process in a range of contexts and over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when serving process, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to serving process • case studies and workplace scenarios to capture the range of situations likely to be encountered when serving or attempting to serve process.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate

EVIDENCE GUIDE

	<p>consistently applies relevant workplace procedures</p> <ul style="list-style-type: none">• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Processed</i> may include:</p>	<ul style="list-style-type: none"> • checking prior to service to confirm correctness and validity • checking administrative details, such as: <ul style="list-style-type: none"> • sufficient copies • fees paid or accounted for • address for service • sealed by the court • signed by the court registrar.
<p><i>Process to be served</i> may be served on:</p>	<ul style="list-style-type: none"> • individuals • companies • corporations • registered and unregistered firms • a ship or property on board a ship.
<p><i>Service of process</i> may include:</p>	<ul style="list-style-type: none"> • identifying self and showing official identification if required • establishing the identity of the required recipient • identifying the nature or content of the process to be served • service by post, in accordance with legislative requirements.
<p><i>Jurisdiction</i> may include:</p>	<ul style="list-style-type: none"> • local court (civil claims) • Magistrates' Court • County Court • District Court • Supreme Court • High Court • Federal Court • Family Court • Coroner's Court • tribunal • Federal Magistrates Service • Admiralty Act and rules

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Acts relating to: <ul style="list-style-type: none"> • bankruptcy • victims compensation • companies • proceeds of crime.
<i>Process</i> may include:	<ul style="list-style-type: none"> • originating process • statements of claim • notices to occupiers • examination summons • garnishment notices • garnishee orders • subpoenas • notices of motion • applications for dissolution of marriage • family court maintenance or property distribution applications • bankruptcy notices or petitions • victim compensation • summonses for jury prosecution • industrial relations summonses • residential tribunal summonses • interstate process • foreign process.
<i>Non-personal service</i> may include:	<ul style="list-style-type: none"> • leaving the process with someone over a required age at the address specified on the process • service to someone representing the person or entity, such as: <ul style="list-style-type: none"> • solicitor • governor of prison • parent or guardian of minor • guardian or tutor of disabled or incompetent person • director of a company • chairperson, president or officer of a corporation • staff working at a registered or unregistered firm • a person apparently in charge of a ship or property.
<i>Affidavits are prepared and sworn</i> before persons who may include:	<ul style="list-style-type: none"> • justice of the peace • commissioner of affidavits • notary public • solicitor

RANGE STATEMENT	
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- | | |
|--|---|
| | <ul style="list-style-type: none">• person authorised under the relevant legislation. |
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT405C Handle monies received in satisfaction of warrants and orders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to securely collect and bank monies received in satisfaction of warrants and orders. It includes dealing with difficult collection situations and applying knowledge of the policies, procedures and legislation relating to handling civil monies.</p> <p>In practice, handling monies received in satisfaction of warrants and orders may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation and applying government processes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of collecting, receiving and processing monies may be performed in either a civil or criminal court setting and will be undertaken by authorised court officials operating under strictly specified procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive monies.	<p>1.1. Authorisations for the collection of <i>monies</i> in satisfaction of an order or warrant are obtained or confirmed according to <i>organisational policy and procedures</i> and legislative requirements.</p> <p>1.2. Risk assessment is made according to organisational guidelines to ensure collection can be conducted safely.</p> <p>1.3. Queries or requests for information are responded to according to organisational policies and procedures and using appropriate customer service techniques.</p> <p>1.4. Monies are collected and receipted according to organisational policy and procedures and legislative requirements.</p> <p>1.5. <i>Contingencies</i> are dealt with and safety of self and others is protected according to organisational policy and procedures.</p> <p>1.6. Security of monies and receipt books is maintained according to <i>duty of care procedures</i>.</p>
2. Deposit monies received.	<p>2.1. Monies received are secured or banked according to organisational policy and procedures and designated timelines, legislative requirements for the type of process served, the jurisdiction and prescribed timeframes.</p> <p>2.2. Receipts and bank records are maintained according to organisational policy and procedures and legislative requirements.</p> <p>2.3. Payments are processed and <i>records</i> completed according to organisational policy and procedures and designated timelines.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - elicit required payment from clients and explain processes clearly
 - deal with difficult clients
- interpersonal skills to respond to diversity, including gender and disability
- planning and organising skills to maintain accurate records according to organisational and legislative requirements
- numeracy skills to apply mathematical concepts and techniques to:
 - complete financial records
 - check for correct receipt of payment
 - operate technology for credit card transactions or electronic funds transfer
- problem-solving skills to respond to contingencies that may arise
- initiative and enterprise skills to:
 - apply legislation, regulations and policies relating to handling monies
 - apply procedures relating to public sector legislation, such as:
- OHS relating to working in the court
- working in the field collecting monies to satisfy warrants and orders

Required knowledge

- legislation, regulations and organisational policy and procedures relating to control of monies received in satisfaction of warrants and orders
- operational safety procedures
- financial guidelines relating to the collection, receipting, security and banking of monies in the public sector
- duty of care requirements relating to handling monies received in satisfaction of warrants and orders
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- software relating to financial administration, which could vary depending on jurisdiction

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • handle and process monies accurately and in accordance with legislation and organisational policy and procedures • apply appropriate risk management procedures to ensure safety in the workplace. <p>Consistency in performance</p> <p>Competency should be demonstrated by dealing with monies received and handled in satisfaction of warrants and orders in a range of or occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when handling monies received in satisfaction of warrants and orders, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to monies received in satisfaction of warrants and orders • case studies and workplace scenarios to capture the range of situations likely to be encountered when handling monies received in satisfaction of warrants and orders.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate in a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance.

EVIDENCE GUIDE	
	In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Monies</i> may include:	<ul style="list-style-type: none"> • fines • fees • judgements • cash • cheques • credit card transactions • electronic funds transfers • money orders.
<i>Organisational policy and procedures</i> may include:	<ul style="list-style-type: none"> • work instructions • standard operating procedures • guidelines, manuals or handbooks • financial audit Acts and guidelines.
<i>Contingencies</i> may include:	<ul style="list-style-type: none"> • physical or verbal threats • angry or aggressive clients • dogs • weather.
<i>Duty of care procedures</i> may include:	<ul style="list-style-type: none"> • segregation of duties • safeguarding of assets • internal controls • signing for receipt books • work with external security providers.
<i>Records</i> may include:	<ul style="list-style-type: none"> • receipts • books of account • daily banking summaries • account reconciliations • receipt registers • accountable documents • workplace records.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT406C Compile and use official notes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to keep notes and use them to give evidence in court, prepare statements and compile reports, including incident reports. It includes applying knowledge of the essential elements of note taking, statement and report preparation; and legislative and organisational requirements for the structure and content of official reports.</p> <p>In practice, compiling and using official notes may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation and applying government processes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of keeping notes may be undertaken by specific staff, such as sheriff's officers, for the purpose of giving evidence in court, preparing statements, and compiling official reports to meet legal and organisational requirements.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Record and retain original notes.</p>	<p>1.1. Official notebooks are used to record original notes relating to incidents and occurrences in a <i>format</i> and timeframe that meet organisational and legislative requirements.</p> <p>1.2. Notes are made within required timeframes, with content and sequencing meeting organisational requirements.</p> <p>1.3. <i>Identifying information</i> is recorded in official notebooks and they are retained and kept secure for the length of time required by law and according to <i>organisational policy and procedures</i>.</p>
<p>2. Use notes to make statements.</p>	<p>2.1. Notes are used to refresh memory and provide factual basis for <i>statements</i>.</p> <p>2.2. Receipts and bank records are maintained according to organisational policy and procedures and legislative requirements.</p> <p>2.3. <i>Required details for statements</i> are formatted to meet legal and organisational requirements.</p>
<p>3. Use notes to give evidence.</p>	<p>3.1. Notes are used prior to giving evidence to refresh memory and enable <i>answers</i> to be concise and factual.</p> <p>3.2. Authority is requested of presiding official to refer to notes while giving evidence in court according to court procedure and protocols.</p> <p>3.3. Factual, correctly sequenced evidence is presented that accurately reflects information in notes.</p> <p>3.4. <i>Presentation standards</i> are employed to meet organisational guidelines and court requirements.</p>
<p>4. Compile reports.</p>	<p>4.1. Information for <i>reports</i> is collected, analysed and organised into a logical sequence according to the purpose and audience of each report.</p> <p>4.2. Reports are formatted to meet organisational <i>requirements</i> for structure, style and content.</p> <p>4.3. <i>Incident reports</i> containing all required information and outcomes are compiled according to organisational policy and procedures and legislative requirements.</p> <p>4.4. <i>Administrative requirements</i> for reports are met according to organisational requirements for information management.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, and organisational practices and procedures relating to official note taking or working in an office environment
 - procedures relating to public sector legislation, such as OHS procedures in the context of note taking on the job, or working in an office environment
- communication skills to interpret notes and give evidence
- interpersonal skills to respond to diversity, including gender and disability
- literacy and numeracy skills to:
 - take notes according to legislative and organisational requirements
 - compile reports according to legislative and organisational requirements
 - sequence events chronologically
 - assign report and file numbers
- technology skills to operate equipment when preparing reports

Required knowledge

- key requirements and reasons for note taking for official purposes
- essential elements of a report
- legislative and organisational requirements for the structure and content of official reports
- legislative and organisational requirements of statements
- requirements for giving evidence
- organisational requirements for:
 - retention and security of notes
 - information management
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of note taking on the job, or working in an office environment

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in keeping notes and using them for evidence in court, preparing statements and compiling reports</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply the elements essential to effective note taking • apply organisational and legislative requirements to the structure and content of statements and reports • apply organisational and legislative requirements to securing and maintaining notes • provide concise answers in court using accurate information from notes • provide required details for statements • apply logical sequencing to reports, appropriate for their purpose. <p>Consistency in performance</p> <p>Competency should be demonstrated by compiling and using official notes in a range of contexts and over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when compiling and using official notes, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to official notes • case studies and workplace scenarios to capture the range of situations likely to be encountered when compiling and using official notes.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate in a range of contexts to ensure achievement of the unit outcomes

EVIDENCE GUIDE

- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Format</i> may include:	<ul style="list-style-type: none"> • dates, times and signatures at beginning and end of notes • no blank lines • writing in ink, not pencil • no corrective fluid.
<i>Identifying information</i> may include:	<ul style="list-style-type: none"> • name • identification number • date of issue.
<i>Organisational policy and procedures</i> may include:	<ul style="list-style-type: none"> • only facts • no opinions • chronological sequence.
<i>Statements</i> may include:	<ul style="list-style-type: none"> • original notes • verbal comments to statement writer.
<i>Required details for statements</i> may include:	<ul style="list-style-type: none"> • times • dates • places • events • parties • statements taken from subjects.
<i>Answers</i> may include:	<ul style="list-style-type: none"> • yes, no or can't recall • facts only • no opinions.
<i>Presentation standards</i> may include:	<ul style="list-style-type: none"> • dress, such as wearing uniform • manner • preparedness • clarity of speech • concise answers.
<i>Reports</i> may include:	<ul style="list-style-type: none"> • incidents • lost and found property • occupational safety issues • maintenance faults

RANGE STATEMENT	
	<ul style="list-style-type: none"> • purchase submissions.
<i>Requirements</i> for reports may include being:	<ul style="list-style-type: none"> • complete • concise • clear • correct • honest.
<i>Incident report</i> format may include:	<ul style="list-style-type: none"> • date and time of incident • date and time of report • persons involved • occurrence • body of report • outcomes.
<i>Administrative requirements</i> may include:	<ul style="list-style-type: none"> • report number • cross-referencing to other reports • file number • number of copies and where each is lodged.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT407B Undertake court listings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to undertake court listings in a range of matters for courts. It includes preparing court files, maintaining listing systems, assisting in the allocation of courtrooms and judicial officers, preparing court lists and advising on listings.</p> <p>In practice, undertaking court listings may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, applying government processes, using resources, providing client services and gathering information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of preparing court listings may be performed in all jurisdictions and will be undertaken by authorised court staff operating under specified procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare court files.	1.1. Files listed are located and checked to ensure relevant documents are on file. 1.2. Missing file documents are followed up according to organisational policy and procedures. 1.3. Documentation is prepared according to court requirements. 1.4. Advice is provided that files are ready for collection.
2. Maintain listing systems.	2.1. Listing system is set up according to the number of presiding officials available as per rosters . 2.2. Lists are established for hearings according to court requirements and organisational policies and procedures. 2.3. Lists are distributed according to organisational policies and procedures.
3. Assist allocation of courtrooms and judicial officers.	3.1. List of pending cases is accessed from records and information on priorities is obtained. 3.2. Cases are allocated to judicial officers in accordance with legislative requirements. 3.3. Files are located and sorted according to practice and procedures.
4. Prepare court lists.	4.1. Lists of all matters are printed according to organisational policy and procedures. 4.2. Other information on matters is gathered and appropriate action is taken according to organisational policies and procedures. 4.3. Data relating to the allocation of court and judicial officers is recorded. 4.4. Completed lists are prepared and distributed according to practice and procedures.
5. Provide information and options on listings.	5.1. Documentation is prepared and sent to parties in accordance with legislative requirements, practice and procedures. 5.2. Where required, interpreters are booked according to organisational policies and procedures. 5.3. For urgent matters contact is made with the parties and necessary staff . 5.4. Records are completed and forwarded according to organisational policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislative requirements to court listings
 - procedures relating to public sector legislation, such as OHS and environment in the context of court listings
- literacy skills to gather and analyse information
- problem-solving skills in response to contingencies
- communication skills to deal effectively with a diverse range of stakeholders, such as judicial support officers, associates, court reporters, interpreters, sheriff's officers, and other parties
- interpersonal skills to respond to diversity, including gender and disability
- technical skills to type
- technology skills to operate court-specific software
- planning and organising skills to distribute information

Required knowledge

- legislation, regulations, policies, procedures and guidelines relating to court listings
- courts administration structure
- principles of judicial independence
- current approaches to courts administration
- rules, procedures and practice directions specific to the listing of cases and hearings
- record management procedures and protocols
- client services in relation to listing protocols
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of court listings

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • locate and use appropriate documentation to prepare court files • establish and distribute lists in accordance with available judiciary and court requirements • access pending case information to allocate judicial officers and courtrooms • complete and distribute lists of matters to appropriate parties in accordance with legislative requirements, practices and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by undertaking court listings for various matters, on a range of occasions and over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when undertaking court listings, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to court listings • case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking court listings for a range of matters.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Files listed</i> may be for:	<ul style="list-style-type: none"> • same day. • following day • future day.
<i>Documentation</i> may include:	<ul style="list-style-type: none"> • information sheet • statistical form • electronic record keeping • register • list.
<i>Rosters</i> may be established by:	<ul style="list-style-type: none"> • presiding officials • judicial support staff • administrative support staff.
<i>Lists</i> may include:	<ul style="list-style-type: none"> • presiding official's schedule • matters listed in order of priority • matters listed by jurisdiction • matters listed by duration.
<i>Allocated</i> cases may involve:	<ul style="list-style-type: none"> • responding to cases on the day • determination of date • obtaining information on duration of case • identification of jurisdiction • determination of availability of services.
<i>Other information</i> may include:	<ul style="list-style-type: none"> • manual diary and notifications from judicial support officers • availability of services.
<i>Preparation</i> of list may include:	<ul style="list-style-type: none"> • printing • conversion to applicable electronic format • manual registration.
<i>Distribution</i> of list may be to:	<ul style="list-style-type: none"> • stakeholders • website • newspapers • court reporting services • court complex • internal and external clients.

RANGE STATEMENT	
<i>Documentation</i> for parties may include:	<ul style="list-style-type: none"> • letter • computer-generated notice • electronic publication.
<i>Staff</i> may include:	<ul style="list-style-type: none"> • court reporter • sheriff's officer • corrections officer • judicial support staff • presiding official • court administration officer • security.
<i>Records</i> may include:	<ul style="list-style-type: none"> • record of contacts, such as copy of letter or notice on file, or a note on file • case outcomes • notification of outcomes produced to listings • information from outcomes recorded separately for statistical purposes • electronic records.
<i>Forwarded</i> records may include:	<ul style="list-style-type: none"> • notice of outcome sent to parties • file forwarded depending on outcome • electronic record keeping.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT408B Provide court registry and information services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to provide an effective registry and information service to court clients according to the court's business plan. It includes advising on court practice and procedures, processing incoming registry work, and handling documents (and exhibits) lodged.</p> <p>In practice, provision of a court registry and information service may overlap with other generalist or specialist public sector work activities, such as acting ethically, working with diversity, complying with legislation, applying government processes, and gathering and analysing information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of providing a registry may be performed for commonwealth, state and territory courts and will be undertaken by authorised court officials in accordance with prescribed legislative and organisational requirements, policy and procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Communicate court practice and procedures.</p>	<p>1.1. <i>Information, options</i> and <i>advice</i> are provided on legislative requirements and organisational policy and procedures.</p> <p>1.2. <i>Questions</i> raised are responded to in line with client diversity and needs according to <i>client service practice and standards</i>.</p> <p>1.3. Problems raised by clients are solved, options are formulated, and/or <i>referrals</i> provided in accordance with delegated authority.</p> <p>1.4. Complex operational queries are referred and assistance is obtained when necessary according to organisational policy and procedures.</p> <p>1.5. Information services are optimised through effective use of <i>technical resources</i> and <i>computerised information systems</i>.</p>
<p>2. Process incoming registry work.</p>	<p>2.1. Incoming applications and other materials are processed in accordance with legislative requirements, practice and procedures.</p> <p>2.2. Files are <i>transferred</i> using appropriate technical resources in accordance with listings and registry requirements.</p> <p>2.3. Fees are assessed, processed and receipted according to organisational policy and procedures on public monies.</p>
<p>3. Handle lodged documents.</p>	<p>3.1. <i>Documents</i> for <i>lodgement</i> are processed according to organisational policy and procedures.</p> <p>3.2. Information is entered into the file management system within timeframes set out in legislation and organisational policy and procedures.</p> <p>3.3. Documents are received and recorded in accordance with legislative requirements, policy and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to gather and analyse information
- problem-solving skills to respond to queries
- communication skills to:
 - deal effectively with diverse clients, including offending parties, legal practitioners, judicial officers, and sheriff's officers
 - listen actively
 - express empathy
 - build rapport
 - resolve conflict
 - manage situations
- interpersonal skills to respond to diversity, including gender and disability
- technology skills to:
 - use case management systems
 - access information on websites
- technical skills to:
 - process fee payments
 - reconcile accounts
- initiative and enterprise skills to:
 - apply legislative requirements relating to the provision of court registry and information services
 - apply procedures relating to public sector legislation, such as procedures relating to OHS and environment in the context of:
 - court registry and information services
- access, input and retrieval of information databases

Required knowledge

- rules, Acts, procedures, practice directions and legislation relating to court registry and information services
- courts administration structure, including department organisational structure
- principles of judicial independence
- current approaches to courts administration
- limit of authority to provide advice
- procedure for referrals to legal assistance
- computer software, such as Word, Excel and Access
- court-specific software programs

REQUIRED SKILLS AND KNOWLEDGE

- | |
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| <ul style="list-style-type: none">• records management procedures and protocols• equal employment opportunity principles• equity and diversity principles• working ethically• public sector legislation, such as OHS and environment in the context of providing court registry and information services |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • access relevant information from a range of appropriate sources • provide appropriate responses to a range of enquiries from diverse parties • apply scope of authority and refer complex queries that fall outside that • apply legislative and organisational requirements, policies, practices and procedures to providing registry services • process fees accurately and according to policy on public monies • apply appropriate practices and procedures to receiving, lodging and recording documents • apply appropriate procedures when dealing with exhibits to ensure safety of self, others and the workplace. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing court registry and information services on a range of occasions, over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when providing court registry and information services, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to court registry and information services • case studies and workplace scenarios to capture the range of situations likely to be encountered when providing court registry and information services

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • court-specific software.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information and options</i> may:</p>	<ul style="list-style-type: none"> • relate to: <ul style="list-style-type: none"> • appeals process • listings • rules • procedures • divorce • bankruptcy • registry • judges' diaries • hearing dates • be provided: <ul style="list-style-type: none"> • orally • by way of precedents and brochures.
<p><i>Advice:</i></p>	<ul style="list-style-type: none"> • is not legal advice • covers: <ul style="list-style-type: none"> • civil • criminal • fines payment • family • relates to a range of commonwealth, state and territory courts.
<p><i>Questions</i> may include:</p>	<ul style="list-style-type: none"> • locations of various courts and courtrooms • a range of questions relating to court procedures and possible outcomes.
<p><i>Client service practice and standards</i> may include:</p>	<ul style="list-style-type: none"> • dealing with difficult clients • conflict resolution • empathy • listening • communication • friendly approach • building rapport • being a team player

RANGE STATEMENT	
	<ul style="list-style-type: none"> • maintaining high level of service • equality • situation management • confidentiality • assertiveness and firmness • composure • liaising with other parties.
<i>Referrals</i> may be to:	<ul style="list-style-type: none"> • police • issuing authorities, such as local government councils • legal advice clinic or similar options.
<i>Technical resources</i> may include:	<ul style="list-style-type: none"> • all materials that include specific information • manuals • guidelines • pamphlets.
<i>Computerised information systems</i> may include:	<ul style="list-style-type: none"> • case management systems • electronic information systems.
<i>Transferred</i> may include between:	<ul style="list-style-type: none"> • physical locations • jurisdictions • lists.
<i>Documents</i> may include:	<ul style="list-style-type: none"> • Crown papers • witness statements • medical records • materials tendered in answer to a subpoena • affidavits • claims • complaints and information • exhibits • subpoenas • applications.
<i>Lodgement</i> may include:	<ul style="list-style-type: none"> • e-filing • e-lodgement • mail • in person • fax.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART409B Administer court fines and debt management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to administer court fines and arrangements, manage debtors and negotiate payments. It includes undertaking case management of judgement debtors and managing a case load.</p> <p>In practice, administering court fines and debt management may overlap with other generalist or specialist public sector work activities, such as acting ethically, working with diversity, complying with legislation, applying government processes, and gathering and analysing information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of managing fines may be performed in a court setting and will be undertaken by authorised court officials operating under strictly specified procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Undertake case management of judgement debtors.</p>	<p>1.1. Financial assessments are undertaken of income, assets and expenditure in relation to <i>payment arrangements</i>.</p> <p>1.2. Decisions regarding applications for relief are made in accordance with <i>legislation, practice and procedures</i>.</p> <p>1.3. Payment arrangements are negotiated in accordance with delegated authority and clients' ability to pay.</p> <p>1.4. Contact is made with fine defaulters in order to collect debts according to organisational policy and procedures.</p> <p>1.5. Workplace safety requirements are applied when dealing with difficult or irate clients.</p> <p>1.6. Referrals are made to authorised officer or official for alternative penalties where necessary, according to organisational policy and procedures.</p>
<p>2. Participate in management of case load.</p>	<p>2.1. Enforcements are issued and cancelled in accordance with delegated authority.</p> <p>2.2. Data matching is conducted to confirm information as required.</p> <p>2.3. Schedule of action dates is maintained and used.</p> <p>2.4. Lists are managed according to court requirements.</p> <p>2.5. Cases are managed in line with organisational policy and procedure.</p> <p>2.6. Case management records are maintained in accordance with legislation, practice and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to:
 - apply rules, Acts, procedures, practice directions and legislation in the context of court fines administration and debt management
 - apply procedures relating to public sector legislation, such as OHS and environment in the context of court fines administration and debt management
 - identify principles and procedures in relation to financial assessments and data matching
- communication skills to:
 - deal effectively with a diverse range of clients
 - negotiate payment arrangements
- interpersonal skills to respond to diversity, including gender and disability
- literacy skills to:
 - interpret complex legal documents, such as judgements and legislation
 - maintain accurate case management records
- technology skills to operate computer technology for data input and case management

Required knowledge

- rules, Acts, procedures, practice directions and legislation relating to administration of court fines and debt management
- courts administration structure
- principles of judicial independence
- current approaches to courts administration
- fines enforcement policy
- limits of authority to negotiate payment arrangements and make decisions on applications for relief
- case management in the context of fines administration and debt management
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of court fines administration and debt management

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • undertake assessment of client's income, assets and expenditure • determine client's ability to make payments and then negotiate payment arrangements • make arrangements for debt collection • apply appropriate risk-management procedures to ensure safety in the workplace • make referrals to magistrates • manage the actions, schedules and details required of a case load • apply legislative practices and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by administering court fines and arrangements, managing debtors and negotiating payments on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when administering court fines and debt management, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to court fines and debts • case studies and workplace scenarios to capture the range of situations likely to be encountered when administering court fines and debt management.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to

EVIDENCE GUIDE

ensure achievement of the unit outcomes

- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Payment arrangements may be:

- fines
- fees
- judgements
- cash and cheques
- credit card transactions
- electronic funds transfer
- money orders.

Legislation, practice and procedures may include:

- legislation relating to fines enforcement
- work instructions
- standard operating procedures
- guidelines, manuals or handbooks
- financial audit Acts and guidelines
- client service standards and manuals
- rules and regulations.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT410B Provide court support to Indigenous clients

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to negotiate and assist Indigenous Australians in their dealings with the court. It includes providing advice and support to the court and the Aboriginal community, and assisting Aboriginal people in court.</p> <p>In practice, provision of court support to Indigenous clients may overlap with other generalist or specialist public sector work activities, such as acting ethically, working with diversity, complying with legislation, applying government processes, and gathering and analysing information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of assisting Aboriginal people will take place in a court or other appropriate setting and will be undertaken by authorised court officials.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Provide information and options.</p>	<p>1.1. Information and options are provided to Indigenous <i>court users</i> in a <i>culturally appropriate and respectful manner</i>.</p> <p>1.2. Client information is used to identify services required, and protocols for the sharing of information are observed in a culturally appropriate manner.</p> <p>1.3. Identify and apply organisational policy and procedures relevant to Indigenous people in the provision of information and options, including alternative procedural options available to Indigenous people.</p> <p>1.4. <i>Appropriate referrals</i> are provided according to organisational policy and procedures, including making necessary and appropriate arrangements according to client needs.</p> <p>1.5. Problems raised by clients are clarified and addressed according to organisational policy and procedures, including referral and seeking appropriate assistance.</p>
<p>2. Provide support to Indigenous Australians involved in court proceedings.</p>	<p>2.1. Assistance is provided to Indigenous people to access support services and any alternative, available procedural options.</p> <p>2.2. Assistance is provided to Indigenous people to complete <i>procedural requirements</i>.</p> <p>2.3. Information regarding procedural requirements is communicated to Indigenous court users and their nominated representatives, and protocols for the sharing of information are observed in a culturally appropriate manner.</p> <p>2.4. Obligations contained in orders are explained and understanding of the ramifications of non-compliance is confirmed in a culturally appropriate and respectful manner.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, regulations and policies relating to courts administration, specifically relating to Indigenous people and communities
 - procedures relating to public services legislation, such as OHS and environment in the context of court support services
- communication skills to:
 - deal effectively with Indigenous communities and people in a culturally appropriate manner
 - make effective explanations
 - advise and support
 - build rapport
 - deal effectively with judiciary
- interpersonal skills to respond to:
 - Indigenous communities and people respectfully and in a culturally sensitive manner, including:
 - responding sensitively and appropriately to disclosure
 - responding sensitively to cultural issues
 - maintaining confidentiality
 - diversity, including gender, disability and need
- problem-solving skills to:
 - negotiate and use collaborative skills between court, client, client's family and community, and other service providers
 - provide assistance
- language and literacy skills to gather and interpret information

Required knowledge

- legislation, regulations, policies, procedures and guidelines relating to:
 - courts
 - Indigenous communities and court users
- criminal and civil justice systems and legislation conferring jurisdiction
- courts administration structure
- principles of judicial independence
- appropriate range of referral sources and associated protocols for working with Indigenous clients
- current policy approaches to courts administration that are specifically applicable

REQUIRED SKILLS AND KNOWLEDGE

to Indigenous people, including fine payment schemes, alternative sentencing options and flexible casemanagement procedures

- social, historical, political and economic context of Indigenous justice issues
- Indigenous culture and customs
- local Indigenous issues and social structures
- principles of financial budgeting and assessment
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of providing court support

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • provide information on Indigenous issues and cultural information to judiciary and court staff • provide information on courts and the justice system to Indigenous court users • provide culturally appropriate responses to a range of questions to ensure understanding • access knowledge of organisational policy and procedure to provide appropriate information and options to Indigenous court users • explain defendants' obligations to ensure understanding • provide appropriate referrals for assistance where relevant • comply with legislative and organisational policies and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing court support to Indigenous clients on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when providing court support to Indigenous clients, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to the provision of court support to Indigenous clients • case studies and workplace scenarios to capture the range of situations likely to be encountered when providing court support to Indigenous clients.
Guidance information for	The following assessment methods are suggested:

EVIDENCE GUIDE**assessment**

- oral questioning about relevant legislation, acting ethically, and applying processes
- observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Court users</i> may include:</p>	<ul style="list-style-type: none"> • witness • support person • nominated representative • defendant • applicant • expert witness.
<p><i>Culturally appropriate and respectful manner</i> may include:</p>	<ul style="list-style-type: none"> • gender of court user • languages spoken • verbal and non-verbal behaviour.
<p><i>Appropriate referrals</i> may include:</p>	<ul style="list-style-type: none"> • Aboriginal Legal Service • Legal Aid • drug and alcohol services • Aboriginal liaison services • support services.
<p><i>Procedural requirements</i> may include:</p>	<ul style="list-style-type: none"> • initiating matters • complying with orders • lodging documents • appearing in court.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART411B Audio record complex court proceedings

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to produce recordings and monitor information in courts and transcribe proceedings, including more complex, difficult or unusual proceedings. The unit includes preparing for complex hearings, preparing for audio/visual recording, recording complex proceedings and producing a court transcript.</p> <p>The transcript is produced with a minimum typing speed and accuracy set by the jurisdiction (up to 120 words per minute is common depending on classification level, with 99% accuracy).</p> <p>In practice, audio recording of complex court proceedings may overlap with other generalist or specialist public sector work activities, such as acting ethically, working with diversity, complying with legislation, applying government processes, and gathering and analysing information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>The task of audio recording, where a transcript of unusual or difficult proceedings may be required, will be undertaken by authorised court officials operating with a very high level of skill, according to the jurisdiction.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for complex hearings.	<p>1.1. Court roster is checked and cause list is examined to identify <i>jurisdiction, number of judiciary</i> and <i>status of case</i>.</p> <p>1.2. Existing glossaries, running sheet and previous transcript are located.</p> <p>1.3. <i>Information</i> pertaining to the <i>case</i> and/or jurisdiction is obtained and <i>used</i>.</p> <p>1.4. <i>Resources</i> are checked and sufficient time is allowed to get to court and set up before proceedings begin.</p>
2. Prepare for audio/visual recording.	<p>2.1. Court is <i>set up</i>, microphone/recording checks are carried out, and problems are remedied where possible, or reported according to practice and procedures.</p> <p>2.2. <i>Equipment</i> is placed and cables are secured in compliance with workplace safety requirements.</p> <p>2.3. Necessary paperwork is completed according to practice and procedures.</p> <p>2.4. Counsel at the bar is approached to ensure appropriate identification while monitoring.</p> <p>2.5. Case information is obtained and court file is perused for <i>relevant information</i>.</p> <p>2.6. <i>Special requirements</i> for relief recorders to take over, for the start of a new trial or for ongoing cases, are included in preparations.</p>
3. Undertake audio/visual recording of complex proceedings.	<p>3.1. Recording equipment is operated to achieve and <i>maintain high-quality recording</i>.</p> <p>3.2. <i>Monitoring</i> is undertaken according to practice and procedures.</p> <p>3.3. Court protocol is maintained at all times, particularly while dealing with legal representatives and responding to queries regarding the transcript.</p> <p>3.4. Where necessary, clarification of proceedings is sought from participants during adjournments.</p> <p>3.5. Supervisor is advised when court is completed or adjourned according to practice and procedures.</p> <p>3.6. Correct procedure is followed when taken over by court reporters.</p> <p>3.7. Tapes are <i>processed</i> in accordance with legislative requirements, practice and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language skills to apply English language grammar and punctuation appropriately
- initiative and enterprise skills to apply:
 - legislation, regulations and policies relating to audio recordings of complex court proceedings
 - procedures relating to public sector legislation, such as OHS and environment in the context of audio recording complex court proceedings
- technical skills to:
 - produce high-quality audio/visual recording
 - monitor proceedings in a range of courts
- self-management skills to:
 - manage a large volume of work
 - work effectively under pressure
- time-management skills to meet required deadlines
- technology skills to:
 - set up and operate portable audio-recording equipment
 - production of high-quality transcriptions of audio recordings with the required speed and accuracy (90-120 words per minute depending on jurisdiction, with 99% accuracy)
- communication skills to:
 - deal effectively with a diverse range of people
 - obtain clarification of proceedings if necessary
 - respond to queries about transcript in court
- literacy skills to gather and analyse information
- interpersonal skills to respond to diversity, including gender and disability

Required knowledge

- legislation, regulations, policies, procedures and practice relating to audio recordings of complex court proceedings
- structure, roles and functions of courts
- courts administration structure
- principles of judicial independence
- court procedures and protocols
- legal terms and abbreviations
- general knowledge of places and terms
- equal employment opportunity principles

REQUIRED SKILLS AND KNOWLEDGE

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| <ul style="list-style-type: none">• equity and diversity principles• working ethically• public sector legislation, such as OHS and environment in the context of audio recording complex court proceedings |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • locate and interpret appropriate information relevant to jurisdiction, judiciary and case • operate equipment and resources necessary for effective audio recording • record and monitor information to produce accurate transcript of complex court proceedings • apply appropriate formatting and style to transcript • comply with organisational and legislative policies, procedures and protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by audio recording complex court proceedings on a range of occasions, over time and according to organisational policy and procedure.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when audio recording complex court proceedings, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to audio recordings of complex court proceedings • access to a live courtroom • court audio/visual recording equipment • computer aided transcription technology • case studies and workplace scenarios to capture the range of situations likely to be encountered when audio recording complex court proceedings.
Guidance information for	The following assessment methods are suggested:

EVIDENCE GUIDE**assessment**

- oral questioning about relevant legislation, acting ethically, and applying processes
- observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Jurisdiction</i> may include:	<ul style="list-style-type: none"> • all types of proceedings.
<i>Number of judiciary</i> may include:	<ul style="list-style-type: none"> • single judge, master, magistrate, registrar or commissioner • full bench.
<i>Status of case</i> may include:	<ul style="list-style-type: none"> • new case • part-heard • appeal.
<i>Information</i> may include:	<ul style="list-style-type: none"> • style book information for the jurisdiction • day of case • page number.
<i>Case</i> may be:	<ul style="list-style-type: none"> • civil • criminal • trial • appeal.
Information may be <i>used</i> for checking:	<ul style="list-style-type: none"> • names of counsel • spellings.
<i>Resources</i> may include:	<ul style="list-style-type: none"> • sufficient tapes and paperwork • monitor manual.
<i>Set up</i> may include:	<ul style="list-style-type: none"> • suitable number and placement of microphones • static wired court (in set time, such as 30 minutes) • portable audio recording equipment (in set time, such as 30 minutes).
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • audio/visual • microphones, including monitoring microphones • leads • digital or analogue recording equipment • headphones • laptop.
<i>Relevant information</i>	<ul style="list-style-type: none"> • correct spelling, particularly of unusual words • file numbers.

RANGE STATEMENT	
may include:	
<i>Special requirements</i> may include:	<ul style="list-style-type: none"> • drawing up a plan of the court, identifying counsel at particular microphones • checking whether opening addresses need to be typed • obtaining names of witnesses • if appeal, copies of lists of authorities and any reports.
<i>Maintaining high-quality recording</i> may include:	<ul style="list-style-type: none"> • checking recording, using headphones plugged into the jack • going into court and repositioning microphones • isolating channels periodically to ensure all speakers are clearly audible • checking the master tape.
<i>Monitoring</i> includes:	<ul style="list-style-type: none"> • ensuring accurate and comprehensive information for audio typing, including: <ul style="list-style-type: none"> • announcing names through the monitor microphone • completing monitor sheet with spellings of names and places • maintaining running sheet and master logs • clearly indicating where openings and/or addresses start • clear indication and time when a judgement or ruling starts.
<i>Processed</i> may include:	<ul style="list-style-type: none"> • all tapes or remaining tapes returned to the office • tapes logged into the electronic file management system.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT412B Record court proceedings

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to report verbatim and transcribe court proceedings of a straightforward nature using high-speed shorthand or machine shorthand with speed and accuracy set at jurisdictional level (130-160 words per minute depending on work level, with 99% accuracy). The unit includes preparing for hearings, setting up court arrangements, recording proceedings in shorthand and producing transcripts.</p> <p>In practice, recording court proceedings may overlap with other generalist or specialist public sector work activities, such as acting ethically, working with diversity, complying with legislation, applying government processes, and gathering and analysing information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>The task of recording proceedings verbatim for a hearing will be performed in a situation where a transcript is required and will be undertaken by authorised court officials operating with a very high level of skill, according to the jurisdiction.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for hearings.</p>	<p>1.1. Court rosters are checked and cause list is examined to identify <i>jurisdiction, number of judiciary</i> and <i>status of case</i>.</p> <p>1.2. Existing glossaries are located.</p> <p>1.3. For new <i>cases</i>, dictionaries and glossaries of names and <i>terms</i> from court (case) file are created in accordance with court standards, and dictionaries are loaded.</p> <p>1.4. Resources and materials to be taken to court are organised and sufficient time is allowed to get to court and set up before proceedings begin.</p>
<p>2. Set up court arrangements.</p>	<p>2.1. <i>Court arrangements</i> are set up, <i>equipment</i> is tested, and problems are remedied where possible, or reported according to practice and procedures.</p> <p>2.2. Equipment is placed and cables are secured in compliance with workplace safety requirements.</p> <p>2.3. <i>Liaison</i> with court, judicial staff and legal profession is undertaken on proceedings and references.</p> <p>2.4. Files are collected and sorted, and case information is obtained and examined for <i>relevant information</i>.</p>
<p>3. Capture proceedings.</p>	<p>3.1. <i>Commencement procedures</i> are undertaken according to practice and procedures.</p> <p>3.2. Shorthand or notes are taken of proceedings, or machine is operated, to <i>create accurate transcript</i>.</p> <p>3.3. Clarification of proceedings is obtained from participants where necessary according to practice and procedures.</p> <p>3.4. Transcript is <i>read back</i> as requested according to court procedures and protocol.</p> <p>3.5. Correct procedure is followed when working with or taking over from audio reporters.</p> <p>3.6. Court protocol is maintained throughout proceedings.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to:
 - apply legislation, regulations and policies relating to the recording of court proceedings
 - apply procedures relating to public sector legislation, such as OHS and environment in the context of court proceedings
 - gather and analyse case information
- technology skills to:
 - operate shorthand machine
 - achieve high-quality recording
- technical skills to:
 - produce high-quality transcriptions with the required speed and accuracy (130-160 words per minute depending on jurisdiction, with 99% accuracy)
 - represent forms and outlines in shorthand
- literacy skills to edit and summarise transcripts effectively
- self-management skills to:
 - manage a large volume of work
 - work effectively under pressure
 - meet required deadlines
 - work individually or as a member of a team
- communication skills to:
 - liaise effectively with a diverse range of people
 - obtain information
 - read back transcript
- interpersonal skills to respond to diversity, including gender and disability

Required knowledge

- legislation, regulations, policies, procedures and guidelines relating to the recording of court proceedings
- administrative requirements of court reporting
- structure, roles and functions of courts
- commonwealth, state and territory court systems
- courts administration structure
- principles of judicial independence
- proceedings in a range of courts and the related legislation, such as Acts dealing with:

REQUIRED SKILLS AND KNOWLEDGE

- road traffic
- summary offences
- young offenders
- court practices, procedure and protocols
- legal terminology
- computer-based registry systems
- formats that interface with litigation support products
- software programs that support electronic archiving and retrieval of transcript
- legal terms and abbreviations
- general knowledge of places and terms
- English language, spelling, punctuation and grammar
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of recording court procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • locate and interpret appropriate information relevant to jurisdiction, judiciary and case • operate equipment and resources necessary for effective recording • record information to produce accurate transcript of court proceedings • apply appropriate formatting and style to transcript • comply with organisational and legislative procedures and protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by recording court proceedings on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when recording court proceedings, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to recording court proceedings • case studies and workplace scenarios to capture the range of situations likely to be encountered when recording court proceedings.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate

EVIDENCE GUIDE

	<p>consistently applies relevant workplace procedures</p> <ul style="list-style-type: none">• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Jurisdiction</i> includes:	<ul style="list-style-type: none"> • all types of proceedings, except: <ul style="list-style-type: none"> • Full Court • Court of Criminal Appeal - Supreme Court.
<i>Number of judiciary</i> may include:	<ul style="list-style-type: none"> • single judge, master, magistrate, registrar or commissioner • full bench.
<i>Status of case</i> may include:	<ul style="list-style-type: none"> • new case • part-heard • appeal.
<i>Cases</i> may include:	<ul style="list-style-type: none"> • trial • appeal.
<i>Terms</i> may include:	<ul style="list-style-type: none"> • legal • police • medical • financial • forensic • business.
<i>Court arrangements</i> may include:	<ul style="list-style-type: none"> • more than one court reporter • audio reporter • in general court: <ul style="list-style-type: none"> • shorthand or written notes using abbreviations • in trial court: <ul style="list-style-type: none"> • audio plus shorthand or shorthand machines.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • headphones • laptop • leads • microphones • shorthand machine.
<i>Liaison</i> may be with:	<ul style="list-style-type: none"> • sheriff's officer • prosecutor • lawyer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • judicial support officer • judge's tipstaff or associate • court orderly • court security officer • interpreter.
Relevant information may depend on:	<ul style="list-style-type: none"> • whether defendant is present • whether bail applies • whether summons applies • people involved: <ul style="list-style-type: none"> • prosecutor • defendant • defendant's representative.
Commencement procedures may include:	<ul style="list-style-type: none"> • inputting start message to identify commencement of proceedings • taking previous reporter off using established procedures.
Creating accurate transcripts:	<ul style="list-style-type: none"> • includes issues that affect: <ul style="list-style-type: none"> • accuracy • correct outlines • required speed • may be affected by: <ul style="list-style-type: none"> • management style of presiding officer • noise and movement in courtroom • demeanour of participants, such as witnesses and counsel • speed of speakers • language issues, such as: <ul style="list-style-type: none"> • complexity of language used • use of interpreter • accents • grammar and syntax • clarity of speaker <ul style="list-style-type: none"> • shorthand method: <ul style="list-style-type: none"> • Pitmans • machine (e.g. Stentura) <ul style="list-style-type: none"> • online transcription • individual transcription.
Read back may include:	<ul style="list-style-type: none"> • finding reference by scrolling back on shorthand machine

RANGE STATEMENT	
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- | | |
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| | <ul style="list-style-type: none">• reviewing paper tape. |
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART413A Contribute to an integrated service delivery program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to participate effectively as a member of an integrated service delivery program where a number of organisations collaborate to deliver services.</p> <p>In practice, this requires identifying and complying with a range of legislative, procedural and policy requirements.</p> <p>In the workplace, staff must be able to contribute productively to team relationships in an environment where there are competing legislative, procedural and policy requirements for team members. They must be able to develop positive collaborative relationships and contribute to the achievement of team and program goals and deliverables, in addition to complying with the requirements of their own organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit is for those who are involved in integrated service delivery programs either from an administrative or case management perspective.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify program roles and responsibilities.</p>	<p>1.1. Identify program <i>stakeholders and partners</i> and agreed roles and responsibilities.</p> <p>1.2. Identify agreed program objectives, services, operational procedures, reporting requirements, documentation and performance standards.</p> <p>1.3. Determine own roles and responsibilities from legislation, regulations, organisational procedures and/or service agreements and communicate according to organisational requirements.</p> <p>1.4. Identify outcomes and objectives of program for own organisation.</p> <p>1.5. Identify agreed priorities for service delivery and agreed <i>assessment protocols</i> for eligibility for program services.</p>
<p>2. Establish positive collaborative relationships.</p>	<p>2.1. Generate stakeholder and partner trust, confidence and support by demonstrating a high standard of personal performance and conduct.</p> <p>2.2. Use <i>communication strategies</i> to represent your organisation positively to stakeholders and partners.</p> <p>2.3. Clarify and discuss objectives, skills and expertise of all stakeholders and partners to promote understanding and enhance collaboration.</p> <p>2.4. Make decisions in consultation with relevant stakeholders and partners where appropriate.</p> <p>2.5. Participate in processes to resolve conflict in a fair, equitable and collaborative manner.</p>
<p>3. Support implementation of integrated service delivery program.</p>	<p>3.1. Provide services according to agreed standards of delivery.</p> <p>3.2. Maintain systems, records, documentation and reporting procedures as required.</p> <p>3.3. Recognise limits of own expertise, obligations and <i>legal accountability</i>, and access appropriate sources of authority and/or expertise as required.</p> <p>3.4. Identify and address issues, concerns and problems identified by program stakeholders, partners and clients with <i>relevant persons</i> using appropriate procedures.</p>
<p>4. Share and disclose client information appropriately.</p>	<p>4.1. Consent to receive services and exchange personal information is obtained from stakeholders, partners and clients according to organisational policy and procedures.</p> <p>4.2. Provide information to others in accordance with legislation, regulations, organisational procedures, standards, codes of practice and/or service agreements.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>4.3. Identify and apply legal limits of information sharing before providing information.</p> <p>4.4. Liaise with stakeholders and partners to ensure appropriate handover of clients and/or client information when required.</p> <p>4.5. Implement protocols for internal and external distribution of information to ensure appropriate individual and organisational confidentiality is maintained.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply legislation, rules, regulations and codes of practice
- communication and interpersonal skills to:
 - provide explanations to others
 - promote understanding of applicable legislation, regulations, organisational procedures and codes of practice
 - develop productive working relationships
- problem-solving skills to:
 - deal responsively with complaints, conflict and issues arising from collaboration
 - contribute to problem-solving strategies
- self-management skills to work as an individual representing own organisation and as a member of a team
- teamwork skills to participate and contribute to implementation of project goals
- literacy skills to collect, analyse and organise information

Required knowledge

- organisation goals, processes and hierarchy relating to court services and integrated service delivery programs
- relevant legislation, regulations, organisational procedures and/or codes of practice in particular in the context of privacy
- relevant integrated service agreements, policies and procedures
- limitations on resources and authority to contribute services
- procedural and policy requirements for reporting and decision making
- principles of effective client service delivery
- public sector legislation, such as OHS, diversity and equal opportunity in the context of communication

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify personal role and responsibilities for integrated service delivery program and the role and responsibilities of: <ul style="list-style-type: none"> • individual's own organisation as a whole • other individuals and organisations involved in integrated service delivery program • understand the extent and limitation of programs and apply eligibility criteria • interact professionally with integrated service delivery program stakeholders • deliver services according to organisational standards, requesting assistance as appropriate • apply information sharing and privacy protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by delivering services in a range of settings over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when implementing an integrated service delivery program, including coping with difficulties, irregularities and breakdowns in routine • relevant legislation, policy and procedures for stakeholders and partners of the integrated service delivery program • specific court practice procedures, agreements, plans and policy for an integrated service delivery program • scenarios and/or case studies to capture the range of situations and issues likely to be encountered • relevant communication and reporting systems.

EVIDENCE GUIDE**Guidance information for assessment**

The following assessment methods are suggested:

- oral questioning about relevant programs, roles of stakeholders, and eligibility criteria
- observation of the candidate providing services in a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Stakeholders and partners</i> may include:</p>	<ul style="list-style-type: none"> • external agencies under contract • government departments • police • local councils • individuals • community representatives • welfare and other associated agencies • treatment centres, including: <ul style="list-style-type: none"> • drug and alcohol • mental health.
<p><i>Assessment protocols</i> may include:</p>	<ul style="list-style-type: none"> • medical or professional referral • presiding officer referral or order • interview with applicant for services • application form • means testing.
<p><i>Communication strategies</i> may include:</p>	<ul style="list-style-type: none"> • active listening • positive non-verbal actions • timeliness • plain English • accurate information.
<p><i>Legal accountability</i> may include:</p>	<ul style="list-style-type: none"> • provide services • provide information • change hearing dates • lodge documents.
<p><i>Relevant persons</i> may include:</p>	<ul style="list-style-type: none"> • agreed mediator • own supervisor or manager • program director.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT414A Administer court legislation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to implement and administer legislation in a court, tribunal and justice workplace.</p> <p>In practice, this is the workplace primarily responsible for the administration and enforcement of legislation pursuant to technical statutory rules, protocols and procedures.</p> <p>In the workplace, staff must be able to apply legislation to the conduct of court activities in different jurisdictions, ensuring that changes to legislation are applied within required timeframes. They must be able to understand and communicate legislative information within the limits of their own legal responsibility.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those who, within the limits of their responsibilities, apply and interpret legislation and are providing information about that as well as about legal jurisdictions, consequences of non-compliance, and legal accountability.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Access and identify applicable legal framework.</p>	<p>1.1. Identify applicable <i>jurisdiction</i> and access current legislation, regulations, organisational procedures, standards and codes of practice in both <i>hard and soft formats</i>.</p> <p>1.2. Monitor <i>sources</i> of information for changes to the legal framework.</p> <p>1.3. Apply <i>common rules of statutory interpretation</i> to legislation and regulations.</p> <p>1.4. Interpret delegated legislation consistently with enabling Act.</p>
<p>2. Apply knowledge of legal framework to the workplace.</p>	<p>2.1. Determine legal accountability obligations from legislation, regulations, organisational procedures, standards and codes of practice.</p> <p>2.2. Identify <i>consequences of non-compliance</i> with legislation, regulations, organisational procedures, standards and codes of practice.</p> <p>2.3. Recognise limits of own expertise and legal accountability obligations, and access appropriate sources of expertise as required.</p> <p>2.4. Ensure that work is undertaken in a legally compliant manner.</p>
<p>3. Communicate knowledge of legal framework.</p>	<p>3.1. Clearly outline legal limits of own responsibility before any information is provided.</p> <p>3.2. Clearly explain source of legislative authority for decision making to a range of both <i>internal and external clients</i>.</p> <p>3.3. Use appropriate <i>legal terminology</i> in both written and oral communication with both internal and external clients.</p> <p>3.4. Ensure questions relating to legal terminology can be answered and terms are defined.</p> <p>3.5. Provide information to others on the legal accountability obligations arising from legislation, regulations, organisational procedures, standards and codes of practice.</p> <p>3.6. Provide information to others on the consequences of non-compliance with legislation, regulations, organisational procedures, standards and codes of practice.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
 - read and interpret complex legal material
 - apply legal terminology correctly
- communication and interpersonal skills to:
 - provide explanations to others
 - promote understanding of legislation, regulations, organisational procedures and codes of practice, in particular lodging of applications
- research skills to:
 - locate relevant legislation, rules, regulations and codes of practice
 - clarify intended meaning of relevant legislation, rules, regulations and codes of practice
- initiative and enterprise skills to apply legislation, rules, regulations and codes of practice

Required knowledge

- distinction between legal and procedural information
- jurisdictional limitations
- general rules of statutory interpretation
- identification of the currency of legislation, regulations, organisational procedures and codes of practice
- principles of effective client service delivery
- legal accountability obligations
- consequences of non-compliance with legislation, regulations, organisational procedures, standards and codes of practice
- personal limitation of legislative responsibilities and appropriate sources of expertise

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify, access and apply legislation in different jurisdictions • research, identify and apply changes to relevant legislation • conduct research and obtain professional advice as appropriate to ensure that work is conducted in compliance with relevant legislation • understand personal limitation of legislative responsibilities • communicate information about legislation applying to legislative workplaces. <p>Consistency in performance</p> <p>Competency should be demonstrated by interpreting applying legislation in a range of settings over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when working in a: <ul style="list-style-type: none"> • court or tribunal • minimum of two jurisdictions • relevant legislation, protocols, procedures and policy for each jurisdiction • scenarios and/or case studies to capture the range of situations and issues likely to be encountered • relevant communication, information and reporting systems.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant programs, roles of stakeholders, and eligibility criteria • observation of the candidate providing services in a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate

EVIDENCE GUIDE

	<p>consistently applies relevant workplace procedures</p> <ul style="list-style-type: none">• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Jurisdiction</i> may include:</p>	<ul style="list-style-type: none"> • authority of a judicial officer or administrator to hear and decide a type of matter determined by: <ul style="list-style-type: none"> • geographical area • monetary value • legislation • choice of parties.
<p><i>Hard and soft formats</i> may include:</p>	<ul style="list-style-type: none"> • electronic databases • loose leaf legislation services • government legislation publications.
<p><i>Sources</i> may include:</p>	<ul style="list-style-type: none"> • practice directions • electronic databases • government legislation updates.
<p><i>Common rules of statutory interpretation</i> may include:</p>	<ul style="list-style-type: none"> • golden rule • mischief rule • plain meaning or literal rule • purposive rule.
<p><i>Consequences of non-compliance</i> may include:</p>	<ul style="list-style-type: none"> • fines • commission of an offence • costs • matter being struck out • misconduct proceedings • under-performance proceedings.
<p><i>Internal and external clients</i> may include:</p>	<ul style="list-style-type: none"> • court users • legal practitioners • presiding officials • colleagues • senior managers • service providers.
<p><i>Legal terminology</i> may include:</p>	<ul style="list-style-type: none"> • statutory definitions • procedural terms • documentation terms • forms of address

RANGE STATEMENT	
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- | | |
|--|---|
| | <ul style="list-style-type: none">• acronyms• Latin terms. |
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART415A Administer alternative dispute-resolution proceedings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to administer alternative dispute-resolution (ADR) proceedings, including mandatory and voluntary proceedings within the court, or referral to other services.</p> <p>In the workplace, staff must be able to implement relevant procedures, protocols and policy relating to ADR proceedings. They must also be able to provide constructive and effective assistance, information and referral to the parties undertaking the process.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to court staff involved in the administration of ADR proceedings, who need to follow procedures and practices to facilitate appropriate outcomes for those involved.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Arrange compliance with mandatory ADR procedures.	1.1.Explain benefits of <i>ADR procedures</i> and answer client's questions according to organisational policy and procedures. 1.2.Explain <i>procedural requirements</i> using communication appropriate to client needs. 1.3.Identify and address <i>potential difficulties</i> in arranging delivery of services or refer them for action. 1.4.Gain agreement to arrangements using negotiation and conflict-resolution skills. 1.5.Complete documentation according to organisational policy and procedures.
2. Refer parties to ADR procedures and services.	2.1.Assess <i>eligibility for access</i> to ADR services. 2.2.Identify legislative and other constraints and take into account when advising on appropriate dispute-resolution process. 2.3.Analyse the issues and the parties' willingness and capability to assess the most suitable resolution process. 3. . 3.1.Explain procedural requirements using communication appropriate to client needs. 3.2.Explain impact of ADR proceedings on case management.
4. Support ADR processes.	4.1.Outline and implement processes to ensure respect for client's safety and needs. 4.2.Explain <i>client responsibility and contribution</i> to outcomes. 4.3.Assist client to prepare for problem solving and negotiation. 4.4.Confirm client's understanding of the process. 4.5.Explain <i>privacy and confidentiality requirements</i> of proceedings.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
 - provide explanations to others
 - promote understanding of legislation and regulations; and organisational procedures, policy and codes of practice in the context of ADR proceedings
- analytical skills to:
 - identify client needs and assess suitability for relevant services
 - identify appropriate services and resources for referral
- negotiation and conflict resolution skills in relation to ADR processes
- facilitation skills in relation to ADR processes

Required knowledge

- legislation, regulations, organisational procedures and codes of practice in the context of ADR proceedings and services
- principles of effective mediation and dispute resolution
- distinction between legal and procedural information
- principles of effective client service delivery
- public sector legislation, such as OHS, diversity and equal opportunity in the context of communication

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in administering alternative dispute-resolution (ADR) proceedings, including mandatory and voluntary proceedings within the court, or referral to other services.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • explain options for ADR procedures • gain client approval to proceed to select and arrange ADR procedures • understand conditions and eligibility for ADR procedures • identify suitable procedures to match client needs • support client in preparation for ADR procedures • comply with information sharing and privacy protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by:</p> <ul style="list-style-type: none"> • explaining a range of ADR procedures to diverse clients • referring clients in a range of settings to appropriate services • supporting diverse clients in preparing for a range of ADR procedures.
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when: <ul style="list-style-type: none"> • administering mandatory ADR proceedings • referring parties to ADR services • relevant legislation, procedures, policy and codes of practice for mandatory ADR proceedings • relevant legislation, procedures, policy, codes of practice and information for voluntary ADR services • scenarios and/or case studies to capture the range of situations and issues likely to be encountered • access to relevant communication and reporting systems.

EVIDENCE GUIDE**Guidance information for assessment**

The following assessment methods are suggested:

- oral questioning about types and benefits of ADR procedures and eligibility criteria
- observation of the candidate administering ADR procedures in a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>ADR procedures</i> may include:	<ul style="list-style-type: none"> • mediation • registrar conference • counselling • arbitration • conference before an appointed presiding officer.
<i>Procedural requirements</i> may include:	<ul style="list-style-type: none"> • attendance of self and others • collection and delivery of information • order of events • role of presiding officer • possible outcomes • documentation.
<i>Potential difficulties</i> may include:	<ul style="list-style-type: none"> • language • financial • security • emotional state of parties • travel.
<i>Eligibility for access</i> may include:	<ul style="list-style-type: none"> • financial resources • agreement of parties • jurisdiction • nature of dispute.
<i>Client responsibility and contribution</i> may include:	<ul style="list-style-type: none"> • active listening • respect for procedures • respect for the presiding official • commitment to reduction of issues.
<i>Privacy and confidentiality requirements</i> may include:	<ul style="list-style-type: none"> • legislative • organisational policy and procedures • attendee agreements.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART416A Provide support to self-represented litigants

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to support and assist self-represented litigants. It involves identifying the specific needs of the self-represented litigant and delivering appropriate support, assistance and referral according to organisational policy, protocols and procedures.</p> <p>In practice, it requires managing the provision of services in the context of the requirements of procedural fairness and the principles of impartiality and independence of the court.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those court staff providing appropriate levels of advice or support to self-represented litigants to ensure procedural fairness.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client needs.	1.1. Use appropriate <i>interpersonal skills</i> to accurately identify client needs. 1.2. Employ <i>mechanisms</i> to ensure that all relevant client information is collected. 1.3. Assess information for complexity, urgency, safety risks and eligibility for services. 1.4. Clarify problems raised by the client and seek assistance from <i>appropriate persons</i> to identify how to best meet client needs. 1.5. Observe protocols and <i>limitations on sharing of information</i> provided by client.
2. Provide information and options.	2.1. Provide information and options to self-represented litigant in a culturally appropriate and respectful manner. 2.2. Apply a working knowledge of specific organisational policies and procedures to provide information and options. 2.3. Identify and communicate limitations in addressing client needs to the client. 2.4. Provide appropriate <i>referrals</i> according to organisational policy and procedures, including making necessary and appropriate arrangements according to client needs.
3. Provide assistance.	3.1. Provide assistance according to legislation, regulations and organisational policy and procedures. 3.2. Provide assistance to access support services and alternative procedural options. 3.3. Provide assistance to complete and comply with procedural requirements, including initiating matters, orders, lodging documents and appearing in court. 3.4. Provide assistance to facilitate the case management of <i>legal proceedings</i> and the implementation of procedural modifications where required, within area of responsibility and with authority and limits imposed by government.
4. Facilitate communication.	4.1. Use appropriate interpersonal skills to facilitate communication between self-represented litigants and other parties. 4.2. Use negotiation and conflict-resolution techniques to resolve difficult situations and make referrals according to organisational policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply legislation, rules, regulations and codes of practice
- communication and interpersonal skills to:
 - provide explanations to others
 - promote understanding of legislation, regulations, organisational procedures and codes of practice
 - identify client needs, provide assistance, and encourage client-initiated activity in relation to alternative dispute-resolution (ADR) processes
- negotiation and conflict resolution skills in relation to ADR processes
- facilitation skills in relation to ADR processes

Required knowledge

- relevant legislation, regulations, organisational procedures and codes of practice in relation to court practices and procedures, specifically ADR processes
- profiles of the general characteristics of the relevant self-represented litigant groups
- various groups represented within the local community (e.g. cultural, religious, language, sexual identity, age and disability) and an understanding of the issues that arise when working with those groups
- appropriate range of referral sources and associated protocols
- specific limitations of work role, responsibility and professional abilities
- distinction between legal and procedural information

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • gather relevant information through: <ul style="list-style-type: none"> • interviewing clients and other relevant persons • identifying, accessing and assessing relevant documentation • identify client needs and address queries and concerns • explain scope and limitations of personal responsibilities to clients • provide information on self-representation and appropriate referrals for further advice • provide appropriate assistance to self-representing litigants in preparation for and during proceedings • comply with information sharing and privacy protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by informing, supporting and assisting self-representing clients in a range of settings over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when interacting with and supporting a self-represented litigant • organisational procedures, policy and protocols relating to self-represented litigants • scenarios and/or case studies to capture the range of situations likely to be encountered when supporting a self-represented litigant • relevant systems and resources relating to court practices and procedures, specifically ADR processes.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about legal processes, types of information and

EVIDENCE GUIDE

	<p>documentation that should be gathered</p> <ul style="list-style-type: none">• observation of the candidate assisting self-representing litigants in a range of contexts to ensure achievement of the unit outcomes• feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Interpersonal skills</i> may include:</p>	<ul style="list-style-type: none"> • using appropriate means for communicating with people: <ul style="list-style-type: none"> • with disabilities • for whom English is not the first language • of different age, religious, gender and sexual identity groups • using non-judgemental communication techniques • demonstrating cultural and sub-cultural awareness and sensitivity • demonstrating empathy • using appropriate body language • reflecting, summarising and paraphrasing • asking open-ended questions • actively listening.
<p><i>Mechanisms</i> may include:</p>	<ul style="list-style-type: none"> • interviews with clients, family, significant others and carers • applications and other forms • case documentation • using specialist communicators • client verbal or written consent to contact relevant others • information from professionals, including medical reports • information from service providers • previous file records.
<p><i>Appropriate persons</i> may include:</p>	<ul style="list-style-type: none"> • organisational management, colleagues, supervisor, and team members • various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual identity and age groupings within the community • government representatives and service providers • police • family members, friends and care givers • specialist support services for people with specific needs.
<p><i>Limitations on sharing information</i> may include:</p>	<ul style="list-style-type: none"> • government representatives and service providers • police • family members, friends and care givers • other parties to proceedings

RANGE STATEMENT	
	<ul style="list-style-type: none"> • presiding officers.
<i>Referrals</i> may include:	<ul style="list-style-type: none"> • legal aid organisations • specialist workplace staff or units • community legal centres • welfare and support agencies • government departments.
<i>Legal proceedings</i> may include:	<ul style="list-style-type: none"> • initiating applications • witness appearances • defending a matter • applications for compensation.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT501C Perform court duties

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to perform duties in a range of courts or jurisdictions. It includes confirming the requirements of the court, performing court duties, and completing court documentation.</p> <p>In practice, performing court duties may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, working safely, working with diversity and managing jurors.</p> <p>Court orderly functions are not included in this unit, but are addressed in detail in PSPCRT401C.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The duties associated with this unit may be carried out in a range of courts and tribunals by authorised court officials according to legislative and organisational policy and procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Confirm court requirements.</p>	<p>1.1. <i>Court</i> or <i>jurisdiction</i> is identified, and its sittings are confirmed.</p> <p>1.2. <i>Types of proceedings</i> and <i>matters</i> to be heard are identified and <i>special requirements</i> are confirmed with presiding official.</p> <p>1.3. <i>Parties</i> to be in attendance are identified according to requirements specific to the court and the matters to be heard.</p> <p>1.4. <i>Court layout</i> and <i>equipment and technology</i> requirements are identified according to the requirements of the court and legal practitioners.</p>
<p>2. Undertake activities as part of court duties.</p>	<p>2.1. <i>Court duties</i> are performed according to <i>general protocols and procedures</i>.</p> <p>2.2. <i>Terminology</i> used in and about court precincts is applied in accordance with legislative requirements.</p> <p>2.3. <i>Duties specific to court's jurisdiction</i> are performed in accordance with <i>legislation</i> and organisational policy and procedures.</p> <p>2.4. Diaries are distributed to other centres in accordance with legislative requirements.</p>
<p>3. Complete court documentation.</p>	<p>3.1. <i>Records</i> required prior to court commencement and/or at conclusion are completed in accordance with legislative and organisational requirements.</p> <p>3.2. <i>Documentary requirements</i> of court outcomes are identified and completed in accordance with legislative and organisational requirements.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislative requirements relating to performing court duties
 - procedures relating to public sector legislation, such as OHS procedures relating to working in a court environment
- communication skills to:
 - elicit information from persons attending court
 - announce persons in court
- interpersonal skills to respond to diversity, including gender and disability
- literacy skills to:
 - accurately complete court forms and documentation
 - complete statistical returns
- technology skills to operate court technology

Required knowledge

- legislation, regulations, policies, procedures and guidelines relating to court duties
- court hierarchy and jurisdictions
- relevant court proceedings and terminology
- court layout, procedures and protocols
- requirements of and offences under enabling legislation
- operational procedures
- equal employment opportunity principles
- equity and diversity principles
- working ethically
- public sector legislation, such as OHS and environment in the context of court duties

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use information to identify and confirm requirements relevant to court, jurisdiction, parties and proceedings • apply terminology in accordance with court protocol • perform duties specific to court's jurisdiction • identify and complete documentary requirements • apply legislative and organisational policies, procedures and protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by performing court duties on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when performing court duties, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to court duties • case studies and workplace scenarios to capture the range of situations likely to be encountered when performing court duties.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance.

EVIDENCE GUIDE	
	In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Courts may include:

- local courts
- Magistrates' Court
- County Court
- District Court
- Supreme Court
- High Court
- Federal Court
- Family Court
- Coroner's Court
- tribunals
- Federal Magistrates Service.

Jurisdiction may include:

- for Magistrates' Court: civil jurisdiction, small claims, investigation summons, committals, call-over procedures, and trial court procedures
- for juvenile/youth courts: jurisdiction to deal with juvenile offences, adoptions, and care and protection
- for Coroner's Court: jurisdiction to deal with disappearances as well as deaths
- for Supreme and District Court: jurisdiction to deal with criminal trials, Basha inquiries, competency hearings, Dietrich applications, criminal court of appeal, and civil matters
- High Court
- Federal Court.

Types of proceedings may include:

- call-over procedures
- pre-trial conferences
- committal procedures
- small claims
- investigation and examination summonses
- jury trials
- judge-only trials.

Matters may include:

- adoptions
- appeals

RANGE STATEMENT	
	<ul style="list-style-type: none"> • arraignments • bail applications • breach of bail hearings • breach of security hearings • care and protection matters • civil matters • committal hearings • competency hearings • contempt hearings • criminal trials • directions hearings • failure to appear • family court matters • in camera hearings • inquests • interlocutory proceedings • interpleaders • juvenile offences • parole applications • rescue • voir dire.
<i>Special requirements</i> may include:	<ul style="list-style-type: none"> • legislative conditions relating to those present • closed court • whether note taking is permitted • use of tape recorders in court • vulnerable witnesses • special furniture or equipment • juries to be sworn separately or as a whole.
<i>Parties</i> may include:	<ul style="list-style-type: none"> • presiding official • judge's associate • officer of the court • parties to the proceedings • prosecutor • legal representative • court reporter • jury panel • witness • corrective services personnel • police • parent

RANGE STATEMENT	
	<ul style="list-style-type: none"> • guardian • social worker • family and community services personnel • interpreter • victim of crime • counsel assisting the coroner • coronial services officer.
<i>Court layout</i> may include:	<ul style="list-style-type: none"> • catering for: <ul style="list-style-type: none"> • multiple defendants and their legal representatives • juveniles • vulnerable witnesses • use of technology • potentially dangerous defendants.
<i>Equipment and technology</i> may include:	<ul style="list-style-type: none"> • whiteboard, including electronic whiteboard • electronic equipment for slides, videos, etc. • remote viewing equipment • video-conferencing equipment • overhead projectors • computers • document readers • tape recorders for electronic recording of interviews.
<i>Court duties</i> may include:	<ul style="list-style-type: none"> • court orderly duties • proclamations for opening and closing court, and end of day • court security • responsibility for exhibits • set up and correct functioning of court technology • execution of process.
<i>General protocols and procedures</i> may include:	<ul style="list-style-type: none"> • correct mode of address in and out of court for judge, magistrate and other court users • procedures for entering and leaving a courtroom, and escorting presiding officer, complainant, witnesses and juries • standard operating procedures for dealing with disorderly conduct in court • security procedures • procedures for recording information • file handling procedures • procedures for handling juries, witnesses and exhibits • procedures for dealing with vulnerable witnesses

RANGE STATEMENT	
	<ul style="list-style-type: none"> • protocols relating to the public.
<i>Terminology</i> may include:	<ul style="list-style-type: none"> • action • adjournment • affidavit • affirmation • associate • bail • bar table • bench • cause list • claim • closed court • complaint • court • court monitor • Crown • defendant • deposition • dock • duty • estreatment • ex parte • information • jury box • judge, justice and magistrate • nolle prosequi • oath • precinct • process • prosecutor • recognisance • remand • sheriff • sine die • statement • summons • tipstaff • under oath • voir dire • warrant

RANGE STATEMENT	
	<ul style="list-style-type: none"> • witness • witness box.
<i>Duties specific to court's jurisdiction</i> may include:	<ul style="list-style-type: none"> • placing a person in custody when ordered by the court • receiving driving licences after disqualification • making appointments for drug assessment, driving assessment, etc. • dealing with emotionally distressed people • attending inquests • ensuring only relevant people are admitted to the courtroom, especially in juvenile courts • working with private security guards or escort services for defendants in custody.
<i>Legislation</i> may include:	<ul style="list-style-type: none"> • state, territory and commonwealth Acts relating to: <ul style="list-style-type: none"> • admiralty • bail • bankruptcy • child protection • coroners • courts • crime • fines • family law • juvenile offenders • residential tenancies.
<i>Records</i> may include:	<ul style="list-style-type: none"> • cause lists • client information sheets • statistical data forms • witness details • exhibit lists • claim forms for witnesses and jurors • payment forms • cover sheets for declarations • inquest logs.
<i>Documentary requirements</i> may include:	<ul style="list-style-type: none"> • paperwork for release on bail or community service orders • guarantor's details and documents to be signed • remand and adjournment slips • small claims proformas • notice of payment forms • care and protection forms

RANGE STATEMENT	
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- | | |
|--|--|
| | <ul style="list-style-type: none">• adoption forms• warrants. |
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT502C Manage jurors

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to manage jurors before, during and after they are selected for jury duty to ensure the integrity of the jury process. It includes supporting the jury selection process, ensuring the welfare and security of jurors during trials, and completing post-trial duties.</p> <p>In practice, managing jurors may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, working safely, working with diversity and performing court duties.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of managing jurors may be performed in court, court precincts or other places occupied by jurors and will be undertaken by authorised court officials operating under legislative and organisational procedures and protocols.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Support the jury selection process.</p>	<p>1.1. Jurors are directed to the assembly point and <i>preliminary procedures</i> are completed in accordance with legislative and administrative requirements.</p> <p>1.2. <i>Jury panel information</i> is provided and retrieved in accordance with statutory requirements and organisational policy and procedures.</p> <p>1.3. Jurors are escorted to court and directed to the jury box according to court procedures and protocols.</p> <p>1.4. Following <i>selection procedures</i>, jurors are provided with <i>orientation</i> to the jury room, briefed on <i>general protocols</i>, and relevant <i>documentation</i> is completed.</p> <p>1.5. Jurors not empanelled are directed from the courtroom and further commitments to attend court are confirmed in accordance with court requirements.</p>
<p>2. Ensure the welfare and security of jurors during trials.</p>	<p>2.1. Juror needs are addressed and the integrity of jurors is preserved through maintenance of an impartial and courteous relationship according to legal requirements and organisational policy and procedures.</p> <p>2.2. <i>Jury security procedures</i> are implemented according to standard operating procedures, in the court and court precincts, during jury deliberations and when jurors leave the courthouse for meals.</p> <p>2.3. <i>Questions</i> from jurors are dealt with in accordance with legislative requirements and organisational policy and procedures.</p> <p>2.4. Jury views are facilitated in accordance with legislative requirements and organisational policy and procedures.</p> <p>2.5. Procedures for <i>jury deliberations</i> are followed in accordance with legislative requirements and the number of officers on duty.</p>
<p>3. Complete post-trial duties after jury is discharged.</p>	<p>3.1. <i>Items</i> used and produced by jurors during deliberations are dealt with according to organisational policy and procedures.</p> <p>3.2. Jurors are briefed on support or counselling available to them according to organisational policy and procedures.</p> <p>3.3. <i>Jurors are escorted</i> from the court precinct according to standard operating procedures and any special requirements.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.4. Jury room is restored in accordance with legislative requirements and organisational policy and procedures.</p> <p>3.5. <i>Administrative duties</i> relating to the jury are completed according to organisational procedures and timelines.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, practice and procedures relating to managing jurors
 - procedures relating to public sector legislation, such as OHS procedures relating to working in a court environment
- communication skills to:
 - announce persons in court
 - direct jurors
 - brief jurors
 - provide information to jurors
 - confirm jurors' personal details
 - address juror needs
- interpersonal skills to respond to diversity, including gender and disability
- literacy skills to complete:
 - court forms and documentation appropriately
 - statistical returns accurately

Required knowledge

- jury selection process
- role and function of juries
- legislative requirements of jurors
- general procedures and protocols relating to jurors
- standard operating procedures relating to jury management
- court procedures relating to juries
- documentary and administrative requirements relating to juries
- equal employment opportunity principles
- equity and diversity principles
- working ethically

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • complete preliminary procedures • provide and retrieve jury panel information • provide relevant information to jurors • provide appropriate responses to enquiries from jurors • ensure integrity of jurors • apply security procedures • complete post-trial duties • complete relevant documentation • comply with court protocols, legislative and organisational policies and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by managing jurors on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when managing jurors, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to managing jurors • case studies and workplace scenarios to capture the range of situations likely to be encountered when managing jurors.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate

EVIDENCE GUIDE

	<p>consistently applies relevant workplace procedures</p> <ul style="list-style-type: none">• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Preliminary procedures</i> may include:</p>	<ul style="list-style-type: none"> • roll call • checking identification against jury summons • correcting details, such as spelling of names, change of name or address, etc. • identifying public servants (who may be ineligible for payment) • dealing with administrative problems • providing information to jurors • confirming juror requirements • describing court layout, where parties sit and where jurors will go during empanelling • procedures for oath or affirmation • identifying exempt jurors • identifying jurors who wish to make application to the judge to be excused from service • notifying judge of number of applications for being excused and number of prospective jurors.
<p><i>Jury panel information</i> may be provided:</p>	<ul style="list-style-type: none"> • to presiding judge alone • to Crown • to defence counsel • immediately prior to jury selection • immediately after jury selection • to prospective jurors.
<p><i>Selection procedures</i> may include:</p>	<ul style="list-style-type: none"> • personal applications to be excused • excusing jurors who know witnesses • calling names or identification numbers • challenging jurors before they take their seat in the jury box • procedure for those challenged to leave the court • security of jury cards once a trial is in process • ban on use of recording equipment during selection • ban on mobile phones, cameras and weapons.
<p><i>Orientation</i> may include:</p>	<ul style="list-style-type: none"> • court layout • how to gain entry to the jury room

RANGE STATEMENT	
	<ul style="list-style-type: none"> • emergency exit procedures • arrangements for lunch or evening adjournments • arrangements for leaving and re-entering court on succeeding days • procedure for emergencies that prevent juror from attending court on time • procedures for messages to jurors in case of emergencies • jury room to be locked while jury is in court and after evening adjournment.
<i>General protocols</i> may include:	<ul style="list-style-type: none"> • role and selection of foreperson • use of jury communication forms • no mobile telephones or pagers in court • surrender of mobile phones and pagers during jury deliberations • jurors not to be approached by other people while in court or jury room • no contact with counsel or witnesses during adjournments • avoiding unnecessary contact with public.
<i>Documentation</i> may include:	<ul style="list-style-type: none"> • selected juror's form • jury telephone contact form • jury attendance sheet • jury statistics returns • electronic record keeping.
<i>Jury security procedures</i> may include:	<ul style="list-style-type: none"> • escorting jurors • keeping jury room closed/locked • ensuring jurors are not approached during meals and breaks • protecting identity of jurors • ensuring jurors are not photographed • not allowing jurors to separate during meals when deliberating • transport arrangements for jury views • keeping jurors apart from other court members during jury views • views and showers.
<i>Questions</i> may include:	<ul style="list-style-type: none"> • sitting times for court and when they will be required • those relating to the trial or the principles and practices of law, which are referred to the presiding judge • requests for items that must be referred to the presiding official, such as street directory, dictionary or whiteboard • request for items relating to accommodation and other

RANGE STATEMENT	
	amenities.
<i>Jury deliberations</i> may include:	<ul style="list-style-type: none"> • access to exhibits tendered during trial (subject to judge's direction) • access to electronic equipment • requests for information • questions for the judge • questions where the judge determines the court must re-convene to hear the questions and the answers • majority verdict in the case of civil trials.
<i>Items</i> may include:	<ul style="list-style-type: none"> • written material that must not be retained by jurors • jurors' notebooks • whiteboard information that must be removed • trial paperwork • exhibits • reference books or other requested items • jurors' identification tags.
<i>Escorting jurors</i> may include:	<ul style="list-style-type: none"> • avoiding public areas • notifying security control of special circumstances • arranging transport in special circumstances.
<i>Administrative duties</i> may include:	<ul style="list-style-type: none"> • completion of jury cards • payment to jurors • completion of forms, court returns, statistical returns and covering reports • dealing with court files • electronic record keeping.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT503C Execute process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to execute or attempt to execute warrants, orders or writs as directed by the court, and may include: civil and criminal execution. It includes completing preliminary requirements, executing or attempting to execute process, and completing administrative requirements.</p> <p>In practice, executing process may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, working safely, working with diversity and carrying out evictions.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of executing process may be performed in a range of locations and will be undertaken by authorised court officials under strictly specified procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Complete preliminary requirements prior to execution of process.</p>	<p>1.1. On receipt, warrants are endorsed with the time and date, and where multiple warrants are issued against the same judgement debtor/defendant, priorities for execution are determined in accordance with legislative requirements of the issuing jurisdictions.</p> <p>1.2. Details of <i>process</i> to be executed are entered into data system according to organisational policy and procedures.</p> <p>1.3. <i>Warrants</i> are checked prior to execution to confirm requirements, details of judgement debtor/defendant, <i>accompanying documents</i> and time and date of issue.</p> <p>1.4. Where possible, risk assessment and any assistance required to execute process, are determined in advance.</p> <p>1.5. <i>Stays of action</i> are dealt with in accordance with legislative requirements.</p>
<p>2. Execute or attempt to execute process.</p>	<p>2.1. Attempts are made to find <i>location</i> of judgement debtor/defendant in order to make a demand for payment according to organisational policy and procedures and legislative requirements.</p> <p>2.2. Location is attended as instructed by the court, and identification of the judgement debtor/defendant is made according to organisational policy and procedures.</p> <p>2.3. Statements are formatted to meet legal and organisational requirements.</p> <p>2.4. If the debt is not satisfied and property belonging to the judgement debtor/defendant is identified, it is <i>seized</i> according to organisational policy and procedures and legislative requirements.</p> <p>2.5. Safety of self and others is maintained and the need for <i>assistance</i> is determined and arranged according to organisational procedures.</p> <p>2.6. If claims of ownership of the seized property are made by persons other than the judgement debtor/defendant, this <i>information</i> is recorded and claimants are advised of the process to progress their claim.</p> <p>2.7. <i>Value</i> and types of <i>seized property</i> are assessed to comply with organisational policy and procedures</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>and legislative requirements.</p> <p>2.8. Custodian and/or removal and storage, maintenance, and sale of seized property are arranged according to organisational policy and procedures and legislative requirements.</p>
<p>3. Use notes to give evidence.</p>	<p>3.1. If process is unable to be executed, relevant documentation is completed and follow-up action is determined according to organisational policy and procedures and legislative requirements.</p> <p>3.2. If seizures are effected, inventories and/or other required documents are completed, signed and provided according to organisational policy and procedures and legislative requirements.</p> <p>3.3. Monies seized or received in satisfaction of a writ are dealt with according to organisational policies and procedures and legislative requirements.</p> <p>3.4. Data system is updated and organisational records are completed according to organisational requirements and timeframes.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, practice and procedures relating to executing process
 - risk assessment relating to persons occupying property
 - procedures relating to public sector legislation, such as OHS procedures relating to maintaining operational safety while executing process
- communication skills to:
 - deal effectively with judgement debtors, defendants and creditors
 - make effective demand for payment
- interpersonal skills to respond to diversity, including gender and disability
- literacy and numeracy skills to:
 - interpret warrants
 - maintain accurate records
 - estimate value of goods to be seized
- technology skills to operate technology
- problem-solving skills in response to contingencies

Required knowledge

- legislation and regulations relating to execution of process
- organisational policy and procedures relating to execution of process
- operational safety procedures
- equal employment opportunity principles
- equity and diversity principles
- working ethically

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use information to determine priorities for execution • record data appropriate to legislative and organisational requirements • confirm requirements of warrants • apply appropriate risk management procedures to ensure safety in the workplace • identify and locate judgement debtor/defendant • identify and seize appropriate property • process monies in compliance with legislative and organisational requirements • complete relevant documentation and records • comply with legislative and organisational policies and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by executing process on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when executing process, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to execution of process • case studies and workplace scenarios to capture the range of situations likely to be encountered when executing process.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes

EVIDENCE GUIDE

- observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Process</i> may include:	<ul style="list-style-type: none"> • warrants • orders • writs, such as writs for levy of property and writs of execution.
<i>Warrants</i> may include:	<ul style="list-style-type: none"> • writs and orders • warrant to seize property • warrant of seizure and sale • warrant of distress.
<i>Accompanying documents</i> may include:	<ul style="list-style-type: none"> • application of debt • verifying affidavit • notice to judgement debtor/defendant of writ of execution.
<i>Stays of action</i> may include:	<ul style="list-style-type: none"> • loss of priority • withdrawal from possession and return of writ • expiry of writ and return of property • expiry of writ and disposal of property • notice of disposal • record of disposal.
<i>Location</i> information may include:	<ul style="list-style-type: none"> • new address • name of rental agent of premises • how long judgement debtor/defendant has resided at address.
<i>Assistance</i> may include:	<ul style="list-style-type: none"> • police and other agencies • locksmith • legal adviser • harbour master • removalist • towing contractor.
<i>Information</i> may include:	<ul style="list-style-type: none"> • full details of alleged owner • nature of ownership • documentary evidence of ownership • need to forward claim in writing.

RANGE STATEMENT	
<i>Value</i> may include:	<ul style="list-style-type: none"> amount of writs plus costs, fees and charges sufficient to satisfy writs.
<i>Seized property</i> type may include:	<ul style="list-style-type: none"> goods and chattels land or real estate in which the judgement debtor's right title and interest may be sold monies, bank notes, cheques, bills of exchange, promissory notes, bonds or other securities.
<i>Property</i> exempt from seizure <i>may include</i> :	<ul style="list-style-type: none"> wearing apparel bedding bedroom or kitchen furniture tools of trade plant and equipment professional instruments reference books in use by debtors or their family, depending on the rules of the court jurisdiction and legislative requirements.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT504C Carry out possessions and evictions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to carry out possessions and evictions under writs and warrants. It includes completing preliminary requirements, carrying out possessions and evictions, and completing administrative requirements.</p> <p>In practice, carrying out possessions and evictions may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, working safely, working with diversity and executing process.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of carrying out possessions and evictions may be performed in a range of locations and will be undertaken by authorised court officials under strictly specified procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Complete preliminary requirements prior to carrying out possessions and evictions.</p>	<p>1.1. Writs/warrants are checked prior to execution to confirm their <i>validity</i>, expiry date and detailed requirements.</p> <p>1.2. Where relevant, notices to vacate are prepared and delivered and possession/eviction dates and times are confirmed with the occupant, where possible, in accordance with legislative requirements and timeframes.</p> <p>1.3. Possession/eviction dates and times are confirmed with other personnel to be present, and their <i>responsibilities</i> are outlined in accordance with legislative requirements.</p> <p>1.4. Risk assessments are conducted to identify potential safety issues, and <i>assistance</i> is arranged according to the level of identified risk, organisational policy and procedures and legislative requirements.</p> <p>1.5. Arrangements are made for payment of possession/eviction fees according to organisational policy and procedures.</p>
<p>2. Use relevant protocols to conduct possessions and evictions.</p>	<p>2.1. If the plaintiffs or their representatives are unable to attend, the possession/eviction is rescheduled in accordance with legislative requirements and timeframes.</p> <p>2.2. All persons on the premises without right are requested to leave in accordance with legislative requirements and organisational policy and procedures.</p> <p>2.3. If relevant <i>occupants</i> refuse to leave they are forcibly removed in accordance with legislative powers, and <i>contingencies</i> are dealt with using standard operating procedures.</p> <p>2.4. Where assistance is required to remove occupants, this is obtained according to organisational policy and procedures.</p> <p>2.5. Once all required persons, goods and chattels are outside the property line, possession is given to plaintiffs or their representatives in accordance with conditions of writ or warrant.</p>
<p>3. Complete administrative requirements.</p>	<p>3.1. Signatures of plaintiffs or their representatives are obtained on a receipt of possession, which is retained with the writ/warrant in accordance with legislative</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>and organisational requirements.</p> <p>3.2. <i>Payment of possession/eviction fees</i> is received according to organisational policy and procedures.</p> <p>3.3. Organisational records are completed and <i>reporting requirements</i> are met according to organisational policy, procedures and timeframes.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislation, rules, practice and procedures relating to carrying out possessions and evictions
 - risk assessment relating to persons occupying property
 - procedures in relation to public sector legislation, such as OHS procedures relating to maintaining operational safety while conducting possessions and evictions
- communication skills to:
 - coordinate possession or eviction
 - deal effectively with difficult occupants
- interpersonal skills to respond to diversity, including gender and disability
- literacy and numeracy skills to:
 - interpret writs and warrants
 - complete and maintain accurate records
 - process required fee payments

Required knowledge

- legislation relating to possessions, evictions and execution of process
- organisational policy and procedures relating to possessions and evictions
- operational safety procedures
- equal employment opportunity principles
- equity and diversity principles

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • confirm validity and requirements of warrant/writ • apply appropriate risk-management procedures to ensure safety in the workplace • apply effective communication • apply scope of authority to remove occupants if necessary • apply contingencies when appropriate • handle and process payments accurately • meet recording and reporting requirements • apply legislative and organisational policies and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by carrying out possessions and evictions on a range of occasions, over time.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when carrying out possessions and evictions, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to evictions and possessions • case studies and workplace scenarios to capture the range of situations likely to be encountered when carrying out possessions and evictions.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of

EVIDENCE GUIDE

- contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
 - review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Validity may include:	<ul style="list-style-type: none"> • 12 months from date of issue for writs of possession • 28 days from date of issue for residential tribunal warrants.
Responsibilities of plaintiffs may relate to:	<ul style="list-style-type: none"> • providing a locksmith to gain access and secure premises • paying possession/eviction fees • negotiating removal of occupants' belongings after possession or eviction • signing receipt for possession.
Assistance may include:	<ul style="list-style-type: none"> • additional sheriff's officers • police • manual labour.
Occupants may include:	<ul style="list-style-type: none"> • defendants identified as having to vacate • occupants who are allowed to remain even though others have been identified as needing to be evicted.
Contingencies may include:	<ul style="list-style-type: none"> • use of defendant interaction techniques • disengaging • calling the police.
Payment of possession/eviction fees may include:	<ul style="list-style-type: none"> • by plaintiff • by landlord • part-payment, with the balance subsidised.
Reporting requirements may include details of:	<ul style="list-style-type: none"> • warrant number • file number • date of issue • date received • date executed • amount owing • time taken to execute.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART505B Undertake senior court listing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to undertake senior listing activities in a range of criminal, trial, civil and duty matters for courts that may be federal, family, supreme, district, magistrates, etc. It includes overseeing listing functions and the diary system.</p> <p>In practice, undertaking senior court listing activities may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, using resources, providing client services and undertaking research and analysis.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of undertaking listing activities may be performed in a range of court settings and by authorised court officials operating under specified requirements and procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Manage listing functions.</p>	<p>1.1. Listing functions in relevant jurisdictions are monitored to ensure effective case management and disposition of cases in accordance with legislative requirements and organisational policy and procedures.</p> <p>1.2. Statistical reports are produced, maintained and analysed to evaluate the effectiveness of case management and disposition processes.</p> <p>1.3. Information is provided to the legal profession, government agencies and the public regarding complex listing issues and procedures, and legislative requirements.</p> <p>1.4. Allocation of a listing date is monitored to ensure efficient listing and to address issues of over-listing.</p> <p>1.5. Liaison is undertaken with the presiding official according to practice and procedures when allocating cases.</p> <p>1.6. Complaints from presiding officials relating to listings are dealt with according to organisational policy and procedures.</p>
<p>2. Manage listing system.</p>	<p>2.1. Maintenance of listing system is monitored according to presiding official's availability and <i>rosters</i> and legislative requirements, organisational policy and procedure.</p> <p>2.2. Minimum and maximum numbers for the list are determined according to organisational policy and procedures.</p> <p>2.3. Maintenance of <i>lists</i> for hearings is monitored in accordance with legislative requirements and organisational policy and procedures.</p> <p>2.4. Monitoring of distribution of lists occurs in accordance with legislative requirements and organisational policy and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to apply:
 - legislative requirements to senior court listing activities
 - procedures relating to public sector legislation, such as OHS and environment in the context of senior listing activities
- literacy and numeracy skills to:
 - gather and analyse statistical information
 - produce reports that require formality of language and style
 - interpret results of analysis
- problem-solving skills to:
 - respond to analysis
 - determine minimum and maximum numbers for lists
- communication skills to deal effectively with a diverse range of stakeholders, such as:
 - the judiciary
 - judicial support officers
 - associates
 - court reporters
 - interpreters
 - sheriff's officers
- interpersonal skills to respond to diversity, including gender and disability
- technology skills to operate court-specific software

Required knowledge

- legislation and regulations relating to senior court listing activities
- organisational policies and procedures relating to senior court listing activities
- practice and procedures relating to the listing of matters before the court
- court systems
- philosophies relating to the provision of court services and the administration of justice
- Rules of Court
- courts administration structure
- principles of judicial independence
- principles of case flow management
- statistical tools, such as mainframe and software tools, such as SPSS, Excel and Access

REQUIRED SKILLS AND KNOWLEDGE

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| <ul style="list-style-type: none">• equal employment opportunity principles• equity and diversity principles• working ethically• public sector legislation, such as OHS and environment in the context of senior court listing activities |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply effective management and disposition of cases • apply analysis of case management and disposition processes • provide information on legislative requirements and complex issues • apply legislative and organisational practices and procedures to: <ul style="list-style-type: none"> • ensure efficient listings • monitor and maintain lists • locate and use relevant information to monitor and maintain lists. <p>Consistency in performance</p> <p>Competency should be demonstrated by undertaking senior court listings on a range of occasions, over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when undertaking senior court listing activities, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to senior court listings • case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking senior court listings.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes • observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes • feedback from peers and/or supervisor that the candidate

EVIDENCE GUIDE

	<p>consistently applies relevant workplace procedures</p> <ul style="list-style-type: none"> • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Rosters</i> may be established by:	<ul style="list-style-type: none"> • heads of jurisdictions • presiding officials • judges • magistrates • tribunal members • judicial support staff • administrative staff.
<i>Lists</i> may be:	<ul style="list-style-type: none"> • magistrates • judges • members • court administrative staff • presiding officials.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART506B Perform quasi-judicial functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to perform quasi-judicial functions as prescribed by legislation and Rules of Court. It includes advising on rules and legislation, settling court orders and presiding in prescribed matters.</p> <p>In practice, performance of quasi-judicial functions may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, working with diversity and advising on policy.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of advising on legislation, settling court orders and presiding in prescribed matters will be undertaken by authorised court officials under specified rules, practices and procedures.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Provide information and options on rules and legislation.</p>	<p>1.1. Interpretation of rules and legislation is provided in the context of specific and general practice and procedure.</p> <p>1.2. Severity of urgent matters and course of procedure are assessed according to rules, legislation, organisational policy and procedures.</p> <p>1.3. Intent of legislation is determined and advice is provided according to rules, practice and procedures.</p>
<p>2. Settle orders.</p>	<p>2.1. Draft <i>orders</i> provided are interpreted and amended according to record of outcome.</p> <p>2.2. Liaison is undertaken with legal representatives, judicial officers and associates about discrepancies in interpretation of the orders made.</p> <p>2.3. Final orders made at hearings are prepared.</p> <p>2.4. Completed orders are signed and sealed according to practice and procedure.</p> <p>2.5. Cases are settled in accordance with rules, legislation and <i>natural justice</i>.</p>
<p>3. Preside in prescribed matters.</p>	<p>3.1. Case flow requirements are assessed in accordance with legislation, rules, court load, natural justice and defined criteria to ensure that matters proceed in line with timeframes and guidelines of case flow management.</p> <p>3.2. Discussion is facilitated to explain the reason for a hearing and to achieve settlement of the <i>matter</i> between the parties.</p> <p>3.3. Issues are confirmed and options discussed in accordance with legislation, practice and procedure.</p> <p>3.4. Direction and guidance are provided to the parties in accordance with legislation and rules.</p> <p>3.5. Decisions or orders are made to settle the matter and ensure a fair and equitable outcome in accordance with the principles of natural justice.</p> <p>3.6. For matters proceeding to further hearing, the expeditious listing and hearing of matters are provided for, according to legislation, rules, and organisational policy and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to:
 - interpret and apply legislation, rules, practice and procedures in the performance of quasi-judicial functions
 - apply procedures relating to public sector legislation, such as OHS and environment in the context of performing quasi-judicial functions
- interpersonal skills to facilitate informal but effective discussion between legal representatives and parties while maintaining impartiality
- problem-solving skills to deal with conflict to ensure efficient case flow
- communication skills to:
 - deal effectively with a diverse range of people, such as the judiciary, legal profession and litigants
 - liaise with parties
 - explain legislation
- interpersonal skills to respond to diversity, including gender and disability
- self-management skills to evaluate and make decisions that require integrity and fairness

Required knowledge

- alternative dispute resolution provisions and processes of courts
- courts administration structure
- equal employment opportunity principles
- equity and diversity principles
- legislation conferring jurisdiction on court
- legislation, rules, practice, procedures and precedents relating to the performance of quasi-judicial functions
- principles of judicial independence
- principles of natural justice
- public sector legislation, such as OHS and environment in the context of performing quasi-judicial functions
- structure, roles and functions of courts

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in performing quasi-judicial functions as prescribed by legislation and Rules of Court.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • provide interpretation of rules and legislation • assess matters and affect their course of procedure • provide information and options on intent of legislation • apply natural justice to case settlements • facilitate effective discussion with parties • complete documentation • manage effective case flow • comply with legislative and organisational policies and procedures. <p>Consistency in performance</p> <p>Competency should be demonstrated by performing quasi-judicial functions on a range of occasions, over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when performing quasi-judicial functions, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to quasi-judicial functions • case studies and workplace scenarios to capture the range of situations likely to be encountered when performing quasi-judicial functions.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes

EVIDENCE GUIDE

- observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Orders may include:

- court orders
- default judgements
- consent orders
- warrants
- adjudications.

Natural justice:

- refers to the concept of fairness encapsulated in the adage 'justice should be done, and be seen to be done'
- means the judiciary acts fairly:
 - in good faith
 - without bias
 - in a 'judicial temper'
- has two primary rules:
 - 'hear the other side': a person whose interests will be affected by the decision should be given a hearing before that decision is made
 - 'no-one shall be judged in his own case': the decision maker must be unbiased
- encapsulates the rules of procedural fairness that flows from the two primary rules above and includes:
 - the right to be heard/put your case
 - the right to be informed of a complaint or case against you
 - the right to know reasons for decisions affecting you
 - the right to privacy
 - the right to advice
 - the right to representation
 - the right to silence
 - the right to an unbiased decision maker
 - reasonable time to prepare
 - no undue delay in hearing, etc.

Matters may include:

- bail
- care and protection matters

RANGE STATEMENT

	<ul style="list-style-type: none"> • civil • criminal • family • interlocutory • juvenile • probate • enforcement • taxation of costs • case appraisal • industrial.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCART507B Record complex court proceedings

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to produce verbatim reporting and transcription of complex court proceedings using high-speed shorthand or machine shorthand at speeds required by the jurisdiction (typically in excess of 170-200 words per minute [wpm], with 99% accuracy). It includes preparing for complex hearings, setting up court arrangements, recording complex proceedings in shorthand, and producing transcripts.</p> <p>In practice, recording complex court proceedings may overlap with other generalist or specialist public sector work activities, such as acting ethically, working with diversity, complying with legislation and undertaking research and analysis.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>The task of recording verbatim, where a transcript of unusual or difficult proceedings may be required, will be undertaken by authorised court officials operating with extremely high levels of skill, according to the jurisdiction and in a court environment.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for complex hearings.</p>	<p>1.1. Court rosters are checked and cause list is examined to identify <i>jurisdiction</i>, number of <i>presiding officials</i> and <i>status of case</i>.</p> <p>1.2. Existing glossaries, running sheet and previous transcript are located.</p> <p>1.3. For new <i>cases</i>, dictionaries and glossaries of names and <i>terms</i> from court (case) file are created in accordance with court standards, and dictionaries are loaded.</p> <p>1.4. Resources and materials to be taken to court are organised and sufficient time is allowed to get to court and set up before proceedings begin.</p>
<p>2. Set up court arrangements.</p>	<p>2.1. Court arrangements are set up, <i>equipment</i> is tested, and problems are remedied where possible, or reported according to practice and procedures.</p> <p>2.2. Equipment is placed and cables are secured in compliance with workplace safety requirements.</p> <p>2.3. <i>Liaison</i> with court, judicial staff and legal profession is undertaken on proceedings and references.</p> <p>2.4. Case information is obtained and checked for <i>relevant information</i>.</p> <p>2.5. Preparations are made to include any special requirements for recording proceedings in a team, as opposed to individually.</p>
<p>3. Capture complex proceedings.</p>	<p>3.1. <i>Commencement procedures</i> are undertaken according to practice and procedures.</p> <p>3.2. Shorthand or notes are taken of proceedings, or machine is operated, to <i>create accurate transcript</i>.</p> <p>3.3. Clarification on proceedings is obtained from participants where necessary according to practice and procedures.</p> <p>3.4. Transcript is <i>read back</i> as requested in accordance with court procedures and protocol.</p> <p>3.5. Correct procedure is followed when working with or taking over from audio reporters.</p> <p>3.6. Court protocol is maintained throughout proceedings.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to edit and summarise transcriptions
- planning and organising skills to:
 - manage a large volume of work
 - meet required deadlines
 - work effectively under pressure
- interpersonal skills to respond to diversity, including gender and disability
- technical skills to:
 - represent forms and outlines in shorthand
 - produce high-quality transcriptions with the required speed and accuracy (in excess of 170-200 wpm depending on jurisdiction, with 99% accuracy)
- initiative and enterprise skills to apply:
 - legislation, regulations, policies and procedures relating to the recording of complex court proceedings
 - procedures relating to public sector legislation, such as OHS and environment in the context of complex court proceedings
- communication skills to:
 - liaise effectively with a diverse range of people
 - obtain information
 - read back transcripts
- technology skills to operate a shorthand machine
- self-management skills to work individually and as a member of a team

Required knowledge

- administrative requirements of court reporting
- court practices, procedure and protocols
- structure, roles and functions of courts and court administration
- legal terminology
- legislation, regulations, policies, procedures and guidelines relating to the recording of complex court proceedings
- principles of judicial independence
- proceedings in a full range of courts
- related legislation, such as Acts relating to bail, criminal law sentencing, and evidence
- federal, state and territory court systems
- structure, roles and functions of courts

REQUIRED SKILLS AND KNOWLEDGE

- formats that interface with litigation support products
- software programs that support electronic archiving and retrieval of transcript
- English language, spelling, punctuation and grammar
- public sector legislation, such as OHS and environment in the context of recording complex court procedures
- working ethically
- equal employment opportunity principles
- equity and diversity principles

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> locate and interpret appropriate information relevant to jurisdiction, presiding officials and case operate equipment and resources necessary for effective recording record information to produce accurate transcript of complex court proceedings apply appropriate formatting and style to transcript comply with organisational and legislative procedures and protocols. <p>Consistency in performance</p> <p>Competency should be demonstrated by recording complex court proceedings on a range of occasions, over time and according to organisational policy and procedure.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> applicable regulations and codes workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when recording complex court proceedings, including coping with difficulties, irregularities and breakdowns in routine legislation, policy, procedures and protocols relating to the recording of complex court proceedings case studies and workplace scenarios to capture the range of situations likely to be encountered when recording complex court proceedings.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> oral questioning about relevant legislation, acting ethically, and applying processes observation of the candidate responding to a range of contexts to

EVIDENCE GUIDE

	<p>ensure achievement of the unit outcomes</p> <ul style="list-style-type: none">• feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
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Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Jurisdiction</i> includes:	<ul style="list-style-type: none"> • all types of proceedings, in particular: <ul style="list-style-type: none"> • Full Court • Court of Criminal Appeal - Supreme Court.
<i>Presiding officials</i> may include:	<ul style="list-style-type: none"> • full bench • single judge, master, magistrate, registrar or commissioner • tribunal member.
<i>Status of case</i> may include:	<ul style="list-style-type: none"> • appeal • new case • part-heard.
<i>Case</i> may be:	<ul style="list-style-type: none"> • appeal • civil • criminal • trial.
<i>Terms</i> may include:	<ul style="list-style-type: none"> • business • financial • forensic • legal • medical • police • technical, including building, mechanical, aviation and nautical.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • audio/visual • digital or analogue recording equipment • headphones • leads • microphones, including monitoring microphones • shorthand machine.
<i>Liaison</i> may be with:	<ul style="list-style-type: none"> • court security officer • interpreter • judge's tipstaff or associate • judicial support officer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • lawyer • prosecutor • sheriff's officer.
Relevant information may include whether case is:	<ul style="list-style-type: none"> • civil • criminal • federal.
Commencement procedures may include:	<ul style="list-style-type: none"> • inputting start message to identify commencement of proceedings • taking previous reporter off using established procedures (e.g. end of sentence).
Creating accurate transcripts:	<ul style="list-style-type: none"> • includes: <ul style="list-style-type: none"> • required accuracy • correct outlines • required speed • may be affected by: <ul style="list-style-type: none"> • management style of presiding officer • noise and movement in courtroom • demeanour of participants, such as witnesses and counsel • speed of speakers • language issues, such as: <ul style="list-style-type: none"> • complexity of language used • use of interpreter • accents • grammar and syntax • clarity of speaker <ul style="list-style-type: none"> • shorthand method: <ul style="list-style-type: none"> • Pitmans • shorthand machine (e.g. Stentura) <ul style="list-style-type: none"> • online transcription • individual transcription.
Read back may include:	<ul style="list-style-type: none"> • finding reference by: <ul style="list-style-type: none"> • scrolling back on shorthand machine • reviewing paper tape.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPCRT601B Manage court practice and process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to implement legislative change as it applies to courts, in conjunction with judicial officers. It includes providing advice, modifying systems and procedures, fostering commitment to changed systems and procedures, and implementing and monitoring new or improved systems and procedures.</p> <p>In practice, managing court practice and process may overlap with other generalist or specialist public sector work activities, such as managing client service delivery, managing policy implementation, applying government systems, networking and managing change.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The task of managing court practice and process may be performed in a court environment and will be undertaken by authorised court officials.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Provide information and options on rules and legislation.</p>	<p>1.1.Consultative links are established with other agencies, organisations and the public having regular dealings with the court.</p> <p>1.2.Consulting and <i>advisory service</i> is provided on <i>issues</i> relating to the operation of the court.</p> <p>1.3.Legislation is interpreted, explained and applied in the context of specific as well as general practice and procedures.</p> <p>1.4.Impact of legislative change is interpreted and assessed for its effect on practice and procedures, and advice is provided on its application.</p> <p>1.5.Input is provided to the development of organisational policy and procedures to implement <i>changes</i> in legislation.</p>
<p>2. Modify systems and procedures.</p>	<p>2.1.Policies, procedures and practices are evaluated and problems are identified and analysed.</p> <p>2.2.Systems and methods of work are reviewed and staffing levels are managed to achieve agreed objectives.</p> <p>2.3.Consultations are undertaken with a range of <i>stakeholders</i> to improve practice and procedures.</p> <p>2.4.Alternative approaches are identified and assessed, and strategies and solutions are developed.</p> <p>2.5.New or improved <i>systems and procedures</i> are designed to comply with legislation, and rules and resource implications of changes are determined.</p>
<p>3. Foster commitment to changed systems and procedures.</p>	<p>3.1.Range of <i>strategies</i> is used to foster a positive attitude to changed systems and procedures.</p> <p>3.2.Information and strategies are provided to staff on the requirements for effective change management and any transition arrangements.</p> <p>3.3.Resources required to implement procedures within court administration are obtained and applied.</p> <p>3.4.<i>Leadership strategies</i> are used to assist others to deal with ambiguity and adapt to change.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- initiative and enterprise skills to:
 - apply change management to implement new or improved practice and processes
 - apply principles of leadership
 - assess alternative approaches
 - apply procedures relating to public sector legislation, such as OHS and environment in the context of court practice and process
- literacy and numeracy skills to:
 - perform statistical analyses
 - use research and analysis to evaluate policies and procedures
- interpersonal skills to respond to diversity, including gender and disability
- initiative and enterprise skills to apply legislation, regulations and organisational policy and procedures relating to court practice and process
- communication skills to:
 - consult with a diverse range of people, particularly the judiciary, legal profession and litigants
 - effect leadership
 - explain legislation
 - foster positive attitudes to change

Required knowledge

- courts administration structure
- equal employment opportunity principles
- equity and diversity principles
- legislation conferring jurisdiction on the courts
- practice, processes and systems used in courts
- principles of analysis
- principles of change management
- principles of judicial independence
- public sector legislation, such as OHS and environment in the context of court practice and process
- structure, roles and functions of courts
- working ethically

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in implementing legislative change as it applies to courts, in conjunction with judicial officers
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • interpret, explain and apply legislation • consult with a range of stakeholders on court operation • assess impact of legislative change on relevant policies and procedures • evaluate policies and procedures to identify problems • manage staff to achieve required outcomes • implement strategies to improve policies and procedures • apply strategies to foster effective management of change. <p>Consistency in performance</p> <p>Competency should be demonstrated by managing court practice and process on a range of occasions, over time.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • applicable regulations and codes • workplace procedures and protocols. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practices and replicates the range of conditions likely to be encountered when managing court practice and process, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to managing court practice and process • case studies and workplace scenarios to capture the range of situations likely to be encountered when managing court practice and process • internal operational manuals and training publications.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about relevant legislation, acting ethically, and applying processes

EVIDENCE GUIDE

- observation of the candidate responding to a range of contexts to ensure achievement of the unit outcomes
- feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures
- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Advisory service</i> may be provided to:	<ul style="list-style-type: none"> • court users • government agencies • heads of jurisdiction • presiding officials • public sector officials • service providers • staff.
<i>Issues</i> may include:	<ul style="list-style-type: none"> • case flow management • enquiries and complaints from court users • implementation of change • listing practices and procedures • media liaison • release of information • technology.
<i>Changes</i> may include:	<ul style="list-style-type: none"> • administration • jurisdiction • operation • wording.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • court users • judicial officers • media • other public sector departments and agencies • presiding officials • private and public partnership parties • service providers • staff.
<i>Systems and procedures</i> may include:	<ul style="list-style-type: none"> • building management • case management • court administration • customer focus • jurisdictional practices • listing practices

RANGE STATEMENT	
	<ul style="list-style-type: none"> • personnel management practices • staff development • system design • workforce planning.
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • action learning/research • process consultation • staff development and training.
<i>Leadership strategies</i> may include:	<ul style="list-style-type: none"> • coaching • mentoring • offering guidance and direction • positive role modelling • training and support.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Courts
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Co-requisite units

Co-requisite units	
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PSPETHC301B Uphold the values and principles of public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to demonstrate ethical conduct required of those in public service. It includes applying ethical standards and dealing with ethical problems.

This unit replaces and is equivalent to *PSPETHC301A Uphold the values and principles of public service*.

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

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services, etc.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Apply ethical standards

- 1.1 Interpretation of *ethical values and principles* is reviewed with senior staff to ensure accuracy
- 1.2 Personal *work practices* are undertaken in compliance with public sector ethics standards, organisational policy and *guidelines*
- 1.3 Verbal and written advice and reports are prepared containing information which is impartial, substantiated, accurate and complete
- 1.4 Public *resources* are used in accordance with public sector ethics standards, organisational policy and guidelines
- 1.5 *Conflicts of interest* are identified, declared, addressed and documented in accordance with policy and procedures
- 1.6 Personal behaviour and relationships with the public, suppliers and business contacts are conducted in accordance with ethics standards, policy and guidelines

ELEMENT

PERFORMANCE CRITERIA

2. Deal with ethical problems

- 2.1 Situations which pose ethical problems are resolved or *referred* in accordance with organisational guidelines
- 2.2 Decision-making *processes* used to resolve ethical problems are recorded in accordance with organisational policy and procedures
- 2.3 Organisational policies/codes on the prevention and reporting of *unethical conduct* are accessed and applied

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- applying objective and impartial evaluation of conflicting requirements
- using ethical decision making
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- tailoring communication to suit different audiences
- responding to diversity, including gender and disability
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- the nature of ethics and ethical values
- fundamental ethical principles such as justice, respect for persons, procedural fairness, confidentiality, responsible care
- values of public sector office
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- where to access ethical decision making/problem solving models, organisational codes and procedures
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration
- occupational health and safety procedures relating to ethical work practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV303B Build and maintain internal networks

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV309A Address client needs

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPIM301A Process claims

PSPLAND302A Investigate tenure and land use history

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

PSPPROC302A Undertake basic procurement

- This unit should be co-assessed with other units to supply the context for ethical behaviour

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct in a range of (3 or more) contexts (or occasions, over time) where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc.

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving models
- manager/mentor/network who role models ethical conduct

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct in a range of (3 or more) contexts (or occasions, over time) where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Ethical values and principles may include

- respect for the law
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- economy and efficiency
- natural justice/procedural fairness, that is:
 - the right to be heard/put your case
 - the right to be informed of a complaint or case against you
 - the right to know the outcomes/recommendations of an investigation involving you
 - the right to know reasons for decisions affecting you
 - the right to privacy
 - the right to representation
 - the right to silence
 - the decision maker should not be a judge in his/her own cause
- behaviours
- conduct
- relationships with work colleagues, external individuals and organisations
- the manner in which work activities are carried out

Work practices may include

RANGE STATEMENT

Legislation and guidelines may include

- legislation for public sector management
- freedom of information
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- State/Territory or Commonwealth codes of ethics
- organisational codes of conduct
- sets of values
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, workplace diversity guidelines

Public resources may include

- time
- stationery
- equipment
- telephones
- Internet
- Email

Use of public resources includes

- effective use
- efficient use - avoiding/minimising waste
- not for private use

Conflicts of interest may include

- potential, perceived and actual conflicts
- bribery
- improper use of official information
- improper use of resources, including plant and equipment
- acceptance of gifts
- entertainment
- previous and outside employment, including voluntary work
- favours for friends and/or relatives
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts

RANGE STATEMENT

Ethical problems which may need to be referred rather than resolved at this level may include

- conflict between public sector standards and personal values
- conflict between public sector standards and other standards such as professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two 'rights', for example, the right to privacy versus the right to freedom of information
- conflict regarding issues of personal and organisational intellectual property

Referrals of ethical problems may be made to

- line management
- chief executive officer
- public service commissioner
- public sector standards body
- organisational ethics committee
- internal grievance mechanisms, including identified officers
- confidant programs (whistleblower protection programs)
- organisational professional reporting procedures
- unions and professional bodies
- ombudsman
- police

RANGE STATEMENT

Processes for resolving ethical problems may include

- accessing relevant standards and other information
- withdrawing from a situation
- using models of ethical decision making/problem solving
- reflection, discussion, seeking clarification from others.

Unethical conduct may include

- fraud, corruption, maladministration and waste
- unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time
- improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet
- extravagant or wasteful practices
- personal favours
- preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- lack of confidentiality
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

Unit Sector(s)

Not applicable.

Competency field

Competency field

Ethics and Accountability

PSPETHC401A Uphold and support the values and principles of public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the ethical conduct required of those in public service and the responsibility to encourage ethical conduct in others - colleagues or supervised staff. It includes contributing to an ethical public sector workplace and participating in ethical decision making.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts etc.

This is a new unit of competency, added to the *Ethics&Accountability* Competency Field of the Training Package in 2004.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Contribute to an ethical public sector workplace

- 1.1 Information on the *ethical values and principles* of the workplace is accessed, its interpretation confirmed with others and applied accordingly
- 1.2 Application of ethical values and principles is discussed with senior management and colleagues to ensure common understanding and application
- 1.3 *Others* are assisted to access and use public sector ethics *legislation and guidelines* to ensure their work practices comply with requirements
- 1.4 The differences between public sector ethics/values and personal beliefs/values are explained to others to encourage understanding and compliance
- 1.5 Hypothetical work practices that would constitute *unethical conduct* are identified and discussed with work colleagues, and strategies to avoid or deal with them are identified in accordance with organisational policy and procedures

ELEMENT

PERFORMANCE CRITERIA

2. Participate in ethical decision making

- 2.1 Real and potential *ethical problems* are identified, and decision making processes are used to resolve or *refer* them in accordance with organisational policy and procedures
- 2.2 Information is regularly accessed to ensure currency in ethical knowledge, and ethical judgment is developed through involvement in workplace discussions or ongoing professional development related to ethical standards and practices
- 2.3 Other staff are supported as necessary to contribute to ethical discussions and problem solving to develop their ethical judgment
- 2.4 Processes for preventing and reporting unethical conduct are used and others are assisted in their application

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- accessing legislation and codes of ethics electronically or in hard copy
- reading complex and formal documents such as legislation and codes of ethics, applying them and assisting others to apply them to work practices
- applying objective and impartial evaluation of ethical problems
- using participative ethical decision making/problem solving
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- responding to diversity, including gender and disability
- adjusting communication to suit different audiences
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles such as justice, respect for persons and responsible care
- other ethics standards such as professional standards
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- ethical decision making/problem solving models
- procedures and protocols for reporting unethical conduct
- environmental and occupational health and safety procedures relating to ethical work practice

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, a range of (2 or more) generalist or specialist units of competency in the Certificate IV in Government. Choice from the following units is recommended:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV414A Provide workplace mentoring

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC409A Receive and select offers

PSPREG407B Produce formal record of interview

PSPREG410B Give evidence

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making models

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Ethical values and principles may include

- respect for the law
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- economy and efficiency
- natural justice/procedural fairness, that is:
 - the right to be heard/put your case
 - the right to be informed of a complaint or case against you
 - the right to know reasons for decisions affecting you
 - the right to know the outcomes/recommendations of an investigation involving you
 - the right to privacy
 - the right to representation
 - the right to silence
 - the decision maker should not be a judge in his/her own cause

Others may include

- colleagues
- supervised staff
- contractors

RANGE STATEMENT

Legislation and guidelines may include

- legislation for public sector management
- freedom of information
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- State/Territory/Commonwealth codes of ethics
- organisational codes for conduct/ethics
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, organisational workplace diversity guidelines

Unethical conduct may include

- fraud, corruption, maladministration and waste
- unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time
- improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet
- extravagant or wasteful practices
- personal favours
- preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- lack of confidentiality
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

RANGE STATEMENT

Ethical problems which may need to be referred rather than resolved at this level may include

- conflict between public sector standards and personal values
- conflict between public sector standards and other standards such as professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two 'rights' - for example, the right to privacy versus the right to freedom of information
- conflict regarding issues of personal and organisational intellectual property

Referrals of ethical problems may be made to

- line management
- human resources
- workplace relations officer
- grievance officer
- chief executive officer
- public service commissioner
- public sector standards body
- organisational ethics committee
- internal grievance mechanisms
- confidant programs (whistleblower protection programs)
- organisational professional reporting procedures
- unions and professional bodies
- ombudsman

Unit Sector(s)

Not applicable.

Competency field

Competency field Ethics and Accountability

PSPETHC501B Promote the values and ethos of public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the responsibility of those in public service to model and encourage in others the highest standards of ethical conduct. It includes promoting ethical standards, assisting staff to avoid conflicts of interest, and modelling and fostering integrity of conduct.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, letting contracts etc.

This unit replaces and is equivalent to *PSPETHC501A Promote the values and ethos of public service*.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Promote ethical standards**

- 1.1 Interpretation of ethical standards is discussed with senior staff to ensure common understanding of requirements
- 1.2 The ethical obligations of public service and the *consequences of unethical conduct* are explained to others in a manner suited to their levels of understanding, experience and specific needs
- 1.3 Conduct of self and others is assessed against *ethics standards, legislation and guidelines*, and feedback or assistance is timely, constructive, and consistent
- 1.4 Impartial, culturally and politically neutral advice is provided in accordance with organisational procedures
- 1.5 Resolution and/or *referral of ethical problems* identified in dealings with staff and the public are used as learning opportunities within the workgroup without compromising privacy and confidentiality considerations

2. Assist staff to avoid conflicts of interest

- 2.1 *Conflict of interest* requirements are explained to staff using language and supporting material suitable to their needs and the situations they are likely to experience
- 2.2 Matters involving competing interests or conflicting views on appropriate action are discussed with staff, and resolved or referred in accordance with policy and guidelines

3. Model and foster integrity of conduct

- 3.1 Personal work practices are used to provide a consistent example of desired ethical conduct, and staff/team values are developed through collaboration and leadership
- 3.2 Ethical, lawful and reasonable directions are provided to staff, and protection is provided from reprisals for refusing others' directions to act unethically
- 3.3 The *principles of procedural fairness* are modelled and explained to others using strategies and language suited to their levels of understanding, experience and specific needs
- 3.4 Decision making which upholds ethical standards is used, promoted and explained to others
- 3.5 The risk of *unethical conduct* is assessed in accordance with organisational guidelines, and changes to policies or practices are recommended to improve outcomes
- 3.6 The *reporting* of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector ethics
- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct
- occupational health and safety procedures relating to ethical work practices

Skill requirements

Look for evidence that confirms skills in:

- applying ethical decision making/problem solving
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- using strategies to clarify understanding
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- responding to diversity, including gender and disability
- assisting others to apply occupational health and safety and environmental procedures relating to ethical work practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, a range of (2 or more) generalist or specialist units of competency at Diploma level. Choice from the following units is recommended:

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV506A Support workplace coaching and mentoring

PSPGOV511A Provide leadership

PSPGOV508A Manage conflict

PSPGOV517A Coordinate risk management

PSPHR503A Facilitate performance management processes

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

PSPPROC502A Establish contract management arrangements

PSPPROC503A Manage contract performance

PSPREG501B Conduct prosecutions

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- promotion of the values and ethos of public service in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, letting contracts etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving models

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically and promoting ethical behaviour in others in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- promotion of the values and ethos of public service in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, letting contracts etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Consequences of unethical behaviour may include

- disciplinary action
- transfer
- demotion
- dismissal
- legal liability
- that outlined in legislation, policy and/or guidelines

Ethics standards may include

- public sector standards
- standards referred to in State/Territory/Commonwealth legislation
- codes of ethics
- organisational codes of conduct
- organisational mission and values statements
- organisational procedures/guidelines
- government policy
- professional standards

RANGE STATEMENT

Legislation and guidelines may include

- legislation for public sector management
- freedom of information legislation
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- equity guidelines
- workplace diversity guidelines
- Ministerial directions
- State/Territory/Commonwealth codes of ethics
- organisational codes of conduct
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- legal precedents

Referrals of ethical problems may be made to

- line management
- human resources
- workplace relations officer
- grievance officer
- chief executive officer
- public service commissioner
- public sector standards body
- organisational ethics committee
- internal grievance mechanisms
- confidant programs (whistleblower protection programs)
- organisational professional reporting procedures
- unions and professional bodies
- ombudsman

Ethical problems which may need to be referred rather than resolved at this level may include

- conflict between public sector standards and personal values
- conflict between public sector standards and other standards such as professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two 'rights' for example, the right to privacy versus the right to freedom of information
- conflict regarding issues of personal and organisational intellectual property

RANGE STATEMENT

Conflicts of interest may include

- perceived, potential and actual conflicts
- bribery
- improper use of official information
- offers of gifts, entertainment
- outside employment
- intellectual property
- favours for friends, relatives and others
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts
- conflicts relating to tendering and contracting

Principles of procedural fairness may include

- the right to be heard/put your case
- the right to be informed of a complaint or case against you
- the right to be advised of the outcome/recommendations of an investigation involving you
- the right to know reasons for decisions affecting you
- the right to privacy
- the right to representation
- the right to remain silent
- the decision maker should not be a judge in his/her own cause
- in accordance with the law

RANGE STATEMENT

Unethical conduct may include

- fraud, corruption, maladministration and waste
- unauthorised access to and use of information, money/finances, vehicles, equipment, resources
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of telephones, credit cards, frequent flyer points, email and Internet
- extravagant or wasteful practices
- personal favours, preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

Actions relating to the reporting of unethical conduct may include

- protection and support of those reporting unethical conduct
- informal, low key investigation and evidence gathering to confirm allegations
- referral to authority identified in guidelines
- use of confidant programs such as whistleblower protection programs or organisational professional reporting procedures

Unit Sector(s)

Not applicable.

Competency field

Competency field Ethics and Accountability

PSPETHC601B Maintain and enhance confidence in public service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of effective leadership by those in public service to encourage in others the highest standards of ethical conduct. It includes providing ethical leadership, balancing competing public interests and establishing and monitoring processes and practices that encourage integrity.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance, managing contracts etc.

This unit replaces and is equivalent to *PSPETHC601A Maintain and enhance confidence in public service*.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT

PERFORMANCE CRITERIA

1 Provide ethical leadership

- 1.1 *Ethical conduct* is modelled, and reinforced in others
- 1.2 The *professionalism* required of public servants is communicated and encouraged in ways suited to the diversity of the workforce
- 1.3 Staff are encouraged to raise ethical dilemmas, are provided with frameworks for ethical decision making and policy setting, and coached in their application
- 1.4 Staff are provided with opportunities to develop skills in identifying and resolving situations requiring ethical judgment
- 1.5 Clarification of the ethical aspects of decisions/actions and advice and guidance on more *complex ethical problems* are provided promptly and documented in accordance with organisational policy and procedures
- 1.6 The *reporting* of suspected *unethical conduct* is encouraged, dealt with in a confidential manner and acted on promptly, and in accordance with policy and procedures
- 1.7 The work environment is monitored and policies/organisational procedures are evaluated for consistency with public sector standards, and changes are recommended where necessary

2. Balance competing public interests

- 2.1 Consideration of relevant facts is undertaken comprehensively, and weightings given to competing interests are unbiased, transparent and defensible
- 2.2 Decision making processes are used transparently, and accountably and reasoning/grounds for decisions are documented in accordance with policy and procedures
- 2.3 Objective and impartial advice is provided to government regarding policy decisions relating to the public interest
- 2.4 Where staff indicate *conflicts of interest*, action is taken immediately to resolve the situation in accordance with policy and procedures

ELEMENT

PERFORMANCE CRITERIA

3. Establish and monitor processes and practices that encourage integrity

- 3.1 *Organisational processes* and practices are developed or reviewed to ensure they meet the requirements of *procedural fairness* and accountability
- 3.2 Processes are developed containing mechanisms to ensure that public resources are used in accordance with public sector ethics standards, *legislation, policy and/or guidelines*
- 3.3 Risk management strategies are included in processes and meet client, staff and organisational needs for transparency and accountability
- 3.4 Processes and practices are monitored to ensure they encourage and support those reporting unethical conduct and protect them from reprisals
- 3.5 Action is taken to ensure that the ethical standard of conduct of contractors is consistent with the requirements of the contracting organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using frameworks for ethical decision making
- analysing policies/organisational procedures for consistency with public sector standards
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- using strategies to clarify understanding
- preparing written advice and reports requiring precision of expression
- accessing legislation and codes of ethics electronically or in hard copy
- responding to diversity, including gender and disability
- ensuring staff apply occupational health and safety procedures relating to ethical work practices

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector ethics
- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct
- occupational health and safety procedures relating to ethical work practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, a range of (2 or more) generalist or specialist units of competency at Advanced Diploma level or above. Choice from the following units is recommended:

PSPGOV601B Apply government systems

PSPGOV603B Develop a tender submission response

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT606B Manage quality client service

PSPPROC602B Direct the management of contracts

PSPPM601B Direct complex project activities

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical leadership modelled and promoted in a range of (3 or more) contexts (or occasions, over time) where contexts may include generalist or specialist work activities such as managing client services, managing financial resources, managing regulatory compliance, managing procurement etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving models

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically, and ensuring ethical processes and behaviour in others in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical leadership modelled and promoted in a range of (3 or more) contexts (or occasions, over time) where contexts may include generalist or specialist work activities such as managing client services, managing financial resources, managing regulatory compliance, managing procurement etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Ethical conduct includes***
- respect for the law
 - integrity
 - objectivity
 - accountability
 - honesty
 - openness
 - responsibility
 - impartiality
 - reliability
 - diligence
 - trustworthiness
 - respect for persons
 - responsible care

- Professionalism may include***
- ethical conduct
 - commitment
 - diligence
 - courtesy
 - respect for others
 - conduct free of cultural and gender bias
 - able to withstand external scrutiny

- Complex ethical problems may include***
- conflict between public sector standards and personal values
 - conflict between public sector standards and other standards such as professional standards
 - conflict between public sector standards and directions of a senior officer or Minister
 - tension between two 'rights' such as the right to privacy versus the right to freedom of information

RANGE STATEMENT

Actions relating to the reporting of unethical conduct may include

- protection and support of those reporting unethical conduct
- confidential review and evidence gathering to confirm allegations prior to subsequent reporting
- referral to authority identified in guidelines
- use of confidant programs (whistleblower protection programs, organisational professional reporting procedures)

Unethical conduct may include

- fraud, corruption, maladministration and waste
- unauthorised access to and use of information, money/finances, vehicles, equipment, resources
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of equipment, telephones, credit cards, frequent flyer points, email and Internet
- extravagant or wasteful practices
- personal favours, preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence

Conflicts of interest may include

- both potential and actual conflicts
- bribery
- improper use of official information
- gifts
- entertainment
- previous and outside employment, including voluntary work
- favours for friends, relatives and others
- memberships of organisations
- political activity
- pecuniary and non-pecuniary conflicts

RANGE STATEMENT

Organisational processes may include

- strategic planning
- policy development
- recruitment
- selection
- induction
- performance management
- learning and development
- promotion
- redundancy
- re-deployment
- ceasing of temporary contracts
- disciplinary and grievance procedures
- establishment of an ethics committee within the organisation
- investigations
- procurement and contracting.

Procedural fairness may include

- the right to be heard/put your case
- the right to be informed of a complaint or case against you
- the right to know reasons for decisions affecting you
- the right to know the outcome/recommendations of an investigation involving you
- the right to privacy
- the right to representation
- the right to remain silent
- the decision maker should not be a judge in his/her own cause
- in accordance with the law.

RANGE STATEMENT

Legislation policy and guidelines may include

- legislation for public sector management
- freedom of information legislation
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- government policy
- legal precedents
- State/Territory/Commonwealth codes of ethics
- equity guidelines/workplace diversity guidelines
- organisational codes of conduct
- organisational mission and values statements
- organisational procedures/guidelines
- organisational performance management policy.

Unit Sector(s)

Not applicable.

Competency field

Competency field Ethics and Accountability

PSPETHC701A Lead and influence ethical practice in the public sector

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers ethical leadership and responsibility for influencing ethical practice in the public sector. It includes embodying and modelling public service values, embedding ethical practice into the organisation's culture and processes and promoting ethical leadership and decision making at all levels of the organisation.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance, managing contracts etc.

This is a new unit of competency, added to the *Ethics&Accountability* Competency Field of the Training Package in 2004.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Embody and model public service values

- 1.1 Personal dealings within and on behalf of the organisation are used to consistently demonstrate a commitment to the *professionalism, ethical values and principles* of public service
- 1.2 A high level of expertise related to public sector ethics and standards is developed and maintained in accordance with current *legislation and guidelines*
- 1.3 *Complex ethical matters* are interpreted and advice is provided to resolve them in accordance with legislative requirements and public sector standards
- 1.4 The reporting of suspected unethical conduct is encouraged, dealt with in a confidential manner and acted on promptly in accordance with public sector standards and organisational policy and procedures

ELEMENT**PERFORMANCE CRITERIA****2. Embed ethical practice into the organisation's culture and processes**

- 2.1 Strengths, weaknesses and threats to ethical conduct in the organisation are identified through analysis of state, national and international trends, and strategies are developed to act on them in accordance with legislative requirements
- 2.2 Management and accountability structures in the organisation are analysed against public sector standards, and strategies put in place to ensure continuous improvement
- 2.3 Development/review of policy and *organisational processes* is influenced to include and address ethical considerations in accordance with public sector standards
- 2.4 Frameworks for ethical decision making and policy setting are developed and promoted in accordance with public sector standards
- 2.5 Policies and procedures are analysed/designed to allow individuals to safely report *breaches of ethical conduct* and for remedying breaches of ethical conduct

3. Promote ethical leadership and decision making at all levels of the organisation

- 3.1 Dialogue on organisational values and ethics is fostered with and between staff to develop a strong understanding of and commitment to public sector standards
- 3.2 Leadership and guidance are provided to empower individuals and the organisation to address ethical issues in accordance with legislative requirements and public sector standards
- 3.3 Organisational patterns, trends and issues that require ethical consideration by managers and staff are identified and referred for action
- 3.4 Leadership programs that promote ethical and values-based behaviour are promoted and supported according to organisational requirements and the individual needs and capabilities of staff

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- developing frameworks for ethical decision making
- analysing policies/organisational procedures for consistency with public sector standards
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and influencing others to apply them in the workplace
- using strategies to clarify understanding
- fostering dialogue on organisational values and ethics with and between staff
- undertaking strategic analysis leading to risk identification, mitigation and planning related to unethical practice
- accessing legislation and codes of ethics electronically or in hard copy
- responding to diversity, including gender and disability
- influencing others to apply occupational health and safety procedures relating to ethical work practices

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- state, national and international trends in the development of ethical organisations
- frameworks for ethical decision making/problem solving and policy setting
- public sector ethics, values and standards
- the role of organisational codes of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection
- procedural fairness
- procedures or protocols for dealing with unethical conduct
- equal employment opportunity, equity and diversity principles
- occupational health and safety procedures relating to ethical work practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPHR702B Formulate a strategic human resource plan

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

PSPPOL701A Influence strategic policy

PSPPROC703B Evaluate and improve procurement performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- leadership and influence in ethical practice in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving frameworks
- state, national and international data on trends in organisational ethics management

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing an ethical organisational culture, processes and conduct in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- leadership and influence in ethical practice demonstrated in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Professionalism may include

- ethical conduct
- commitment
- diligence
- courtesy
- respect for others
- able to withstand external scrutiny

Ethical values and principles may include

- respect for the law
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- reliability
- diligence
- trustworthiness
- respect for persons
- responsible care

RANGE STATEMENT

Legislation and guidelines may include

- legislation for public sector management
- freedom of information legislation
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- government policy
- legal precedents
- State/Territory/Commonwealth codes of ethics
- equity guidelines/workplace diversity guidelines
- organisational codes of conduct
- organisational mission and values statements
- organisational procedures/guidelines
- organisational performance management policy

Complex ethical matters may include

- conflict between public sector standards and personal values
- conflict between public sector standards and other standards such as professional standards
- conflict between public sector standards and directions of a senior officer or Minister
- tension between two 'rights' such as the right to privacy versus the right to freedom of information

Organisational processes may include

- strategic planning and risk assessment
- policy development
- recruitment
- selection
- induction
- performance management
- learning and development
- promotion
- redundancy
- re-deployment
- ceasing of temporary contracts
- disciplinary and grievance procedures
- establishment of an ethics committee within the organisation
- investigations
- procurement and contracting

RANGE STATEMENT

Breaches of ethical conduct may include

- fraud, corruption, maladministration and waste
- unauthorised access to and use of information, money/finances, vehicles, equipment, resources
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of equipment, telephones, credit cards, frequent flyer points, email and Internet
- extravagant or wasteful practices
- personal favours, preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence
- not responding/following organisational and legislative requirements when responding to breaches.

Unit Sector(s)

Not applicable.

Competency field

Competency field Ethics and Accountability

PSPFIN401A Use public sector financial processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers basic knowledge of the public sector financial framework and its application to routine financial processes by staff working in a non-specialist finance role but with responsibility for financial duties/processes. It includes identifying and implementing public sector financial requirements related to the work role.

In practice, using public sector financial processes occurs in the context of other generalist or specialist work activities such as applying government processes, compliance with legislation, delivering and monitoring client services, gathering and analysing information etc.

This is a new unit of competency, added to the *Financial Services* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify public sector financial requirements

- 1.1 The elements of the *public sector financial management compliance framework* relating to the work role are identified and organisational requirements relating to the application of these elements are confirmed
- 1.2 *Delegation* requirements relating to work functions are identified in accordance with the organisation's delegation framework
- 1.3 Internal financial controls and separation of duties relating to the business unit are identified and the implications of these for the work role are identified and clarified with senior staff
- 1.4 *Public sector financial policies and procedures* supporting the work role are located and their requirements are identified

2. Implement public sector financial requirements

- 2.1 *Financial processes* are carried out and *recorded* in accordance with public sector financial policy and procedures and organisational requirements
- 2.2 Different levels of delegations are differentiated and delegation requirements relating to work functions are implemented in accordance with organisational procedures
- 2.3 *Internal controls* are applied in the work area in accordance with organisational policy and procedures and audit requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex and formal documents such as legislation, policies and processes, and applying them to work practices
- adjusting communication to suit different audiences
- entering data and preparing reports requiring precision of expression
- applying delegations
- accessing information and legislation electronically or in hard copy
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures relating to working in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and processes relating to public sector finance
- basic knowledge of the public sector financial management compliance framework and its elements
- documents that make up the financial framework
- public sector delegations related to the work function
- internal controls and separation of duties
- corporate governance requirements/relationship of the financial management compliance framework to organisational structures
- ethics/codes of conduct
- financial application software
- basic accounting principles related to the work function
- legislation related to work in the public sector such as environmental and occupational health and safety requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- using public sector financial processes in a range of (3 or more) contexts (or occasions, over time), for example:

application of a range of (3 or more) public sector financial processes that have different associated policies, controls or delegations

Resources required to carry out assessment

These resources include:

- public sector and organisational financial procedures and protocols
- legislation, policy, procedures and protocols relating to public sector financial management compliance framework
- organisation's delegation framework
- financial management practice guidelines
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using public sector financial processes

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using financial processes, including coping with difficulties, irregularities and breakdowns in routine
- use of public sector financial processes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Elements of the public sector financial management compliance framework may include

- legislation
- central agency requirements (such as Treasury or Department of Finance and Administration instructions)
- organisational requirements identified in financial management and delegations guidelines and procedures
- awareness of government organisational structures, such as the relationship between Parliament, government, agencies, boards of management, directors, etc

Delegations are

- functions or powers (under an Act) assigned to others
- made to specified limits
- made to specified positions and *ex officio*, ie not to specific people but to particular positions

Public sector financial policies and procedures may include

- financial management Acts and regulations
- financial administration and audit Acts
- public sector finance standards
- financial management benchmarking studies
- the organisation's:
 - financial management
 - delegations
 - budget guidelines/instructions
 - style requirements
 - quality requirements
- government financial policy statements and guidelines
- Australian Accounting Standards
- Generally Accepted Accounting Practices (GAAP)
- Australian Bureau of Statistics requirements
- Government Finance Statistics (GFS) requirements
- corporate planning
- whole-of-government/agency systems and reporting
- day-to-day financial processes
- budget processes
- budget financial reporting
- cash flow management

Financial processes may include

RANGE STATEMENT

- Recording financial processes requires
 - end-of-month and end-of-year processes
 - use of technology - financial applications
 - data entry
 - preparing reports
- Internal controls should
 - identify, record and measure income, expenditure, assets, liabilities and equity
 - ensure separation of duties
 - ensure procedures are properly described
 - incorporate other key organisations' guidelines such as banker's terms and conditions, guidelines for use of high risk equipment like EFTPOS and debit and credit transactions
 - ensure all revenues are received
 - ensure assets are safeguarded and efficiently and effectively used so as to avoid waste, extravagance, misuse and loss
 - ensure liabilities are not incurred without proper authority
 - ensure correct valuation, cut-off, presentation and disclosure of financial balances and transactions
 - include contingency plans
 - be linked to the organisation's risk management strategy
 - be established to accord with the organisation's delegation framework
 - be cost effective

Unit Sector(s)

Not applicable.

Competency field

Competency field Financial Services

PSPFIN501A Apply public sector financial policies and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers detailed knowledge of the public sector financial framework, a working knowledge of external requirements and the application of these to work in a specialist finance role in the public sector. It includes identifying and implementing public sector requirements for financial services.

In practice, the application of public sector financial policies occurs in the context of other generalist or specialist work activities such as acting ethically, complying with legislation, developing client services, coordinating resources etc.

This is a new unit of competency, added to the *Financial Services* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify public sector requirements for financial management

- 1.1 The elements of the *public sector financial management compliance framework* as these relate to the organisation are identified, and requirements regarding the application of these are confirmed
- 1.2 *Delegation* requirements relating to work functions throughout the organisation are identified in accordance with the organisation's delegation framework
- 1.3 Internal financial control principles and operational mechanisms within the organisation are identified and clarified with senior finance staff
- 1.4 *Public sector financial policies and procedures* relating to the work role and the organisation are located and the requirements of these are identified

2. Implement public sector financial management requirements

- 2.1 Financial services are provided in accordance with public sector financial policy and procedures, organisational requirements and industry benchmarks
- 2.2 Advice regarding public sector financial policies and procedures and accounting standards is provided in accordance with organisational requirements and limits of responsibility
- 2.3 Organisational procedures are developed/reviewed to reflect the requirements of public sector financial policy, guidelines and procedures in accordance with organisational requirements
- 2.4 Different levels of delegation are differentiated, work situations are assessed and delegation requirements relating to functions are explained/implemented in accordance with organisational procedures
- 2.5 *Internal control mechanisms* are applied within an organisational context in accordance with organisational policy and procedures and audit requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex and formal documents such as legislation, policies, procedures, and accounting standards, and providing advice on their interpretation and application
- adjusting communication to suit different audiences
- using financial applications for entering data and preparing reports requiring accuracy of expression
- applying delegations
- working in accordance with public sector industry benchmarks
- responding to diversity, including gender and disability
- accessing information and legislation electronically or in hard copy
- applying environmental and occupational health and safety procedures relating to working in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and processes relating to public sector finance
- public sector financial management compliance framework (detailed knowledge) and the relationship of the elements of the framework
- documents that make up the financial management compliance framework
- delegations and why the public sector uses them
- internal controls, mechanisms for internal controls and why these are used
- separation of duties
- corporate governance requirements/relationship of financial management compliance framework to organisational structures
- service level agreements
- accrual accounting principles
- ethics/code of conduct
- legislation related to work in the public sector such as environmental and occupational health and safety requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPLEGN501B Promote compliance with legislation in the public sector

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- application of public sector financial policies or processes in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector and organisational financial procedures and protocols
- legislation, policy, procedures and protocols relating to public sector financial management compliance framework
- delegation manual
- budget manual/instructions
- case studies and workplace scenarios to capture the range of situations likely to be encountered when applying public sector financial policies and processes

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying public sector financial policies and processes, including coping with difficulties, irregularities and

EVIDENCE GUIDE

breakdowns in routine

- application of public sector financial policies or processes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| Elements of the public sector financial management compliance framework may include | <ul style="list-style-type: none"> • Generally Accepted Accounting Practices (GAAP) • financial management Acts and regulations • financial administration and audit Acts • central agency (such as Treasury) guidelines • requirements for: • internal controls • separation of duties • delegations • corporate governance • service level agreements • internal and external reporting • risk management |
| Delegations are | <ul style="list-style-type: none"> • functions or powers (under an Act) assigned to others • made to specified limits • made to specified positions and ex officio, ie not to specific people but to particular positions |
| Public sector financial policies and procedures may include | <ul style="list-style-type: none"> • financial management Acts and regulations • financial administration and audit Acts • public sector finance standards • financial management benchmarking studies • the organisation's: • financial management • delegations • budget guidelines/instructions • style requirements • quality requirements • government financial policy statements and guidelines • Australian Accounting Standards • Generally Accepted Accounting Practices (GAAP) • Australian Bureau of Statistics (ABS) requirements • Government Finance Statistics (GFS) requirements • corporate planning • whole-of-government/agency systems and reporting |

RANGE STATEMENT

- Internal controls should
- identify, record and measure income, expenditure, assets, liabilities and equity
 - ensure separation of duties
 - ensure procedures are properly described
 - incorporate other key organisations' guidelines such as banker's terms and conditions, guidelines for use of high risk equipment like EFTPOS and debit and credit transactions
 - ensure all revenues are received
 - ensure assets are safeguarded and efficiently and effectively used so as to avoid waste, extravagance, misuse and loss
 - ensure liabilities are not incurred without proper authority
 - ensure correct valuation, cut-off, presentation and disclosure of financial balances and transactions
 - include contingency plans
 - be linked to the organisation's risk management strategy
 - be established to accord with the organisation's delegation framework
 - be cost effective

Unit Sector(s)

Not applicable.

Competency field

Competency field Financial Services

PSPFIN601A Apply complex public sector financial requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers interpretation of complex financial policies and procedures and provision of advice on complex financial issues. It includes intimate, high-level knowledge of the public sector financial management compliance framework, external requirements, industry and accounting standards and the application of these to work in a specialist finance role in the public sector. It includes interpreting and applying complex public sector financial requirements, establishing and applying internal financial controls, and formulating/maintaining financial policy.

In practice, the application of complex public sector financial requirements occurs in the context of other generalist or specialist work activities such as managing resources, managing risk, formulating business strategies etc.

This is a new unit of competency, added to the *Financial Services* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and apply complex public sector financial requirements	<p>1.1 Public sector financial requirements are identified in accordance with legislation, policy and instructions</p> <p>1.2 <i>Public sector financial management compliance framework</i> hierarchy is interpreted and explained to others in accordance with their needs, to ensure the organisation's compliance with the framework's requirements</p> <p>1.3 Advice regarding interpretation of <i>public sector financial policies and procedures</i> and accounting standards is provided in accordance with organisational requirements</p> <p>1.4 Information on the organisation's financial controls and accountabilities is interpreted and provided to management and staff in accordance with organisational requirements</p> <p>1.5 Business solutions are developed/refined for the organisation in accordance with financial management standards and public sector financial policies and procedures</p>
2. Establish and apply internal financial controls	<p>2.1 Current <i>internal controls</i> are analysed for improvement and revised or replaced in accordance with organisational requirements</p> <p>2.2 Controls are reviewed to ensure these include effective <i>delegation</i> levels, lines of responsibility, and associated accountabilities</p> <p>2.3 Controls are checked for consistency with government policy and organisational structure</p> <p>2.4 Systems and surrounding control procedures are implemented, <i>documented</i> and made accessible in accordance with organisational policy and procedures</p>
3. Formulate and maintain financial policy and procedures	<p>3.1 Public sector financial policies and procedures are interpreted and advice is provided on the implications for the organisation's financial policy and procedures</p> <p>3.2 Organisational financial policy and procedures are developed/approved in accordance with organisational requirements and government policy</p> <p>3.3 Input is provided to inter-departmental accounting groups responsible for policy development in accordance with organisational requirements to maintain and improve financial policy outcomes</p> <p>3.4 Policies are developed to meet regulatory and legislative requirements and cost effective best practice</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting complex and formal documents such as legislation, policies, procedures, and accounting standards, and providing advice on their interpretation and application
- adjusting communication to suit different audiences
- preparing reports and policies requiring precision of expression
- setting industry benchmarks and influencing policy
- responding to diversity, including gender and disability
- synthesising and applying information and legislation accessed electronically or in hard copy
- applying environmental and occupational health and safety procedures relating to working in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and processes relating to public sector finance
- public sector financial management compliance framework (intimate knowledge) and the relationship of the elements of the framework
- internal control principles and how these have been applied to financial processes
- corporate governance requirements/relationship of financial management compliance framework to organisational structures
- service level agreements
- internal and external reporting requirements
- industry and accounting standards
- public sector standards and codes of conduct/ethics
- legislation related to work in the public sector such as environmental and occupational health and safety requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- application of complex public sector financial requirements in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector and organisational financial procedures and protocols
- legislation, policy, procedures and guidelines relating to the public sector financial management compliance framework
- industry and accounting standards
- case studies and workplace scenarios to capture the range of situations likely to be encountered when applying complex public sector financial requirements

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying complex public sector financial requirements, including coping with difficulties, irregularities

EVIDENCE GUIDE

and breakdowns in routine

- application of complex public sector financial requirements in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Elements of the public sector financial management compliance framework may include

- Generally Accepted Accounting Practices (GAAP)
- financial management Acts and regulations
- financial administration and audit Acts
- central agency (such as Treasury) guidelines
- requirements for:
 - internal controls
 - separation of duties
 - delegations
 - corporate governance
 - service level agreements
 - internal and external reporting
 - risk management

Public sector financial policies and procedures may include

- financial management Acts and regulations
- financial administration and audit Acts
- public sector finance standards
- financial management benchmarking studies
- the organisation's:
 - financial management
 - delegations
 - budget guidelines/instructions
 - style requirements
 - quality requirements
- government financial policy statements and guidelines
- Australian Accounting Standards
- Generally Accepted Accounting Practices (GAAP)
- Australian Bureau of Statistics (ABS) requirements
- Government Finance Statistics (GFS) requirements
- corporate planning
- whole-of-government/agency systems and reporting

Internal controls should

- identify, record and measure income, expenditure, assets, liabilities and equity
- ensure separation of duties
- ensure procedures are properly described

RANGE STATEMENT

- incorporate other key organisations' guidelines such as banker's terms and conditions, guidelines for use of high risk equipment like EFTPOS and debit and credit transactions
- ensure all revenues are received
- ensure assets are safeguarded and efficiently and effectively used so as to avoid waste, extravagance, misuse and loss
- ensure liabilities are not incurred without proper authority
- ensure correct valuation, cut-off, presentation and disclosure of financial balances and transactions
- include contingency plans
- be linked to the organisation's risk management strategy
- be established to accord with the organisation's delegation framework
- be cost effective

Delegations are

- functions or powers (under an Act) assigned to others
- made to specified limits
- made to specified positions and ex officio, ie not to specific people but to particular positions

Documentation of internal controls may include

- financial management practice manual
- intranet

Unit Sector(s)

Not applicable.

Competency field

Competency field Financial Services

PSPFIN602A Undertake strategic financial analysis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers strategic financial analysis by specialist finance officers in the public sector. It includes analysing organisational issues, determining the current resource position of the organisation, and assisting in identifying and assessing resourcing strategies.

In practice, strategic financial analysis occurs in the context of other generalist or specialist work activities such as acting ethically, managing compliance with public sector legislation, managing resources, formulating business strategies etc.

This is a new unit of competency, added to the *Financial Services* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Analyse organisational issues

- 1.1 The financial management implications of the *internal* and *external* issues facing the organisation are identified
- 1.2 Internal and external *stakeholders* are consulted and the impact of their expectations on financial management is identified
- 1.3 Information is *analysed* to identify strategic financial management issues and the impact of legislative requirements

2. Ascertain the current resource position of the organisation

- 2.1 Existing strategic priorities are identified and the resource requirements of these are confirmed
- 2.2 The economic viability of proposed goals and objectives is *assessed* and resource requirements are identified
- 2.3 Resource assessments are prepared to confirm the current *resource position* and endorsement by management is sought in accordance with organisational *policy and procedures*

3. Assist in identifying and assessing resourcing strategies

- 3.1 The financial implications of *alternative resourcing* and program delivery strategies are considered in accordance with government policy
- 3.2 *Financial evaluation techniques* are used to assess the effect and *financial sensitivity* of alternative strategies and program variations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting organisational information in financial terms
- preparing strategies and reports requiring precision of expression
- financial assessment and evaluation
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures relating to working in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and processes relating to public sector finance
- strategic planning processes
- undertaking financial evaluation techniques
- alternative resourcing strategies
- forecasting, financial sensitivity testing and cost-benefit analysis
- legislation related to work in the public sector such as environmental and occupational health and safety requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- strategic financial analysis undertaken in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector and organisational financial procedures and protocols
- case studies and scenarios that provide organisational information for analysis
- financial legislation and guidelines, such as central agency guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking strategic financial analysis, including coping with difficulties, irregularities and breakdowns in routine
- strategic financial analysis undertaken in a range of (3 or more)

EVIDENCE GUIDE

contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Internal issues may include

- public sector and departmental policies and priorities
- specific government initiatives
- linkage to existing strategic, corporate or business plans
- information technology
- human resources and industrial relations
- historical performance

External issues may include

- government policies and priorities
- economic climate and forecasts
- federal and other government policy and legislation
- political/community views
- service demand assessments
- demographics
- technological developments

Stakeholders may include

- Parliament
- community groups
- executive or central agencies
- clients
- other agencies and government entities
- staff

Analysis may include

- situation analysis
- strengths, weaknesses, opportunities, threats (SWOT)
- economic analysis

Assessment may include

- forecasting
- sensitivity testing
- cost-benefit analysis

Resource position may include consideration of

- cash flow patterns and financial position
- physical asset requirements and maintenance
- debt/equity structure
- human resource and organisational issues
- extent and timing of liabilities including contingencies
- taxation requirements
- return on investment

RANGE STATEMENT

Policies and procedures may include

- financial management Acts and regulations
- financial administration and audit Acts
- public sector finance standards
- Treasury guidelines
- financial management benchmarking studies
- the organisation's:
- financial management
- delegations
- budget guidelines/instructions
- style requirements
- quality requirements
- government financial policy statements and guidelines
- Australian Accounting Standards
- Generally Accepted Accounting Practices (GAAP)
- Australian Bureau of Statistics (ABS) requirements
- Government Finance Statistics (GFS) requirements
- corporate planning
- whole-of-government/agency systems and reporting

Alternative resourcing strategies may include consideration of

- outsourcing
- right-sizing
- reorganisation
- amalgamation
- user charging
- revenue generation
- commercialisation
- corporatisation
- competitive service delivery
- strategic alliances/partnering

Financial evaluation techniques will vary depending on the nature of the strategy but may include

- cash flow forecasts
- accrual-based financial statement forecasts
- net present value calculations
- activity-based costing
- economic value added analysis
- cost-benefit analysis
- internal rates of return
- benchmarking of services
- program evaluations

Financial sensitivity testing may require consideration of possible

- service output levels
- economic, regulatory and technological factors impacting on the agency's operations that may include:

RANGE STATEMENT

variations in

- program variations
- changing risk profiles
- cash flow impacts
- tax effects

Unit Sector(s)

Not applicable.

Competency field

Competency field Financial Services

PSPFIN603A Develop public sector financial strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the translation of organisational strategic objectives into program and resource terms by specialist finance officers in the public sector. It includes developing linkages between strategic planning and financial management, establishing and maintaining strategies to address risk management and taxation, determining resource requirements in financial terms, and developing financial bids and estimates.

In practice, development of financial strategies occurs in the context of other generalist or specialist work activities such as managing compliance with public sector legislation, managing resources, formulating business strategies etc.

This is a new unit of competency, added to the *Financial Services* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop linkages between strategic planning outcomes and financial management processes	<p>1.1 Financial management authority and autonomy are provided within organisational and program structures to enable outcomes to be achieved</p> <p>1.2 Financial processes are structured to ensure manageable linkages to program outputs while retaining internal controls in accordance with organisational <i>policy and procedures</i></p> <p>1.3 Activities to be funded/managed are organised into programs and sub-programs to reflect logical groupings of organisational objectives that address current government policy and strategy</p> <p>1.4 <i>Linkages</i> to outputs and outcomes are developed in accordance with the organisation's business and longer term plans</p>
2. Establish and maintain a financial risk management strategy	<p>2.1 Current and potential risk exposures are identified and measured, including alternative profiles</p> <p>2.2 Cost effective policies and procedures for minimising and managing exposures are implemented and monitored</p> <p>2.3 <i>Financial risk management policies</i> and practices are documented and reviewed in accordance with organisational requirements</p> <p>2.4 Learning, development and support needs are identified and resourced to assist staff to effectively manage risk</p>
3. Establish and maintain a taxation strategy	<p>3.1 Exposure to applicable <i>State/Territory and Federal taxes</i> is determined and a strategy to increase taxation awareness within the organisation is developed in accordance with organisational requirements</p> <p>3.2 Timely strategic taxation advice is sourced/provided and used in the development of the strategy</p> <p>3.3 A cost effective strategy is established/maintained to capture, quantify, minimise and pay taxation liabilities in accordance with law</p>
4. Establish resource requirements in financial terms	<p>4.1 Resource requirements are determined in terms of physical assets and human resources in accordance with program requirements</p> <p>4.2 Financial analysis techniques are used to evaluate and approve alternative and new resource allocation proposals</p> <p>4.3 Processes are established to allocate resources efficiently, effectively and economically in accordance with prioritised strategic and operational plans</p> <p>4.4 <i>Service delivery requirements</i> are established in accordance with program requirements</p> <p>4.5 A strategic asset plan is developed, submitted for <i>approval</i> and</p>

ELEMENT

PERFORMANCE CRITERIA

5. Develop financial bids and estimates

- maintained* in accordance with organisational requirements
- 5.1 Organisational initiatives are costed and *bids/estimates* are prepared in accordance with budgetary processes and *requirements*
 - 5.2 Bids/estimates are linked to organisational priorities, based on substantiated *information* and logical assumptions and take account of resource constraints and organisational needs
 - 5.3 Bids/estimates are developed to reflect outstanding liabilities and receipt collections and are prepared to meet critical submission dates
 - 5.4 *Supporting documentation* is prepared to justify bids/estimates in accordance with budget guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting organisational information in financial terms
- adjusting communication to suit different audiences
- preparing strategies and reports requiring precision of expression
- undertaking financial analysis
- costing and preparing bids and estimates
- responding to diversity, including gender and disability
- accessing information and legislation electronically or in hard copy
- applying environmental and occupational health and safety procedures relating to working in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and processes relating to public sector finance
- ethics/codes of conduct
- operational planning processes
- financial risk management
- applicable State/Territory and Commonwealth taxes
- government budget cycle including budget and additional estimates, budget processes and guidelines
- Senate committee hearings
- appropriation structure/funding mechanisms (for example, those including Commonwealth/State/Territory relationships)
- costing policies and procedures
- principles of accrual accounting
- legislation related to work in the public sector such as environmental and occupational health and safety requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of public sector financial strategies in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector and organisational financial policies procedures and protocols
- case studies and scenarios to capture the range of situations likely to be encountered when developing public sector financial strategies
- financial legislation and guidelines such as central agency guidelines
- budget process and guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing financial strategies, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- development of public sector financial strategies in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Policies and procedures may include

- financial management Acts and regulations
- financial administration and audit Acts
- public sector finance standards
- financial management benchmarking studies
- the organisation's:
- financial management
- delegations
- budget guidelines/instructions
- style requirements
- quality requirements
- government financial policy statements and guidelines
- Australian Accounting Standards
- Generally Accepted Accounting Practices (GAAP)
- Australian Bureau of Statistics (ABS) requirements
- Government Financial Statistics (GFS) requirements
- corporate planning
- whole-of-government/agency systems and reporting

Linkages may be

- cross-government
- inter-agency

Financial risk management policies should cover

- insurable risks
- non-insurable risks

State/Territory and Federal taxes may include

- goods and services tax
- fringe benefits tax
- payroll tax
- other taxes and duties and taxation equivalents

Service delivery requirements are established in terms of

- outputs and outcomes
- quantity
- quality
- timeliness
- cost
- location (point of delivery)

RANGE STATEMENT

- | | |
|--|---|
| Approvals of strategic asset plan may include | <ul style="list-style-type: none"> • program or sub-program level or output/outcome • business unit • organisational level: • chief executive • head office • board of management • director general • central agency such as Treasury • government level: • Cabinet Budget Committee • Minister • Parliamentary committees |
| Maintenance of strategic asset plan may be | <ul style="list-style-type: none"> • annually <p>for future requirements projected 3-5 years</p> |
| Bids may include | <ul style="list-style-type: none"> • program discretionary bids • program, sub-program, section, business unit bids • portfolio managed bids |
| Estimates may include | <ul style="list-style-type: none"> • budget estimates • additional estimates • forward estimates • long-term estimates • revised estimates, both current and forward |
| Budgetary requirements may include | <ul style="list-style-type: none"> • zero-based budgeting • accrual budgeting • activity-based costing • output and outcome-based budgeting • top-down/bottom-up approach • base plus increment • cash flow management |
| Information may include | <ul style="list-style-type: none"> • historical information • cost-benefit analyses • staff requirements • contractual information |
| Supporting documentation may include | <ul style="list-style-type: none"> • phasing for liability and expenditure • impact statements • reasons for major variations • significant variations to financial guidance • staffing resources |

Unit Sector(s)

Not applicable.

Competency field

Competency field Financial Services

PSPFRAU401B Monitor data for indicators of fraud

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the collection of data from a wide variety of sources and its input into appropriate data management systems for interrogation to identify indicators of fraud and corruption. It includes collating and interrogating data and monitoring for indicators of fraud and corruption.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, monitoring data for indicators of fraud and corruption may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, exercising regulatory powers, etc.

Related units of competency dealing with investigation, evidence, powers of arrest, etc are located in the *Regulatory Competency* field of the Training Package.

This unit replaces and is equivalent to *PSPFRAU401A Interrogate data*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collate data	<p>1.1 Relevant data sources are identified and data is collected that is compatible, useful, relevant, reliable, valid and timely</p> <p>1.2 Data is organised in prescribed form in accordance with the identified information needs and uses</p> <p>1.3 Data is checked for accuracy, suitability and compliance with legal and privacy responsibilities and security</p> <p>1.4 The need to liaise with specialists is determined and acted on in accordance with organisational policy and procedures</p> <p>1.5 Ways to improve fraud and corruption control <i>data</i> content, interfaces and usefulness are monitored, and recommendations are made to supervisors and other <i>stakeholders</i></p>
2. Interrogate data	<p>2.1 Quantitative and/or qualitative analyses are performed to obtain required outcomes in accordance with the <i>purpose</i> of each analysis</p> <p>2.2 Analysis and description tools and techniques are selected appropriate to the nature of the information and the required outcome</p> <p>2.3 Priority of data to be interrogated is determined in consultation with appropriate people, and work is organised accordingly</p> <p>2.4 An understanding of the nature of the program or activity from which the data is obtained, the way in which the information is structured in the system and the likely indications of fraud and corruption activities are reflected in the analysis of material</p> <p>2.5 Preliminary recommendations are expressed in the detail, format and timeframe required</p>
3. Monitor for indicators of fraud and corruption	<p>3.1 Fraud and corruption or possible fraud and corruption situations are identified, staff and systems alerted and <i>actions</i> initiated</p> <p>3.2 Where indicators arise for which there are no precedents, information is referred to the appropriate people for further analysis</p> <p>3.3 Trends indicating activities outside control limits are reported for further analysis and investigation</p> <p>3.4 Checks are made for internal consistency and compliance with established structure, rules and authorities for accessing information</p> <p>3.5 Variations from standards and <i>guidelines</i> are reported in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and analysis
- interrogating data to detect patterns indicating fraud and corruption
- applying effective management of data, abiding by all agency guidelines, formats and systems
- correctly recording data into information systems
- using data matching to identify factors required for an investigation
- collating and organising of data to assist in an investigation
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using computer software for data analysis and matching
- applying occupational health and safety and environmental procedures in the context of fraud and corruption control data monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- privacy, confidentiality or other specific legislation and guidelines relating to fraud and corruption control
- freedom of information legislation
- guidelines issued by standards-setting organisations
- organisation's programs and client base
- legislation and corresponding links with the organisation's programs
- how data is managed within the organisation
- legislation, policies and procedures relating to fraud and corruption control including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG415A Receive and validate data

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- monitoring of data for indicators of fraud and corruption in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

fraud and corruption control guidelines

fraud investigation standards

public sector values and codes of conduct

- organisational procedures and manuals

legislation, procedures and protocols relating to fraud and corruption control

legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

EVIDENCE GUIDE

case studies and workplace scenarios to capture the range of fraud/corruption situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring data for indicators of fraud and corruption, including coping with difficulties, irregularities and breakdowns in routine
- monitoring of data for indicators of fraud and corruption in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| Data may include | <ul style="list-style-type: none"> • electronic systems • paper-based systems • client data • other individuals and organisations |
| Stakeholders may include | <ul style="list-style-type: none"> • staff and senior management • clients • law enforcement agencies • organisations providing data • standards-setting organisations |
| Purposes of data analysis may include | <ul style="list-style-type: none"> • response to ongoing or individual requests for information from specified people to check for particular information • matching data as part of a random check • conducting a needs assessment for fraud and corruption prevention and awareness activities • generating and initiating fraud and corruption control activities |
| Actions resulting from data interrogation may include | <ul style="list-style-type: none"> • investigation or inquiry • legislative change • administrative change • policy change • improved referral to another organisation for investigation |
| Guidelines may include | <ul style="list-style-type: none"> • legislation and guidelines prepared by relevant standards-setting organisations |

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU407B Conduct fraud control awareness sessions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the presentation of information/awareness sessions focused on fraud and corruption control activities. It includes preparing for, and delivering fraud and corruption control awareness presentations and reviewing the outcomes.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, conducting fraud and corruption control awareness sessions may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, delivering service to clients, promoting client compliance with legislation, etc.

This unit replaces and is equivalent to PSPFRAU407A Deliver training in fraud control awareness.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for fraud and corruption control awareness presentation	<p>1.1 Objectives are developed for the <i>presentation</i> that reflect the identified needs of the participants, are achievable and stated in terms of outcomes</p> <p>1.2 Presentation methods are selected to suit identified outcomes, participants' needs and availability of equipment and resources</p> <p>1.3 Provision is made for participants to contribute to the session based on their experience</p> <p>1.4 Content of materials to be used is validated by experience before use, where possible</p> <p>1.5 Examples of incidents and results of non-compliance are included in presentation materials</p> <p>1.6 Examples of successful cooperative arrangements are included in presentation materials</p> <p>1.7 Presentation methods and information are structured to suit the specified objectives of the session, the needs of the participants and the size and location of the group</p>
2. Deliver session on fraud and corruption awareness	<p>2.1 Session is structured to facilitate the creation of opportunities for discussion of broad conceptual, ethical and legal issues surrounding fraud and corruption control</p> <p>2.2 Objectives of the session, structure of the activities and other details are explained to participants to suit their level of understanding and experience, and feedback elicited</p> <p>2.3 Materials and presentation techniques used are adapted to the particular audience and are effective and interesting</p> <p>2.4 Materials are presented in such a way as to establish a positive response in the organisation and its clients regarding fraud and corruption control</p> <p>2.5 Case studies are used for illustrative purposes, where possible</p> <p>2.6 Models of excellence of fraud and corruption control in the public and private sectors are highlighted</p>
3. Review fraud and corruption control awareness session outcomes	<p>3.1 Participants are encouraged to provide feedback on all aspects of the awareness sessions</p> <p>3.2 Suitability of the approach, the content and outcomes are reviewed as a guide for further activities</p> <p>3.3 Own performance is reviewed against objectives and in response to participants' responses and comments</p> <p>3.4 Advice is provided to appropriate people regarding possible future activities or amendments to organisational awareness strategy and programs, including identification of high risk areas for fraud and corruption activities</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- making presentations to provide fraud and corruption awareness sessions aimed at improving investigative skills of less experienced members of staff
- tailoring sessions to the needs of adult learners
- explaining complex concepts and formal documents such as legislation, standards and codes of conduct
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- mentoring culturally and linguistically diverse staff to maximise fraud and corruption control awareness
- designing/having input into awareness sessions delivered by specialists
- incorporating feedback from attendees into future session design and delivery
- applying occupational health and safety and environmental procedures in the context of delivering fraud and corruption control awareness sessions

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, guidelines and processes relating to fraud and corruption control and investigation
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- agency structure and core business
- the link between ongoing information/awareness sessions and effective fraud and corruption control
- adult learning principles
- public sector values and codes of conduct
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to presentations including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV402B Deliver and monitor service to clients

PSPREG402C Promote client compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- presentation of fraud and corruption control awareness sessions in a range of (3 or more) contexts

Resources required to carry out assessment

These resources include:

fraud and corruption control guidelines

- fraud investigation standards
- public sector values and codes of conduct
- legislation, procedures and protocols relating to fraud and corruption control
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- case studies and workplace scenarios to capture the range of fraud and corruption control situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when conducting fraud and corruption control awareness sessions, including coping with difficulties, irregularities and breakdowns in routine

- presentation of fraud and corruption control awareness sessions in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Fraud and corruption control awareness presentation may include
- in formal situations
 - addressing special interest groups or community groups
 - part of a broader induction program for agency staff
 - explaining procedures and guidelines
 - on-the-job coaching

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU501B Communicate fraud control awareness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers fraud and corruption awareness raising to improve compliance. It includes planning and designing fraud and corruption control awareness activities, promoting compliance, developing and nurturing cooperative client relationships, conducting fraud and corruption awareness activities and evaluating their success.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, communicating fraud and corruption control awareness may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, delivering client services, implementing fraud and corruption control activities, etc.

This unit replaces and is equivalent to PSPFRAU501A Communicate fraud control awareness.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan fraud and corruption control awareness activities	<p>1.1 <i>Need</i> for activities is determined, taking into account identified client needs, feedback from clients and staff and priorities identified in the organisation's fraud and corruption control plan</p> <p>1.2 Ideas for new or improved activities are initiated, gathered and assessed, taking into account legislative and policy directions and the human, financial and physical resources required</p> <p>1.3 Approval for <i>fraud and corruption awareness-raising activities</i> is obtained in accordance with organisational guidelines</p>
2. Design fraud and corruption control awareness activities	<p>2.1 Individuals and groups are targeted, and formal and informal networks are established and used regularly as communication channels</p> <p>2.2 <i>Precedents</i> in fraud and corruption control are incorporated into fraud and corruption control awareness activities</p> <p>2.3 A range of media is employed to ensure awareness raising and information sharing activities are implemented as required</p> <p>2.4 Fraud and corruption control awareness activities are linked in an integrated and cohesive manner with organisational ethical and fraud and corruption control guidelines, codes of conduct and related aspects of corporate policy</p> <p>2.5 Fraud and corruption control awareness activities are based on a knowledge of the organisation's corporate objectives, strategic plan, core business, the culture and values of the organisation and a knowledge of the organisation's client base</p> <p>2.6 Fraud and corruption control awareness activities are based on a knowledge of the obligations and protections relating to public interest disclosures, protected disclosures or whistleblowing legislation</p>
3. Promote compliance	<p>3.1 Incidents and effects of non-compliance are publicised in accordance with organisational requirements</p> <p>3.2 <i>Information</i> to promote compliance is provided in line with audience needs, both internally and externally</p>
4. Develop and nurture cooperative client relationships	<p>4.1 Expectations of clients and contractors are established and documented</p> <p>4.2 Opportunities for establishing contacts and <i>networks</i> with external and internal clients are anticipated in consultation with work colleagues and managers</p> <p>4.3 Changes in organisational focus are monitored for effects on organisation-client relationships and action is taken to inform clients of changes in accordance with organisational policy and procedures</p> <p>4.4 Feedback on organisational activities is obtained and reported</p>

ELEMENT**PERFORMANCE CRITERIA**

within the organisation in accordance with policy and procedures

4.5 Organisation's fraud and corruption control philosophy, policy and procedures are imparted in a way which facilitates *stakeholder* understanding

4.6 Where required, clients are advised when and how they may modify their practices to meet organisational standards

5. Conduct fraud and corruption awareness activities

5.1 Fraud and corruption awareness activities are planned and are feasible within existing resource and time constraints

5.2 Intended outcomes are identified and are based on realistic expectations of the target audience

5.3 Activities are varied, refined and adapted as indicated by audience response or by changes in the organisation's fraud and corruption control strategy and procedures

5.4 Adult learning techniques are utilised

5.5 Fraud and corruption control awareness information is linked with codes of conduct, ethical requirements, and the fraud and corruption control guidelines of the organisation together with its broader corporate goals

6. Evaluate success of awareness-raising activities

6.1 Fraud and corruption control awareness activities are assessed against predetermined objectives

6.2 Results of evaluation are documented and used as the basis for planning future activities

6.3 Opportunities for new fraud and corruption awareness activities are identified and acted on as required

6.4 Evidence, if any, is obtained of a *decrease* in the level of fraud and corruption as a result of the activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- designing fraud and corruption control activities
- developing and maintaining client relationships
- tailoring sessions to the needs of adult learners and a variety of audiences
- explaining complex concepts and formal documents such as legislation, standards and codes of conduct
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of conducting fraud and corruption control activities

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- agency structure and core business activities
- fraud and corruption and how they relate to the specific functions and activities of the organisation, together with an understanding of ethical standards required by the organisation of its staff, contractors and suppliers
- jurisdictional fraud and corruption control requirements
- the organisation's fraud and corruption risk management methodology
- fraud and corruption risk factors in the organisation
- identified instances of fraud and corruption
- adult learning principles
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to conduct of fraud and corruption control activities
- procedures relating to public interest disclosures, protected disclosures or whistleblowing legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFRAU506B Implement fraud control activities

PSPGOV502B Develop client services

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- communication of fraud and corruption control awareness in a range of (3 or more) contexts (or occasions over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud and corruption control

procedures relating to public interest disclosures, protected disclosures or whistleblowing legislation

activities for minimising fraud and corruption

fraud and corruption control guidelines

- fraud investigation standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of fraud and corruption control situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when communicating fraud and corruption control awareness, including coping with difficulties, irregularities and breakdowns in routine

- communication of fraud and corruption control awareness in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Needs analysis may include consultation with staff, clients, fraud and corruption control networks
 review of data and information gathered
 compliance with legislative direction

Fraud and corruption awareness- raising activities may include formal training sessions
 addressing industry associations
 consulting groups
 internal and external speaking engagements
 publishing guidelines, brochures and reports

Precedents may include legal precedents
 decision making precedents
 decisions previously made in the organisation

Information may include program guidelines, contractual information
 policies and procedures
 legislative requirements

Means of information dissemination may include computer-based information
 newsletters
 written policy manuals and procedures
 internal instructions and guidelines
 videos, pamphlets, posters
 case studies, hypothetical examples
 staff orientation processes
 training and awareness sessions
 conferences and seminars
 liaison meetings with clients and stakeholders

RANGE STATEMENT

intranet

Internet

public promotion campaigns

Networks may include contact with peers or colleagues in or outside own agency

Stakeholders may be internal or external to the organisation

agency staff and senior management

contractors and consultants

other agencies

related program staff

client organisations

industry associations

law enforcement agencies

the general community

Decrease in fraud and corruption activity may be as a result of awareness raising and training activities
publicising/communicating agency attitude to fraud, corruption and ethical behaviour
using administrative reform
establishing accessible and confidential reporting channels
publicising agency fraud and corruption control practice both within the agency and to clients of the agency

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU502B Anticipate and detect possible fraud activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the activities required to undertake strategic analysis and detection of corruption or fraudulent activities. It includes hypothesising fraud and corruption situations, initiating projects to test newly identified risk areas, analysing trends in fraud and corruption activities and investigations, recommending courses of action and providing information on recommended actions.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, anticipating and detecting possible fraud and corruption activity may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, delivering client services, conducting fraud and corruption risk assessment, etc.

This unit replaces and is equivalent to PSPFRAU502A Anticipate and detect possible fraud activity.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Hypothesise fraud and corruption situations	<p>1.1 Hypotheses are formulated and guidelines specified for input into information system design</p> <p>1.2 Data and information is collected from a variety of sources and <i>methods</i> including fraud/corruption records, audit records, fraud/corruption <i>risk</i> assessment, past investigations and other organisations</p> <p>1.3 Hypothetical fraud and corruption situations are used to identify new potential risk areas</p>
2. Initiate projects to test newly identified risk areas	<p>2.1 New <i>projects</i> are initiated and parameters defined in accordance with fraud/corruption control plan</p> <p>2.2 Significance and value of the project are justified and are consistent with the fraud/corruption control strategy and plan and strategy</p> <p>2.3 Previous and ongoing activities in the relevant areas are reviewed for their contributions to the outcomes of the project</p> <p>2.4 Project activities are designed utilising current knowledge, methods and techniques for the identification of risks</p>
3. Analyse trends in fraud and corruption activities and investigations	<p>3.1 All project and investigation outcomes are reviewed to identify emerging patterns of behaviour reflected in data</p> <p>3.2 Conclusions are drawn from data and statistical information as well as qualitative sources including information gathered and reports from previous investigations</p> <p>3.3 Risks and strengths are identified as a result of a project's analysis of trends inside and outside the organisation</p> <p>3.4 Discussion with colleagues and other experienced organisational staff is used as additional source of information on trends</p> <p>3.5 Networks are used to provide useful contacts and information for investigation in accordance with <i>legislative requirements</i></p> <p>3.6 Performance reports are produced which identify trends in fraud and corruption activities and investigations</p>
4. Recommend course/s of action	<p>4.1 All relevant elements are considered during <i>evaluation</i>, prior to recommending course of <i>action</i></p> <p>4.2 Investigation targets are identified, and suggestions for future areas of investigation are referred to management</p> <p>4.3 <i>Recommendations</i> are made for changes to organisational controls and initiatives to target potential trouble spots</p> <p>4.4 Data is checked for reliability, and practical recommendations are made providing management with feasible options</p> <p>4.5 Management issues and concerns are balanced against public</p>

ELEMENT

PERFORMANCE CRITERIA

- interest and political concerns when framing recommendations
- 4.6 Recommendations are made that balance operational demands against contributions to strategic plan
- 5. Provide information on recommended actions**
- 5.1 Reports are provided containing suggestions for actions and sufficient supporting information for management to adequately resource future projects
- 5.2 Advice is provided regarding appropriate controls and initiatives required to address fraud and corruption
- 5.3 Operational briefings and other presentations are prepared and given as required
- 5.4 Ad hoc opportunities to explain operational risks are taken advantage of, as they arise
- 5.5 Information is given in terms that clearly explain the nature of possible risk, with possible solutions outlined

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing trends in fraud and corruption activities and investigations
- hypothesising fraud and corruption situations
- using a range of communication and negotiation styles to suit different audiences and purposes
- undertaking the timely detection of fraud and corruption and the identification of fraud and corruption trends
- effectively utilising staff and other personnel in the investigation of trends
- explaining complex concepts and recommendations relating to risk control
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of fraud and corruption anticipation and detection

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- agency structure and core business activities
- legislation, policies and procedures relating to anticipation and detection of fraud and corruption activities, including privacy and confidentiality requirements
- agency procedures relating to public interest disclosures, protected disclosures or whistleblowing legislation
- fraud and corruption and how they relate to the specific functions and activities of the organisation, together with an understanding of ethical standards required by the organisation of its staff, contractors and suppliers
- jurisdictional fraud and corruption control requirements
- agency fraud/corruption control plan
- internal and external reporting guidelines
- best practice initiatives in fraud and corruption control
- anti-discrimination and diversity legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFRAU504B Conduct fraud risk assessments

PSPFRAU505B Develop fraud control plans

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPLEGN501B Promote compliance with legislation in the public sector

PSPREG502A Coordinate investigation processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- detection of possible fraud and corruption activity in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud and corruption control, including privacy and confidentiality requirements

methods for anticipating and detecting possible fraud and corruption activity

fraud and corruption control guidelines

- fraud investigation standards
- agency procedures relating to public interest disclosures, protected disclosures or whistleblowing legislation
- public sector values and codes of conduct

EVIDENCE GUIDE

Where and how to assess evidence

- case studies and workplace scenarios to capture the range of fraud and corruption situations likely to be encountered

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when anticipating and detecting possible fraud and corruption activity, including coping with difficulties, irregularities and breakdowns in routine
- detection of possible fraud and corruption activity in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Methods used to anticipate or detect possible fraud and corruption may include

- the analysis of information about fraud and corruption received in the agency
- the analysis of information about fraud and corruption compiled by an external agency
- analysis of fraud and corruption cases reported and/or investigated
- analysis of data matching across program areas
- incidence of and reasons for any discrepancy
- analysis of other/similar agency risks and trends, both national and international

Identification of risks may come from

- analysis of trends in data
- analysis of information coming from inside or outside the agency

Projects may include

- large data matching/analysis exercises
- information gathering operations
- targeting particular types of fraud and corruption
- targeting new or changed operations within the agency
- targeting specific areas identified from larger scale trend analysis
- testing program methodology
- targeting specific groups in agency programs
- researching
- surveying
- privacy
- confidentiality

Legislative requirements may include

Evaluation criteria may include

- political implications of fraud and corruption control and their impact on government policy
- public interest factors
- revenue limitations
- strategic direction and organisational values of the agency
- the variety of agency functions in which fraud and corruption may occur

RANGE STATEMENT

- changes to agency operations
 - information gathering or accessing powers and limitations
 - various sources of information or data
 - likely outcome
 - workloads
 - application of privacy and confidentiality provisions
- Actions may include**
- the preparation of operational briefing material
 - initiation of a particular investigation
 - recommendation for legislative change
 - administrative change
 - changes to agency policy and procedures
 - review of position descriptions or organisational structure
 - improved awareness through education
 - referral to another agency
 - seeking opinion from prosecution agencies
- Recommendations may include**
- staffing issues
 - cultural change
 - fraud and corruption controls

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU504B Conduct fraud risk assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the implementation of a fraud and corruption risk management process that may be the responsibility of organisational staff or contractors. It includes conducting fraud and corruption risk assessment and reviewing the processes involved in the risk assessment in line with standard risk management processes (AS/NZS 4360:1999 or as revised).

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, conducting fraud and corruption risk assessments may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, delivering client services, anticipating fraud and corruption activity, developing fraud and corruption control plans, etc.

This unit replaces and is equivalent to *PSPFRAU504A Conduct fraud risk assessment*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct fraud and corruption risk assessment	<p>1.1 Fraud and corruption <i>risk assessment</i> is based upon an understanding of the environment and core business of the organisation and is conducted in accordance with predetermined risk assessment methodology</p> <p>1.2 Any gaps in the predetermined methodology are identified and reported in accordance with organisational policy and procedures, and options to meet these gaps are proposed as required</p> <p>1.3 Impacts of possible <i>change</i> in organisational business are allowed for in the conduct of risk assessment</p> <p>1.4 Data is assessed for validity and reliability</p> <p>1.5 Consultation and data matching are used to identify patterns</p> <p>1.6 Risk assessment is conducted using both qualitative assessment and quantitative representation of risks</p>
2. Review processes involved in the risk assessment	<p>2.1 Processes are regularly reviewed in accordance with the objectives of fraud and corruption risk assessment strategy, government policy and <i>risk management standards</i></p> <p>2.2 <i>Advice</i> is provided to business sections such as internal audit and other <i>stakeholders</i> regarding issues arising out of fraud and corruption risk assessment</p> <p>2.3 Options to overcome identified obstacles are discussed with management, affected or relevant staff, and agreed options are implemented</p> <p>2.4 Assessments are regularly made regarding the <i>effectiveness</i> of fraud and corruption control strategies, and reports are prepared for various audiences</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning, analysis and evaluation relating to fraud and corruption risk assessment
- using a range of communication, consultation and negotiation styles to suit different audiences and purposes
- providing advice on complex documents such as legislation, policy and recommendations relating to fraud and corruption risk control
- differentiating between the inherent risks and the effectiveness of controls in place
- managing contractors if the fraud and corruption risk assessment is outsourced
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of fraud and corruption risk assessment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- fraud and corruption and how they relate to the specific functions and activities of the organisation together with an understanding of ethical standards required by the organisation of its staff, contractors and suppliers
- jurisdictional fraud and corruption control requirements
- agency fraud and corruption control policy
- fraud and corruption risk management methodology
- agency structure and core business activities
- current fraud and corruption control plan
- relationship of the risk methodology to the fraud and corruption control strategy
- fraud and corruption risk factors in the organisation
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to fraud and corruption risk assessment
- Australian and New Zealand standards - AS/NZS 4360:1999 or as revised

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFRAU502B Anticipate and detect possible fraud activity

PSPFRAU505B Develop fraud control plans

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- fraud and corruption risk assessment conducted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud and corruption control

fraud and corruption risk assessment methodology and review processes

Australian and New Zealand standards - AS/NZS 4360:1999 or as revised

- fraud and corruption control guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of

EVIDENCE GUIDE

fraud and corruption risk assessment situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting fraud and corruption risk assessment, including coping with difficulties, irregularities and breakdowns in routine
- fraud and corruption risk assessment conducted in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Risk assessment may include	<p>fraud and corruption risks identified in isolation or as part of a broader risk management strategy</p> <p>a risk assessment methodology developed in-house, its development outsourced or adopted from a standards-setting organisation's guidelines (such as Australian and New Zealand standards - AS/NZS 4360:1999 or as revised)</p> <p>a risk assessment undertaken in-house or outsourced</p> <p>a risk assessment conducted across the agency as a whole, and may include recent changes to the structure or nature of service delivered by the agency</p> <p>a fraud and corruption risk assessment undertaken in a number of ways including a single process covering all functions and areas of an agency, using a sample of areas, or in a rolling program</p>
Change may include	<p>the introduction of outsourcing</p> <p>policy changes</p> <p>community concerns</p> <p>statutory changes affecting the area of operation</p> <p>introduction of quality management systems</p> <p>change in structure or nature of service delivery</p> <p>other changes that impact on internal controls</p>
Risk management standards refers to	<p>Australian and New Zealand standards - AS/NZS 4360:1999 or as revised</p>
Advice may relate to	<p>need to alert key people when problems arise</p> <p>fraud and corruption risk controls and compliance measures</p> <p>areas in which controls may be excessive</p>
Stakeholders may include	<p>agency staff and senior management</p> <p>contractors and consultants</p>

RANGE STATEMENT

standards-setting organisations

**Effectiveness of fraud
and corruption control
strategy may be affected
by**

management support

building positive relationships with other staff

Unit Sector(s)

Not applicable.

Competency field

Competency field

Fraud Control

PSPFRAU505B Develop fraud control plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers planning actions in response to the organisation's fraud/corruption control strategy, either the preparation of a specific fraud/corruption control plan based on a risk assessment or as an extension of the organisation's documentation of its fraud/corruption control strategy. The unit includes identifying areas for action, gaining commitment to the plan, identifying qualitative and quantitative performance indicators, and documenting and disseminating the fraud/corruption control plan.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, developing fraud control plans may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, delivering client services, anticipating fraud activity, conducting fraud risk assessments, etc.

This unit replaces and is equivalent to *PSPFRAU505A Develop fraud control plan*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify areas for action	<p>1.1 Processes are established to identify fraud and corruption risks and vulnerability</p> <p>1.2 Areas are <i>identified</i> for action through the fraud/corruption risk assessment process or some other process for identifying fraud and corruption vulnerability</p> <p>1.3 Initiatives are developed in consultation with appropriate staff to control identified vulnerabilities</p> <p>1.4 Areas within the organisation responsible for fraud and corruption minimisation actions are identified</p> <p>1.5 Consultation with <i>stakeholders</i> is undertaken to develop a shared understanding of responsibilities</p> <p>1.6 Timeframe for implementation of actions is specified based upon an understanding of the nature of risk and resource ramifications</p>
2. Gain commitment to fraud/corruption control plan	<p>2.1 Professional development awareness and information programs are initiated in consultation with responsible staff</p> <p>2.2 Fraud/corruption prevention initiatives are tailored to the organisational culture, core business and client groups</p>
3. Identify qualitative and quantitative performance indicators	<p>3.1 Advice is sought from internal and external <i>specialist personnel</i></p> <p>3.2 Stakeholders are involved in the development of performance indicators</p> <p>3.3 Performance indicators are developed that relate to the objectives of the program and enable an assessment of the extent to which fraud and corruption control objectives are being achieved</p> <p>3.4 Feedback mechanisms are established to ensure that performance data informs improvements to <i>fraud/corruption control strategies and activities</i></p>
4. Document fraud/corruption control plan	<p>4.1 <i>Control plan</i> is documented using concise language and structure tailored to the intended audience/s</p> <p>4.2 The responsibilities for fraud and corruption control of each area in the organisation are clearly articulated in the plan</p> <p>4.3 Risks targeted by the risk assessment process are used to identify areas for action</p> <p>4.4 A comprehensive fraud/corruption control strategy for the organisation is reflected in the plan</p> <p>4.5 The plan is linked to internal audit to reduce overlap or duplication</p> <p>4.6 The requirements of any jurisdictional fraud and corruption control <i>legislation and guidelines</i> are addressed in the plan</p>

ELEMENT

PERFORMANCE CRITERIA

**5. Disseminate
fraud/corruption
control plan**

- 5.1 Non-confidential components of the fraud/corruption control plan are made accessible to staff, the Minister and clients of the organisation
- 5.2 Confidential components are documented and stored appropriately
- 5.3 Review of the plan is conducted in accordance with organisational and jurisdictional needs and requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- identifying areas for action based upon an analysis and synthesis of objectives and information from the fraud/corruption control strategy, the processes established to identify fraud and corruption vulnerability, and agency corporate plans
- planning, analysis and evaluation relating to fraud and corruption risk control
- using a range of communication, consultation and negotiation styles to suit different audiences and purposes
- applying complex documents such as legislation, guidelines and standards
- managing contractors if the fraud/corruption risk assessment is outsourced
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of fraud and corruption control

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- jurisdictional fraud and corruption control requirements
- agency fraud and corruption control strategy and agency processes to measure fraud and corruption vulnerability
- agency structure and core business activities
- fraud and corruption risk factors in the organisation, agency clients, and any history of fraud and corruption in or against the agency
- the processes established to identify fraud and corruption vulnerability and agency corporate plans
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to fraud and corruption control

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPFRAU502B Anticipate and detect possible fraud activity
- PSPFRAU504B Conduct fraud risk assessments
- PSPGOV502B Develop client services
- PSPGOV504B Undertake research and analysis
- PSPGOV517A Coordinate risk management
- PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

- In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:
- the knowledge requirements of this unit
 - the skill requirements of this unit
 - application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
 - development of fraud/corruption control plans in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

- These resources include:
- legislation, policy and procedures relating to fraud and corruption control
 - fraud and corruption control guidelines and standards
 - AS/NZS 4360:1999 or as revised
 - public sector values and codes of conduct
 - case studies and workplace scenarios to capture the range of fraud/corruption planning activities likely to be undertaken

Where and how to assess evidence

- Valid assessment of this unit requires:
- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when developing fraud and corruption control plans, including coping with difficulties, irregularities and breakdowns in routine

- development of fraud/corruption control plans in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Identification of areas may include	information from internal and external sources
Stakeholders may include	agency staff and senior management contractors and consultants standards-setting organisations
Specialist personnel may include	consultants and contractors internal and external audit personnel personnel from law enforcement and prosecution agencies personnel from standards-setting organisations
Fraud/corruption control strategies and activities include	fraud/corruption control strategy process for identifying risks fraud/corruption vulnerability risk assessment methodology fraud/corruption control plan
Components of a fraud/corruption control plan may include as a minimum	overview of agency's attitude to fraud and corruption and the means by which it encourages ethical behaviour responsibilities in relation to fraud and corruption control and the agency's relationships with other agencies outlines of how risks are identified and assessed descriptions of the processes which are vulnerable to fraud and corruption and actions proposed to overcome those vulnerabilities responsibilities within the agency for actions identified within the plan and an implementation timetable procedures for the preparation, maintenance and review of the agency's fraud/corruption control plans agency fraud and corruption awareness and training strategy agency conduct and disciplinary standards statement on how the plan aligns with legislative and judicial

RANGE STATEMENT

requirements (such as reporting and confidentiality)
relevant contacts for further information (internal and external)

Relevant legislation and guidelines may include

jurisdictional legislation covering agency responsibilities in fraud and corruption control

guidelines such as:

Fraud control policy of the Commonwealth

Commonwealth fraud control guidelines

Fraud control: developing an effective strategy (NSW)

those released by standards-setting organisations such as Risk management, AS/NZS 4360:1999 or as revised

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU506B Implement fraud control activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation of controls and education which will reduce or eliminate the risk of fraud and corruption. It includes assessing options and selecting actions for fraud and corruption control activities, setting down procedures and expectations for staff, and implementing performance evaluation and monitoring systems.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, implementing fraud and corruption control activities may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, delivering client services, etc.

This unit replaces and is equivalent to PSPFRAU506A Implement fraud control activities.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess options and select actions	<p>1.1 Existing systems and procedures are assessed for compliance with fraud/corruption control plan and strategy, and broader organisational objectives</p> <p>1.2 Possible courses of action are determined based on an assessment of relevant resources and personnel available and integration with organisational activities</p> <p>1.3 Agreement of relevant staff and management is obtained on key features of the fraud/corruption <i>control activities</i> within their area of responsibility</p> <p>1.4 Resource implications and efficiency and effectiveness of options are assessed</p> <p>1.5 Desired outcomes are specified in consultation with <i>stakeholders</i></p> <p>1.6 Preferred options are recommended to senior management and agreed to by those responsible for implementation</p>
2. Set down procedures and expectations for staff	<p>2.1 Key tasks and deadlines are specified and a project timeline is prepared when appropriate</p> <p>2.2 Ethical standards and guidelines are developed in consultation with stakeholders</p> <p>2.3 Procedures are developed outlining the obligations and protections relating to public interest disclosures, protected disclosures or whistleblowing legislation</p> <p>2.4 Procedures are documented, tested and <i>disseminated</i> through most effective channels</p> <p>2.5 Opportunities for identifying possible new risks and threats are included in the procedures</p> <p>2.6 Refinements and adjustments to procedures are made on the basis of regular reviews and evaluation</p>
3. Implement performance evaluation and monitoring systems	<p>3.1 Mechanisms to monitor implementation are identified through consultation with appropriate people</p> <p>3.2 Relevant information and methods of comparing progress of implementation procedures to objectives of fraud/corruption control plan are agreed between those involved</p> <p>3.3 Quality of work, extent of progress, resource usage and other critical features are assessed and variations or adjustments to the fraud/corruption control plan are recommended</p> <p>3.4 Authorities are kept informed of progress of implementation and of problems as they arise in accordance with organisational policy and procedures</p> <p>3.5 Regular reporting activities are used to provide advice regarding impact of procedures on effectiveness of fraud/corruption</p>

ELEMENT

PERFORMANCE CRITERIA

control strategy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning, analysis and evaluation relating to fraud and corruption risk control
- ensuring compliance of activities with fraud/corruption control plan and fraud/corruption control strategy
- consulting with staff or personnel responsible for relevant activities or components of the activities specified
- using a range of communication, consultation and negotiation styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- writing reports requiring formal language and structure on the effectiveness of fraud and corruption control activities
- managing widespread dissemination of activities in the agency
- applying occupational health and safety and environmental procedures in the context of fraud and corruption control

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- jurisdictional fraud and corruption control requirements
- agency fraud and corruption control strategy
- best practice initiatives in fraud and corruption control
- client base and any history of fraud and corruption against the agency
- control testing and evaluation
- agency structure and core business activities
- fraud and corruption risk factors in the organisation, agency clients, and any history of fraud and corruption in or against the agency
- anti-discrimination and diversity legislation
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- legislation, policies and procedures relating to fraud and corruption control

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFRAU502B Anticipate and detect possible fraud activity

PSPFRAU505B Develop fraud control plans

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- implementation of fraud/corruption control activities in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud and corruption control

legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

- fraud and corruption control guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of fraud and corruption control activities likely to be undertaken

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when implementing fraud and corruption control activities, including coping with difficulties, irregularities and breakdowns in routine

- implementation of fraud and corruption control activities in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

For consistency of assessment

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Fraud/corruption control activities may include

- controls which reduce or eliminate the risk of fraud and corruption
- awareness raising and training activities

Stakeholders may include

- agency staff and senior management
- agency clients
- contractors and consultants
- industry associations
- internal/external audit personnel
- standards-setting organisations

Effective channels for dissemination of information may include

- internal manuals and guidelines
- internal audits, directives and reports
- public documents
- training and awareness sessions
- consultation with:
 - industry organisations
 - clients
 - specialist personnel or contractors
 - community groups
 - standards-setting organisations
- electronic communication, such as intranet, Internet or email

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU507B Coordinate development and implementation of fraud information systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the activities required for coordinating the development of data information systems relevant to fraud/corruption control. The system/s may be developed by internal staff or external contractors or consultants. The unit includes establishing objectives of data collection, ensuring that data collection matches requirements and implementing data collection/matching systems.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, coordinating development and implementation of fraud information systems may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, delivering client services, coordinating research, etc.

This unit replaces and is equivalent to PSPFRAU507A Coordinate development and implementation of fraud information systems.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish objectives of data collection	<p>1.1 Requirements of <i>data collection</i> system in terms of possibilities and constraints are determined through consultation with <i>clients</i> and key <i>stakeholders</i></p> <p>1.2 Options to satisfy requirements are assessed in consultation with key people taking into consideration cost, time for development and operation, ease of use, and organisation's objectives and priorities in fraud/corruption detection activities</p> <p>1.3 Most suitable option is determined and specifications are developed in consultation with key staff</p>
2. Ensure that data collection matches requirements	<p>2.1 Techniques of data collection and analysis are agreed/approved in accordance with organisational policy and procedures</p> <p>2.2 Interface specifications are designed to reflect awareness of user characteristics and needs, and to facilitate the use of the information management systems</p> <p>2.3 Systems are structured to be open to modification to reflect changing organisational focus, user needs and targeted initiatives</p>
3. Implement data collection and matching systems	<p>3.1 Strategies are developed and maintained to improve access to and use of networks for communication and information access and retrieval</p> <p>3.2 Mechanisms for more efficient delivery of information from remote and regional sources are identified and implemented as required</p> <p>3.3 Increasing efficiency of network access and use is balanced against security, legal and privacy issues</p> <p>3.4 Systems developed are matched against standards for compliance</p> <p>3.5 Input into policy and procedural changes regarding accessibility of information is provided based on a knowledge of organisation's core business, trends in fraud/corruption activities, and the nature and limitations of the information systems in use</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- managing projects and specialist staff or personnel
- using computerised fraud/corruption information systems
- analysis and problem solving
- using a range of liaison and communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of developing and implementing fraud/corruption information systems

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the requirements of a data collection system that meets agency needs and that can be developed within specified time and resource constraints
- legislation and guidelines relating to information systems including privacy and freedom of information
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- data collection and management systems
- agency structure, services and environment
- agency fraud/corruption control strategy
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFRAU506B Implement fraud control activities

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- development (or review) and implementation of fraud/corruption information systems in a range of (2 or more) contexts (or occasions over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud/corruption control

information and records management guidelines

privacy and confidentiality legislation and guidelines

legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

- fraud/corruption control guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of fraud/corruption control information system requirements likely

EVIDENCE GUIDE

Where and how to assess evidence

to be encountered

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating the development and implementation of fraud/corruption information systems, including coping with difficulties, irregularities and breakdowns in routine
- development (or review) and implementation of fraud/corruption information systems in a range of (2 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Data collection techniques take into account</i>	desired outcomes privacy issues political imperatives community concerns relevance of information information provided under public interest disclosures, protected disclosures or whistleblowing legislation
<i>Clients may include</i>	those internal or external to the organisation
<i>Stakeholders may include</i>	relevant government Ministers agency staff and senior management agency clients community and lobby groups contractors and consultants suppliers and customers industry associations other agencies with an interest in fraud/corruption control (including standards-setting organisations) law enforcement agencies prosecution agencies internal/external audit personnel agencies providing data for analysis

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU601B Develop fraud control strategy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers development of a fraud/corruption control strategy as an integral part of the broader corporate management strategy for an organisation. It includes identifying organisational needs and obligations, benchmarking the fraud/corruption control strategy, assessing stakeholder and environmental considerations, developing and implementing the organisation's fraud/corruption control strategy and analysing and reviewing the effectiveness of the strategy.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, developing a fraud/corruption control strategy may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation and ethics requirements, managing risk, networking, implementing policy, managing change, etc.

This unit replaces and is equivalent to PSPFRAU601A Develop fraud control strategy.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify organisational needs and obligations	<p>1.1 <i>Obligations</i> of the organisation are researched based upon the concept of fraud and corruption as both ethical and law enforcement issues that impede effective performance of the organisation's core business</p> <p>1.2 All formal internal and external reporting requirements are identified</p> <p>1.3 Organisational data analysis and information needs for fraud and corruption detection are identified in line with privacy, confidentiality and law enforcement policy and legislative requirements</p> <p>1.4 A strategic management approach to the prevention of corruption/fraudulent activities is reflected in the <i>needs identification</i></p> <p>1.5 Organisational responsibility for the coordination, monitoring, implementation, ongoing review and promotion of the organisation's strategy is identified and agreed in consultation with senior management</p> <p>1.6 Organisational responsibility is identified and agreed for the protection of persons who provide information under legislation related to public interest disclosures, protected disclosures or whistleblowing legislation</p>
2. Benchmark fraud/corruption control strategy	<p>2.1 Performance indicators are identified to facilitate benchmarking the fraud/corruption control strategy</p> <p>2.2 Best practice examples are utilised in the development of benchmarks</p> <p>2.3 Standards-setting organisations are utilised where appropriate to assist in the identification of benchmarks relative to the organisation's needs and core business</p>
3. Assess stakeholder and environmental considerations	<p>3.1 Client entitlements such as right to privacy, confidentiality, freedom from reprisals, and freedom of information, are incorporated</p> <p>3.2 Issues such as profile of clients, corporate history and culture and staffing profile are considered</p> <p>3.3 Constraints of operating environment, such as staff shortages, geographical spread of staff and budgeting constraints, are taken into consideration</p> <p>3.4 Client and community expectations are considered</p> <p>3.5 Management perspectives are identified through consultations with those with relevant responsibilities in terms of the organisation's business, and those with overall responsibility for oversight and implementation of fraud/corruption control in the</p>

ELEMENT**PERFORMANCE CRITERIA**

organisation

**4. Develop
organisation's
fraud/corruption
control strategy**

- 4.1 Balance between compliance *requirements* and operational pressures is achieved
- 4.2 Strategies are identified to enable constant updating of the *fraud/corruption control strategy* to incorporate changing and newly identified risks
- 4.3 Key factors such as the organisational environment and core business are incorporated within the fraud/corruption control strategy
- 4.4 Internal and external strategies are recommended based on assessment of relevant factors
- 4.5 Internal and external *quality assurance* is incorporated into the strategy with responsibility for maintaining quality assurance allocated in accordance with organisational policy and procedures
- 4.6 Strategy is accepted by authorities within the organisation and meets the requirements of the relevant standards-setting organisations

**5. Implement
fraud/corruption
control strategy**

- 5.1 Initiatives required to minimise fraud and corruption are developed in consultation with *stakeholders*
- 5.2 Timeframe for implementation of strategy is identified based upon an understanding of resource ramifications
- 5.3 Areas within the organisation responsible for actions to minimise fraud and corruption are identified
- 5.4 Procedures are developed for the reporting of information and the protection of persons who provide information under public interest disclosures, protected disclosures or whistleblowing legislation
- 5.5 Consultations with relevant personnel are undertaken to facilitate a shared understanding of responsibilities

**6. Analyse and review
effectiveness of strategy**

- 6.1 Review is structured to incorporate key features of the strategy and is underpinned by the need for the strategy to be holistic and comprehensive
- 6.2 Regular reviews are undertaken to accommodate lessons learnt during application of the strategy
- 6.3 Feedback mechanisms are established
- 6.4 Reporting mechanisms are established to provide *information* to senior management about effectiveness of the strategy measured against objectives, and to provide advice regarding changes to management practices to enhance effectiveness of the strategy
- 6.5 Results of analysis and review are incorporated to improve fraud and corruption control

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and strategic development
- incorporating essential attributes of an effective fraud/corruption control policy into the strategy
- consulting with senior management regarding the integration of the fraud/corruption control strategy with the broader corporate objectives
- using a range of liaison and communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of developing and implementing fraud/corruption information systems

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the concepts of fraud/corruption risk management
- risk management standards and techniques
- agency corporate objectives and policy planning processes
- the relationship between the fraud/corruption control strategy and the corporate goals and management practice of the agency
- external reporting requirements
- risk profile of the agency
- control framework operating in the agency
- jurisdictional fraud/corruption control requirements
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, occupational health and safety, and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPFRAU603B Manage fraud control awareness

PSPFRAU605B Review fraud control activities

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- development of a fraud/corruption control strategy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud/corruption control

- fraud/corruption control guidelines and standards
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- public sector values and codes of conduct

EVIDENCE GUIDE

Where and how to assess evidence

- case studies and workplace scenarios to capture the range of fraud/corruption control requirements likely to be encountered

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing fraud/corruption control strategy, including coping with difficulties, irregularities and breakdowns in routine
- development of a fraud/corruption control strategy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Obligations may include promotion of effective delivery of service
 management of public resources to protect against losses through fraud, corruption, waste, mismanagement and abuse
 management of human resources to ensure employees' rights and responsibilities are upheld
 promotion of ethical behaviour, and accountability
 protection of persons who provide information under public interest disclosures, protected disclosures or whistleblowing legislation
 risk management
 evaluation

Needs identification may include consultation with:
 staff
 peers
 clients
 fraud/corruption prevention network
 relevant standards-setting organisations

Requirements to be incorporated may include legislative and judicial requirements relevant to the jurisdiction
 guidelines and legislative requirements from standards-setting organisations relevant to the jurisdiction

Attributes of a fraud/corruption control strategy may vary from agency to agency but should include:
 integration into the broader policies and values of the agency
 internal and external fraud and corruption reporting systems
 external notification
 investigation standards
 fraud/corruption risk assessment
 responsibility structures

RANGE STATEMENT

employee and customer and community awareness
conduct and disciplinary standards
procedures for providing information under public interest disclosures, protected disclosures or whistleblowing legislation
protection of persons who provide information under public interest disclosures, protected disclosures or whistleblowing legislation

Quality assurance processes may include

internal review
external review

Stakeholders may include

relevant government Ministers
agency staff and senior management
agency clients
community and lobby groups
contractors and consultants
suppliers
industry associations
other agencies with an interest in fraud/corruption control including standards-setting bodies
law enforcement agencies
prosecution agencies
internal/external audit

Effective channels for information dissemination on the strategy may include

public documents
internal documents, for example fraud/corruption control plan
training and awareness sessions
contact with press networks
consultation with industry organisations, clients, community groups and watchdogs
electronic communication such as intranet, Internet and email

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU602B Manage fraud risk assessment and action plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the management of risk assessment for fraud/corruption, where personnel conducting the risk assessment may be internal staff or consultants. It includes applying organisational philosophy regarding risk, selecting a risk assessment methodology, and establishing reporting and review mechanisms.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, managing fraud/corruption risk assessment and action plan may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation and ethics requirements, managing risk, networking, implementing policy, managing change, etc.

This unit replaces and is equivalent to PSPFRAU602A Manage fraud risk assessment and action plan.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply organisational philosophy regarding risk	1.1 <i>Stakeholders</i> are consulted in the management of the fraud/corruption <i>risk assessment</i> process 1.2 Cultural, ethical and economic perspectives of the organisation are acknowledged and applied when making decisions regarding the development and implementation of the risk assessment process in the organisation
2. Select risk assessment methodology	2.1 Selection of risk assessment methodology is based on an evaluation of a range of fraud/corruption risk management techniques, and <i>factors</i> such as the environment, culture and functions of the organisation 2.2 Methodology is selected to meet the <i>Australian standard for risk management</i> , is compatible with the organisation's environment, culture, structure and core business and is able to be applied across all the organisation's programs and services 2.3 Activities of personnel implementing the fraud/corruption risk assessment methodology are monitored in accordance with organisational policy and procedures
3. Establish reporting and review mechanisms	3.1 The identification of appropriate actions to be implemented is included in reporting mechanisms 3.2 Review mechanisms are established that acknowledge the need for flexibility and the ongoing nature of the fraud/corruption risk assessment process 3.3 Reporting mechanisms are established to allow for advice to be provided at opportune times to facilitate a flexible response by management to any deficiencies identified 3.4 Reporting mechanisms are established to meet the requirements of standards-setting organisations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a range of communication, consultation and negotiation styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- effectively managing any consultants used to conduct the fraud/corruption risk assessment
- applying occupational health and safety and environmental procedures in the context of managing fraud/corruption risk assessments and action plans

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- agency corporate plan and nature of service provided by the agency
- external reporting requirements
- risk profile of the agency
- risk management standards and techniques
- control framework operating in the agency
- how the fraud/corruption risk assessment methodology addresses the agency-relevant criteria for measuring risk
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, occupational health and safety, and environment in the context of fraud/corruption control

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of fraud/corruption risk assessment and action plans in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud/corruption control

- fraud/corruption control guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of fraud/corruption risk assessment situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing fraud/corruption risk assessment and action plans, including coping with difficulties, irregularities and breakdowns in routine
- management of fraud/corruption risk assessment and action plan in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

agency staff and senior management
 agency clients
 contractors and consultants
 industry associations
 internal/external audit personnel
 standards-setting organisations

Risk assessment may include

- fraud/corruption risks identified in isolation or as part of a broader risk management strategy
- assessments conducted across the agency as a whole and may include recent changes to the structure and nature of the service delivered by the agency
- a single process assessing all functions and areas of an agency at the same time, a process that samples a number of agency functions or areas (rather than assessing them all), or a rolling program where all areas or functions are assessed sequentially rather than at the same time

Factors affecting fraud/corruption risk management may include

- agency size
- program type and size
- outsourcing
- program and service changes
- statutory and policy changes
- data exchange

Australian standard for risk management is

- AS/NZS 4360:1999 or as revised

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU603B Manage fraud control awareness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers activities required in promoting and disseminating the organisation's approach to fraud/corruption control internally and to external clients and the broader community. It includes disseminating the fraud/corruption control strategy, championing fraud/corruption control, and marketing fraud/corruption control both inside and outside the organisation.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, managing fraud control awareness may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation and ethics requirements, managing risk, networking, implementing policy, managing change, etc.

This unit replaces and is equivalent to PSPFRAU603A Manage fraud control awareness.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Disseminate fraud/corruption control strategy	<p>1.1 The profile of fraud/corruption control is raised to the highest level to indicate its key focus in the organisation</p> <p>1.2 Standards for the organisation are articulated in a manner suited to the level and experience of staff</p> <p>1.3 Ways in which the fraud/corruption control strategy contributes to the achievement of organisational corporate goals are articulated</p> <p>1.4 Roles and responsibilities of key people in the organisation regarding implementation of fraud/corruption control measures are articulated</p> <p>1.5 Dissemination methods are selected to take account of various audiences, and information is presented in a way that meets particular audience needs</p>
2. Champion fraud/corruption control	<p>2.1 Leadership and motivation are provided in highlighting the role of fraud/corruption control processes as integral to effective management practices</p> <p>2.2 Methods underpinning the championing of the fraud/corruption control process are based on an in-depth understanding of the organisation's culture and structure, and the nature of both internal and external clients</p> <p>2.3 Positive tone is set in the organisation regarding fraud/corruption control through engendering trust and confidence in the fraud/corruption control activities</p> <p>2.4 Guidelines for the establishment of formal and informal networks are established to nurture cooperative and ethical client relationships</p>
3. Market fraud/corruption control inside and outside the organisation	<p>3.1 Potential activities to promote the fraud/corruption control process and its importance to the overall objectives of the organisation are identified and assessed in relation to the fraud/corruption control strategy in place</p> <p>3.2 Implementation is coordinated with management and key <i>stakeholders</i> who play a role in prevention</p> <p>3.3 Shared ownership of fraud/corruption processes is encouraged through ongoing consultation and information sharing</p> <p>3.4 Promotion activities are organised to raise stakeholders awareness of both the ethical and financial aspects of fraud/corruption control and to facilitate endorsement of the concept and practice of fraud/corruption control</p> <p>3.5 <i>Trends</i> are monitored in order to ensure currency in the organisation's activities</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading others
- synthesising and articulating broader policy issues
- using a range of communication, negotiation and presentation styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of managing fraud/corruption control awareness

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- agency corporate plan and strategic directions of the agency
- agency structure and core business activities
- agency fraud/corruption control policy
- external expectations placed on the agency by external stakeholders such as government
- the incorporation of constraints imposed by the culture of the organisation and operational factors into fraud/corruption control issues and practices
- organisational change practices
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, occupational health and safety, and environment in the context of fraud/corruption control

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPFRAU601B Develop fraud control strategy

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of fraud/corruption control awareness in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud/corruption control

legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

- fraud/corruption control guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of fraud/corruption control awareness situations likely to be

EVIDENCE GUIDE

Where and how to assess evidence

encountered

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing fraud/corruption control awareness, including coping with difficulties, irregularities and breakdowns in routine
- management of fraud/corruption control awareness in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- relevant government Ministers
- agency staff and senior management
- agency clients
- community and lobby groups
- contractors and consultants
- suppliers and customers
- industry associations
- other agencies with an interest in fraud/corruption control
- law enforcement agencies
- prosecution agencies
- internal/external audit personnel

Trends are monitored through

- research of national and international material
- surveys
- data matching
- internal and external networks

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPFRAU605B Review fraud control activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers review of the breadth of activities in fraud/corruption control in an organisation. The review cycle is determined according to organisational needs and any external reporting requirements, though this cycle could be interrupted in particular circumstances such as changes in service delivery or significant increases in fraudulent activities. The unit includes preparing for review of fraud/corruption control activities, assessing the ability of fraud/corruption control activities to minimise fraud and corruption, and providing advice and recommendations for action to improve effectiveness of fraud/corruption controls.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, reviewing fraud control activities may overlap with other generalist or specialist public sector workplace activities such as managing evaluation, managing risk, networking, implementing policy, managing client service, etc.

This unit replaces and is equivalent to PSPFRAU605A Review fraud control activities.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for review of fraud/corruption control activities	1.1 Current fraud/corruption prevention activities are identified, taking into account the objectives of the organisation's fraud/corruption control strategy, plan and procedures 1.2 Timetable for evaluation and <i>review</i> is established in accordance with organisational policy and procedures 1.3 Information is gathered from relevant areas across the organisation 1.4 Perspectives of staff and management, clients and reporting organisations are included in the assessment
2. Assess the ability of control activities to minimise fraud and corruption	2.1 Implementation of the organisation's fraud/corruption control plan and activities is assessed in terms of progress in areas relevant to the organisation 2.2 Assessment is conducted taking into account core business and broader management activities of the organisation 2.3 Assessment is based upon knowledge of best practice initiatives in fraud/corruption prevention 2.4 Effectiveness of performance indicators in collecting fraud/corruption control information is assessed 2.5 Mechanisms to assist staff minimise fraud/corruption are assessed for effectiveness 2.6 Fraud/corruption control awareness-raising activities are assessed for effectiveness against their objectives
3. Provide advice and recommend action to improve effectiveness of fraud/corruption controls	3.1 Advice is provided based on significant knowledge of the organisation's culture, structures, programs and services, and constraints under which the organisation is operating 3.2 Options for action are recommended, based on consultation with <i>stakeholders</i> , and balance strict compliance with operational and political pressures 3.3 As a result of consultation with stakeholders, fraud/corruption control objectives that are found to be unrealistic are revised, and advice is provided regarding amendment to the fraud/corruption control strategy and procedures in accordance with organisational policy and procedures 3.4 Reports tailored to various <i>audiences</i> are prepared regarding the effectiveness of fraud/corruption control activities in the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- agency structures, programs and services
- agency fraud/corruption control strategy
- legislative framework under which the organisation operates
- external reporting requirements
- law enforcement needs
- best practice initiatives in fraud/corruption control
- the role of fraud/corruption control in the broader agency corporate planning environment
- public sector legislation and guidelines relating to anti-discrimination and diversity legislation, occupational health and safety, and environment in the context of fraud/corruption control
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

Skill requirements

Look for evidence that confirms skills in:

- applying analysis and evaluation
- reviewing fraud/corruption control processes and assessing key functions of overall strategy
- writing reports requiring formal structure and language and precision of expression
- providing advice and recommendations tailored to the needs of stakeholders
- using a range of communication and presentation styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of fraud/corruption control reviews

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPFRAU601B Develop fraud control strategy

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- review of fraud/corruption control activities in a range of (2 or more) contexts (or occasions over time)

Resources required to carry out assessment

These resources include:

legislation, policy and procedures relating to fraud/corruption control

legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

- fraud/corruption control guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered during fraud/corruption control reviews

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing fraud/corruption control activities, including coping with difficulties, irregularities and breakdowns in routine
- review of fraud/corruption control activities in a range of (2 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Review of fraud/corruption control activities should

enhance integrity in the agency
be cost effective
meet an agency's law enforcement needs

Stakeholders may include

relevant government Ministers
agency staff and senior management
law enforcement agencies
prosecution agencies
internal/external audit personnel
standards-setting organisations

Audience for reports may include

agency colleagues and management
government Ministers
relevant standards-setting organisations

Unit Sector(s)

Not applicable.

Competency field

Competency field Fraud Control

PSPGOV201B Work in a public sector environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for entry into/working as a trainee in the public sector. It includes compliance with the principles of public sector legislation and guidelines, the use of public sector and organisational procedures when dealing with others at work, respect for individual differences and career planning.

In practice, working in a public sector environment may overlap with other generalist or specialist public sector work activities such as communicating with others, delivering client service, using resources, handling information, etc.

This unit replaces, and for qualification purposes is equivalent to *PSPGOV201A Work in a public sector environment*.

The unit serves as the introductory unit of competency in the *Working in Government* competency themes of *Effective Work* and *Diversity*, and in the Competency Fields of *Ethics&Accountability*, and *Legislation&Compliance*, so provides the introductory unit for:

PSPGOV301B Work effectively in the organisation
PSPGOV308B Work effectively with diversity
PSPGOV310A Work in and with small, regional and remote organisations
PSPETHC301B Uphold the values and principles of public service
PSPLEGN301B Comply with legislation in the public sector

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Access and use legislation and guidelines

- 1.1 The range of *legislation* and *guidelines* common to employment in a public sector organisation is accessed
- 1.2 The *key principles* contained in the legislation and guidelines are identified
- 1.3 Information is clarified in order to confirm own understanding
- 1.4 Work is undertaken in accordance with the principles contained in legislation and guidelines

2. Access and use organisational information

- 2.1 The staffing and organisational structure is identified
- 2.2 Procedures for dealing with staff at all levels of the organisation are identified and clarified
- 2.3 Procedures for dealing with *clients* are identified
- 2.4 *Sources of assistance* are identified, and types of assistance available from each source are identified
- 2.5 Work is carried out within *organisational procedures*

ELEMENT

PERFORMANCE CRITERIA

3. Work with diversity

- 3.1 Appreciation of the *differences* between *colleagues* is demonstrated through workplace behaviour
- 3.2 Communication styles are used to take account of workplace diversity and reflect the principles of *emotional intelligence*
- 3.3 Contribution to the workgroup is made to utilise personal strengths and take any opportunities provided to develop new competencies
- 3.4 The requirements of multicultural awareness and anti-discrimination legislation are met

4. Investigate career options

- 4.1 Personal working and learning styles, values and attitudes are identified and weighed against the requirements of current and potential work opportunities
- 4.2 Personal work goals are identified and prioritised
- 4.3 *Advice* is obtained on future work/career options
- 4.4 A range of possible career paths is identified and initial planning undertaken to map out broad competency areas and experiences required to pursue them
- 4.5 Personal development is planned to prepare for career options
- 4.6 Learning opportunities are sought and accessed in line with personal work goals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and identifying information
- scanning techniques to locate main ideas
- reading written materials such as manuals and codes of practice
- responding to diversity, including gender and disability
- using interpersonal communication including negotiating strategies to clarify understanding
- recognising own and others' emotions in the workplace
- using information technology and the Internet
- applying public sector legislation such as occupational health and safety and environmental procedures in the workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations and guidelines
- organisation guidelines and procedures
- principles of cultural awareness, workplace diversity and emotional intelligence and their application in the workplace
- codes of conduct
- equal employment opportunity, equity and diversity principles
- principles of personal career planning

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when working in a public sector environment

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working in a public sector environment, including coping with difficulties, irregularities and breakdowns in routine
- completing work in a range of (3 or more) public sector contexts, such as different work functions or roles (or 3 or more occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.\

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation may include

- anti-discrimination
- duty of care
- employee relations
- employment
- equal employment opportunity
- fraud control
- freedom of information
- government security management
- occupational health and safety
- privacy
- public sector management
- whistleblowers protection
- workplace diversity
- workplace harassment
- international legislation/codes of practice

Guidelines may include

- public sector standards
- relevant public sector code of ethics
- organisational code of conduct
- organisational mission and values statements
- organisational procedures/guidelines
- government policy
- Ministerial directions
- directives from head of organisation
- standard operational procedures

RANGE STATEMENT

Key principles may include

- honesty and integrity
- confidentiality and non-disclosure of official information
- security of information, resources, facilities and people
- due care and diligence
- avoiding conflicts of interest
- obeying lawful and reasonable direction
- compliance with the law

Clients may include

- the public
- private enterprise
- other public sector organisations
- internal clients
- the Minister

Sources of assistance may include

- colleagues
- immediate supervisor
- line management
- human resources personnel
- workplace representatives/union personnel

Organisational procedures may include

- mission and values statements
- organisational charts
- strategic plans
- business unit and work area plans
- customer service charters
- induction materials
- standard operating procedures
- relevant workplace agreements
- disciplinary processes
- grievance procedures
- advertising materials
- Internet and/or intranet web pages

RANGE STATEMENT

Individual differences may include

- age
- cultural background
- disability
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

Colleagues may include

- peers
- junior staff
- internal stakeholders
- external stakeholders/clients/customers
- supervisors and senior management

Emotional intelligence is

- widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions
- characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)

RANGE STATEMENT

Advice may include

- formal/informal performance appraisals
- feedback from supervisors and colleagues
- reflection/comment on personal goals
- vocational/career counselling

Unit Sector(s)

Not applicable.

Competency field

Competency field

Working in Government

PSPGOV202B Use routine workplace communication techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of communication techniques for interacting with internal and external clients and following instructions. It includes handling routine enquiries, following and relaying routine instructions and engaging in workplace discussions. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included. Where reading and writing are the prime focus of the workplace function these are addressed in *PSPGOV208A Write routine workplace materials*.

In practice, workplace communication overlaps with other generalist or specialist public sector work activities such as working in a public sector environment, delivering client service, handling information, participating in change, using resources, using technology, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

PSPGOV312A Use workplace communication strategies

PSPGOV412A Use advanced workplace communication strategies

PSPGOV512A Use complex workplace communication strategies

PSPGOV605A Persuade and influence opinion

This unit replaces, and for qualification purposes is equivalent to *PSPGOV202A Communicate in the workplace*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT

PERFORMANCE CRITERIA

1. Handle routine enquiries

- 1.1 *Enquiries* are acknowledged and details recorded in accordance with organisational etiquette and standards
- 1.2 Urgency of the enquiry is determined and *responsive action* is initiated promptly or the matter referred in accordance with organisational procedures
- 1.3 Effective *listening and speaking* skills are employed including confirming understanding
- 1.4 An understanding of *individual differences* is reflected in spoken and non-verbal communication to meet the expected standards of the workplace
- 1.5 Problems are resolved in accordance with standard procedures or referred to others in accordance with organisational policy and procedures
- 1.6 Records of verbal enquiries and resulting action are made and stored in accordance with organisational policy and procedures for recordkeeping and information security

2. Follow and relay routine instructions

- 2.1 *Instructions* are acted upon within the timeframe and to the standard required by the workgroup/team leader
- 2.2 Difficulties in understanding instructions are referred for clarification in accordance with organisational policy and procedures
- 2.3 Notes are made of oral instructions, the intent and outcomes required, and the timeframe for completion, and used to carry out instructions at a later date when required
- 2.4 Instructions for others are noted and relayed in accordance with organisational requirements, and feedback provided on successful relating of requirements
- 2.5 Established communication channels are used as required

3. Engage in workplace discussions

- 3.1 Oral interactions with other staff are used to exchange information, explore issues and solve routine problems
- 3.2 Participation in and contributions to formal and informal meetings are made in accordance with personal knowledge and meeting requirements
- 3.3 *Meeting protocols* are observed and colleagues are encouraged to participate where relevant
- 3.4 Issues and ideas which affect work within the group are raised with the appropriate person
- 3.5 Unresolved conflicts which affect work in the group are referred through the appropriate channel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- speaking and listening relating to routine communication exchanges
- eliciting and giving factual information
- clarifying meaning, exploring issues and problem solving or referral
- listening for relevant information from oral discussions
- taking personal notes
- observing - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- using communication technology such as telephones, computers with audio, message bank, answering machines, email, short message service, pagers
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication in the public sector
- principles of effective communication
- knowledge of organisation processes
- procedures manuals for dealing with enquiries
- channels of communication
- organisational etiquette for oral communication
- conflict resolution techniques
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health, safety and environmental requirements in the context of workplace communication

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to any of the generalist public sector specific units at Certificate II or above, particularly:

PSPGOV201B Work in a public sector environment

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- routine communication techniques used in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace communication
- case studies and workplace scenarios to capture the range of verbal communication situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using routine workplace communication techniques, including coping with difficulties, irregularities and breakdowns in routine
- routine communication techniques used in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Enquiries may be

- face-to-face
- by telephone
- via technology and other media, such as:
 - computers
 - email
 - short message service (SMS)
 - facsimile
 - pagers
 - teletype machines
- from internal or external clients
- routine in nature and related to the immediate work area

Responsive action may include

- passing on messages for someone else
- responding immediately
- referring to others for action
- noting enquiry for later follow-up
- file notes

RANGE STATEMENT

Listening and speaking skills may include

- open and closed questions
- listening for central ideas
- giving feedback on understanding
- re-phrasing
- paraphrasing
- summarising
- clarifying
- active listening
- using silence to elicit additional information
- congruent verbal and non-verbal communication messages
- using and recognising body language
- considering how information applies in different situations or to different people

Understanding of individual differences may include

- tailoring communication to meet cultural, ethnic, religious, language, gender or age differences, disabilities, etiquette
- using culturally appropriate body language and gestures
- interpreting emotional and cultural cues

Instructions may include

- supervisor/team leader's instructions
- work unit/organisation guidelines and procedures
- occupational health and safety procedures
- corporate style manuals/guidelines
- safety signs and warning labels
- manufacturer's/operating instructions/technical instructions

Meeting protocols may include

- following agenda
- speaking through chair
- being prepared to present information for particular agenda items

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV203B Deliver a service to clients

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers provision of service to clients within a prescribed framework. It includes matching client service to needs and delivering client service.

In practice, delivering service to clients may overlap with other generalist or specialist public sector work activities such as working in a public sector environment, communicating in the workplace, using resources, working safely, handling information, using technology, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with client services. Related units are:

PSPGOV309A Address client needs

PSPGOV402B Deliver and monitor service to clients

PSPGOV502B Develop client services

PSPMNGT606B Manage quality client service

This unit replaces and is equivalent to *PSPGOV203A Deliver a service to clients*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Match service to client needs

- 1.1 Information on the client base is accessed and obtained in accordance with *legislation, policy and procedures*
- 1.2 Information on the client base and its needs is used to match services to *clients*
- 1.3 Particular needs of clients are identified to enable targeted service delivery
- 1.4 Requests from clients are matched to the appropriate service from a defined range of options
- 1.5 Problems in matching service delivery to clients are reported to supervisor

ELEMENT

PERFORMANCE CRITERIA

2. Deliver client service

- 2.1 *Client service* is provided which is timely and meets client needs within the limitations of resources
- 2.2 Client enquiries are responded to promptly and in accordance with accepted practice and standards of the organisation
- 2.3 Service and *communication techniques* are tailored to the *specific needs* of clients
- 2.4 Complaints from clients and *difficult situations* are dealt with in accordance with organisational procedures
- 2.5 Client confidentiality is maintained as part of service delivery where required
- 2.6 Data is collected to assist in evaluating whether client needs have been met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of internal and external clients including negotiating, explaining and clarifying
- solving problems
- tailoring delivery to meet specific client needs
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector policies, procedures and guidelines related to client service delivery
- current practice in client service delivery in the public sector
- organisational client service charter, standards and procedures
- equity and diversity issues impacting on client service delivery
- limitations of resources for service delivery
- public sector legislation such as occupational health and safety and environment in the context of client service delivery

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV204B Access and use resources

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- client service delivery in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to client service in the public sector
- case studies and workplace scenarios to capture the range of client service situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when delivering a service to clients, including coping with difficulties, irregularities and breakdowns in routine
- client service delivery in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Some assessment of this unit may be carried out in languages other than English where an officer is working with specific language groups.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environment legislation.
 - risk management guidelines
 - ethics and accountability standards
 - public sector standards
 - fraud control standards
 - government security standards
 - organisational policy, procedures and protocols

Clients may be

- internal
- external
- individual members of the public
- other agencies and community groups
- other work areas of the organisation
- individual members of the organisation
- senior management

Client services are

- specific to the organisation, within the capabilities and resources of the organisation

RANGE STATEMENT

- Communication techniques may include***
- active listening
 - using open and/or closed questions
 - speaking clearly and concisely
 - varying language and tone of voice to suit the audience and purpose
 - giving clients full attention
 - maintaining eye-contact (for face-to-face interactions) if culturally appropriate
 - non-verbal communication (for face-to-face interactions) such as:
 - body language
 - personal presentation
 - clear, legible writing
 - handling of sensitive and confidential issues
- Specific needs may relate to***
- disabilities
 - language
 - ethnicity
 - gender
 - culture
 - age
 - remote location
- Difficult situations may require***
- negotiation techniques including:
 - effective listening
 - questioning
 - constructive feedback
 - issues identification
 - exploring options
 - identifying areas of agreement
 - recording agreements
 - non-verbal as well as verbal communication
 - culturally appropriate strategies, language and non-verbal cues.
 - conflict resolution
 - expert assistance, such as interpreting service, counselling service, ethnic support worker, etc
 - referral to senior staff

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV204B Access and use resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of resources required to achieve work objectives. It includes accessing and using resources and administering physical resource usage.

In practice, accessing and using resources may overlap with other generalist or specialist public sector work activities such as communicating in the workplace, delivering client service, using technology, handling information, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with resources. Related units are:

PSPGOV305B Access and use resources and financial systems

PSPGOV403B Use resources to achieve work unit goals

PSPGOV503B Coordinate resource allocation and usage

PSPMNGT602B Manage resources

This unit replaces and is equivalent to *PSPGOV204A Access and use resources*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Access and use resources

- 1.1 *Resources* required to achieve work outcomes are identified and accessed in accordance with *legislation and organisational policy and procedures*
- 1.2 Resources are used efficiently and effectively and in accordance with legislation, organisational policy and procedures

2. Administer physical resources

- 2.1 Supplies and materials required to support the operation of the workgroup are obtained and maintained
- 2.2 *Records* of resource usage are maintained as required by the organisation/work unit
- 2.3 Orders are processed in a timely manner and in accordance with defined organisational procedures
- 2.4 Supplies and materials are stored in accordance with organisational procedures and to reduce theft and fraudulent activity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- recordkeeping
- reading materials such as legislation and operational procedures related to resources and finances
- completing and processing orders requiring both literacy and numeracy
- securing information and resources
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of resource use

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation and operational procedures relating to accessing and using resources
- security requirements for resources, facilities, people and information
- principles of fraud control in the public sector
- principles of financial management and stock handling
- occupational health and safety requirements
- environmental and sustainability requirements
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- resources accessed and used in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to resource access and use
- case studies and workplace scenarios to capture the range of situations likely to be encountered when accessing and using resources

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when accessing and using resources, including coping with difficulties, irregularities and breakdowns in routine
- resources accessed and used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Resources may include***
- information, knowledge and other intellectual resources
 - finances
 - facilities
 - equipment
 - stock and supplies
 - dealing with other organisations' requirements
- Legislation, organisational policy and procedures may include***
- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - freedom of information
 - copyright
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environmental legislation.
 - risk management guidelines
 - ethics and accountability standards
 - public sector standards
 - fraud control standards
 - government security standards
 - organisational policy, procedures and protocols

RANGE STATEMENT

- Records may include*
- computerised and manual
 - financial statements
 - mail
 - file maintenance
 - stock list control
 - order forms
 - petty cash forms

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV205B Participate in workplace change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers participation in the change process within a workgroup. It includes suggesting options for change and contributing to the implementation of change.

In practice, participating in workplace change may overlap with other generalist or specialist public sector work activities such as working effectively in the public sector, communicating with others, using resources, handling information, using technology, etc.

This is one of 6 units of competency in the *Working in Government* and *Management* Competency Fields that deal with change.

Related units are:

PSPGOV306B Implement change

PSPGOV405B Provide input to change processes

PSPGOV514A Facilitate change

PSPMNGT604B Manage change

PSPMNGT703A Lead and influence change

This unit replaces and is equivalent to *PSPGOV205A Participate in workplace change*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Suggest options for change

- 1.1 Possible changes to aspects of operational work which could improve efficiency and effectiveness are identified and suggested
- 1.2 Advantages, disadvantages and consequences of proposed suggestions are considered and discussed with the workgroup
- 1.3 Other workgroup members' input is accepted and considered in suggesting options for change

ELEMENT

PERFORMANCE CRITERIA

2. Contribute to the implementation of change

- 2.1 Specific changes in own routine operations and procedures are implemented as required in accordance with *legislation, policy and procedures*
- 2.2 Changes are made in response to directions to achieve service standards and identified outcomes
- 2.3 Available resources and supports are accessed to assist in changing own work practices
- 2.4 Personal responses to *change* are discussed with the workgroup
- 2.5 Effects upon others of own actions/reactions to change are considered
- 2.6 Support mechanisms to assist with the implementation of change are identified and accessed as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- working in a team in a way that demonstrates consideration of the effect of change on others and the effect of one's own reaction to change on others
- communicating with team members on issues and personal reactions to change
- implementing change as required
- accessing assistance for coping with change
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety, and environment in the context of change

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- personal response to change
- impact of change as it affects individuals and groups
- public sector legislation, policy and guidelines
- environmental and sustainability guidelines
- workgroup practices and service standards
- equal employment opportunity, equity and diversity principles
- occupational health and safety and environmental impact of change including stress, and stress management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- participation in workplace change in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to change in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when participating in workplace change

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when participating in workplace change, including coping with difficulties, irregularities and breakdowns in routine
- participation in workplace change in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policy and procedures may include

- Commonwealth, State/Territory and Local Government legislation
- government policy
- public sector code of ethics
- national standards specific to service delivery area
- the organisation's policies and practices
- environment and sustainability policies
- organisational code of conduct
- specific work unit/business area policy and procedures

Change in the workplace may include

- organisational change
- implementation of new/revised work practices
- sustainability practices
- technology change in the workplace
- work location
- structural and functional change
- client base
- staffing changes
- job role changes
- work priorities
- shared services environment
- machinery of government changes
- legislative change

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV206B Handle workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers handling incoming and outgoing workplace information. It includes collecting, analysing and processing workplace information.

In practice, handling workplace information may overlap with other generalist or specialist public sector work activities such as working in a public sector environment, communicating in the workplace, delivering client service, using resources, using technology, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with information/knowledge management. Related units are:

PSPGOV307B Organise workplace information

PSPGOV406B Gather and analyse information

PSPGOV504B Undertake research and analysis

PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to *PSPGOV206A Handle workplace information*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Collect and analyse workplace information

- 1.1 Required *information* is collected and analysed under direction
- 1.2 Routine information is checked and recorded in accordance with organisational format/s
- 1.3 Maintenance of data systems is undertaken to ensure records are accurate and up-to-date
- 1.4 Internal data *storage* systems are updated, accessed and searched as required
- 1.5 Workplace procedures related to security and confidentiality are applied to information handling

2. Process workplace information

- 2.1 Incoming information is sorted and distributed within defined timeframes
- 2.2 Problems in processing routine information are identified and communicated to relevant staff
- 2.3 Information storage and filing systems are established and maintained in accordance with *legislation, policy and procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- handling files
- handling mail
- applying information security requirements
- applying computer technology to data storage, retrieval and presentation
- converting one information type to another (such as scanning)
- applying basic statistical and numerical manipulation
- using problem solving and referring problems as required
- communicating with colleagues and supervisors
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- organisational procedures for handling information
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- occupational health and safety and environmental procedures relating to information handling

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- workplace information handled in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when handling information

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling information, including coping with difficulties, irregularities and breakdowns in routine
- workplace information handled in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Information may include*
- basic numerical and statistical data
 - legislative, organisation and policy requirements
 - client data
 - registries and file records
 - library materials
 - financial records
 - mail

- Storage of information may include*
- manual and computer files
 - databases
 - systems which are internal and external to the immediate organisation
 - printed material
 - photographic material
 - microfiche

RANGE STATEMENT

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- national standards
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV207B Use technology in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers various applications of technology and their use to achieve work outcomes. It includes selecting, using and maintaining technology.

In practice, using technology in the workplace may overlap with other generalist or specialist public sector work activities such as working in a public sector environment, communicating in the workplace, delivering client service, using resources, etc.

This unit replaces and is equivalent to *PSPGOV207A Use technology in the workplace*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Select and use technology

- 1.1 The technology requirements of tasks are assessed and *technology* and/or *software applications* are selected in accordance with task requirements and available workplace resources
- 1.2 Work area, furniture and equipment are adjusted and used in accordance with ergonomic requirements
- 1.3 Technology/software is *used* to achieve work outcomes in accordance with organisational *guidelines* and occupational health and safety requirements
- 1.4 Manuals, training booklets, online/telephone assistance or help-desks are used to overcome basic difficulties with technology, and more complex problems are referred for assistance in accordance with organisational policy and procedures
- 1.5 Technology and data are secured in accordance with legislation, policy and procedures

2. Maintain technology

- 2.1 *Routine maintenance* is carried out and/or arranged to ensure that technology is maintained in accordance with manufacturers' instructions and organisational requirements
- 2.2 *Equipment faults* are corrected or reported in accordance with manufacturers' instructions and service agreements
- 2.3 Technology consumables are replaced as they are used in accordance with manufacturers' instructions and organisational requirements
- 2.4 Use of technology and disposal of *used consumables* meets government and organisational *environmental policies*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning technology use
- identifying work requirements and selecting the equipment and software application of best fit in terms of timeliness, cost effectiveness, occupational health and safety conditions
- using a keyboard
- using a range of technology applications
- using communication to request advice, receive feedback and work with others
- applying problem solving in relation to routine problems
- following manufacturers' instructions
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of using workplace technology

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, procedures and guidelines relating to the use of technology in the workplace
- occupational health and safety procedures and regulations
- logon, backup, virus protection and shutdown procedures for computer equipment
- basic technical terminology in relation to reading manuals and help files
- methods of detecting faults in and solving problems with business technology
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to any of the generalist public sector specific units at Certificate II or above, particularly:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV208A Write routine workplace materials

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of equipment and application of software in a range of (3 or more) contexts (or occasions, over time).

The unit relates to the application of technology as a transferable competency. It is not necessary to assess (or address) an exhaustive range of equipment, rather attention should be given to the different kinds of technology that can be used and the selection of the 'technology of best fit' for the task. (Is it better/more economical to print one master copy, and photocopy multiples, or print multiple copies direct from the computer? I need a graph - do I use a word processing or spreadsheet application?)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the use of technology in the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using technology in the workplace

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using technology in the workplace, including coping with difficulties, irregularities and breakdowns in routine
- correct use of equipment and application of software in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from workplace training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Technology covers all equipment used in the workplace and may include

- computer facsimiles
- computer technology, such as laptops, notebooks, palm pilots and personal computers
- datashow projectors
- digital cameras
- electronic whiteboards
- facsimile machines
- keyboards
- modems
- mouses
- multifunction scanners/faxes/printers
- pagers
- photocopiers
- printers
- routers
- scanners
- tape/MD recorders
- telephones/mobiles/wireless telephones
- video cameras
- wireless technology equipment
- zip drives

RANGE STATEMENT

- Software applications may include***
- email
 - Internet
 - instant messages
 - word processing
 - spreadsheets
 - databases
 - accounting
 - presentation packages
- Use of technology may include***
- information searches
 - data storage, retrieval and analysis
 - numerical calculations
 - presentation of information
 - copying information
 - communication
 - Internet
 - Email
- Guidelines may include***
- work unit and organisation standards
 - occupational health and safety policies and procedures
 - environmental procedures
 - manufacturers' operating instructions
 - ethical considerations
- Routine maintenance may include***
- regular checking of equipment
 - replacing consumables
 - 'in-house' cleaning and servicing of equipment according to manufacturers' guidelines
 - periodic servicing by qualified or manufacturer-approved technician

RANGE STATEMENT

- Equipment faults may be identified or countered by*
- routine checking of equipment
 - preparation of a maintenance program
 - encouraging feedback from work colleagues
 - regular back-ups of data
 - keeping a log book of detected faults
 - regular occupational health and safety inspections
 - checking that repairs have been carried out
- Used consumables may include*
- ink cartridges
 - toner cartridges
 - print heads
 - CD-ROMs
 - zip disks
 - floppy disks
 - backup tapes
- Environmental policies may cover*
- type of paper
 - recycling requirements

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV208A Write routine workplace materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

In practice, writing routine materials overlaps with other generalist or specialist public sector work activities such as working in a public sector environment, using routine communication techniques, delivering client service, handling information, using technology, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

PSPGOV313A Compose workplace documents

PSPGOV413A Compose complex workplace documents

PSPGOV513A Refine complex workplace documents

PSPGOV606A Prepare high-level/sensitive written materials

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Read, interpret and act on routine written materials

- 1.1 Intended recipients and purpose of incoming *written materials* are determined with assistance from others
- 1.2 Key points are identified and used to record, store or forward incoming materials in accordance with organisational procedures.
- 1.3 Information from *tables, charts and other graphic information* is used to plan and organise work.
- 1.4 *Procedural information* is read and followed to implement workplace routines or remedy problems
- 1.5 Assistance is sought with difficult or ambiguous materials in accordance with organisational procedures

ELEMENT

PERFORMANCE CRITERIA

2. Prepare routine written materials

- 2.1 Requirements of *written materials* are confirmed and followed in accordance with *legislation, organisational procedures* and standard templates
- 2.2 Information is included that is accurate, clear and concise and meets organisational guidelines for the type of document
- 2.3 Material is checked to ensure correct grammar, spelling and punctuation, and to correct any inaccuracies in content.
- 2.4 Written information is presented in accordance with organisational standards for format and accuracy
- 2.5 Written information is prepared and submitted for approval/final editing within required timeframes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with routine workplace materials
- identifying key messages in written information
- writing and sequencing paragraphs according to the required purpose of written material
- linking ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at a practical level
- responding to diversity requirements, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written materials such as privacy, freedom of information, information security, confidentiality, copyright
- organisational policy for recordkeeping
- principles of effective written communication
- differences between requirements for written as opposed to spoken English
- government style manual/writing guide
- organisational writing/formatting guidelines
- organisation processes and protocols
- email protocols and records management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- routine workplace materials written for a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written workplace materials
- examples of routine workplace materials
- government style manual and organisational writing guidelines
- case studies and workplace scenarios to capture the range of routine reading and writing situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reading and writing routine workplace materials, including coping with difficulties, irregularities and breakdowns in routine
- routine workplace materials written for a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Written materials to be read may include

- agendas
- emails
- facsimiles
- flyers
- help screens
- instructions
- letters
- manuals
- memos
- messages
- minutes
- reports
- schedules
- timetables
- web calendars
- web sites

RANGE STATEMENT

Tables, charts and other graphic information may include

- work schedules
- organisation charts
- timetables
- pay scales
- leave rosters

Procedural information may include

- supporting diagrams
- manufacturers'/operating instructions/technical instructions
- work unit/organisation guidelines and procedures
- supervisor's/team leader's instructions
- occupational health and safety procedures
- style manuals

Written materials may include

- correspondence
- emails
- memos
- file notes
- meeting notes
- summaries
- short reports
- leave applications
- travel forms
- petty cash vouchers

Legislation and organisational procedures may include

- State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, privacy, copyright, confidentiality, equal employment opportunity, diversity, occupational health and safety
- Commissioner's instructions
- public sector standards
- fraud control standards
- codes of practice
- codes of ethics
- security standards for government information
- administrative procedures
- writing guides/style manuals

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV301B Work effectively in the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for working effectively in a public sector organisation with a focus on self-management. It includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work. It does not cover working with others. This is addressed in the unit *PSPGOV302B Contribute to workgroup activities*.

In practice, working effectively occurs in the context of other generalist and specialist public sector work activities, such as acting ethically, using resources, organising information, maintaining workplace safety, complying with legislation etc.

This is one of 5 units in the *Working in Government and Management* Competency Fields that deal with work effectiveness/career management. Related units are:

PSPGOV201B Work in a public sector environment

PSPGOV310A Work in and with small, regional and remote organisations

PSPGOV410A Undertake career planning

PSPGOV510A Undertake and promote career management

This unit replaces and, for qualification purposes, is equivalent to *PSPGOV301A Work effectively in the organisation*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Evaluate and develop own expertise**

- 1.1 Self-assessment of *work-related competencies* is made by reflecting on own workplace experience and training, and from monitoring feedback on performance in the workplace
- 1.2 Research is undertaken to identify possible careers and compare the requirements of these careers with current skill base and development opportunities available within the organisation and across the public sector
- 1.3 Areas requiring competency development are *identified* by comparing current competencies with the competency requirements of current or anticipated duties
- 1.4 Personal learning goals are set and progress towards them monitored
- 1.5 Potential *competency recognition or development opportunities* are identified and accessed in accordance with organisational policy and procedures
- 1.6 *Records* of competency development are maintained and work-related competencies and experience are conveyed to *relevant people* as required

2. Work within the organisational structure and context

- 2.1 A comprehensive knowledge of the organisation's *structure and functioning* is developed and utilised in accordance with *legislation, policy and procedures*
- 2.2 An understanding of the organisation's *context* is developed and *used*
- 2.3 The work unit's *position* in the organisational structure is identified, its relationship with other organisational work units examined and any *protocols/difficulties/special requirements* determined
- 2.4 The contribution of the work role and the work unit to the organisation's vision, goals and outcomes is identified and confirmed
- 2.5 Work is undertaken in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision

ELEMENT

PERFORMANCE CRITERIA

3. Manage own work

- 3.1 Individual work goals are identified, clarified and prioritised in accordance with the organisation's requirements
- 3.2 *Risks* to the achievement of personal work outcomes are identified and managed in accordance with organisational risk management requirements
- 3.3 Work strategies are selected with regard to applicable *work parameters*
- 3.4 Progress with work is monitored relative to set goals, strategies and outcomes
- 3.5 Work goals are achieved and work plans revised to attend to ongoing or new responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking self-reflection
- communicating with diverse audiences including discussion of competency recognition or development needs
- responding to diversity, including gender and disability
- presenting/reporting information to others
- planning and time management
- reading and interpreting materials such as organisational materials, competencies, position descriptions, work instructions, reports
- writing including work plans, curriculum vitae, records, reports, referrals
- using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions
- applying equal employment opportunity, equity and diversity principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in the public sector
- competency requirements of current duties
- principles of career planning/development and taking responsibility for own learning and development
- self-assessment techniques
- alternative work strategies
- range of learning and development strategies
- the organisation's risk management procedures
- public sector legislation such as occupational health and safety and environment in the context of a public sector work environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV305B Access and use resources and financial systems

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- effective work performance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered in a public sector workplace

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working effectively in the organisation, including coping with difficulties, irregularities and breakdowns in routine
- effective work performance in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Work-related competencies may include

- competencies as defined in the Public Sector Training Package
- competencies as specified in other relevant Training Packages
- enterprise competency standards
- qualifications relevant to work responsibilities
- essential knowledge and skills specified in position descriptions

Competencies may be identified through

- self-assessment/self-identification
- colleagues
- supervisors
- workplace mentors
- counsellors
- educational programs
- specialist services for specific individual needs, such as disability, Aboriginal, language, literacy, numeracy

Competency recognition or development opportunities may include

- recognition of prior learning/recognition of current competencies
- formal campus-based training
- workplace learning
- workplace-based training
- work experience
- conference and seminar attendance
- peer support
- mentoring
- coaching
- acting positions
- new positions

RANGE STATEMENT

- Records may include***
- reports of achievement
 - curriculum vitae
 - training record books
 - job applications
- Relevant people may include***
- colleagues/team members
 - supervisors or managers
 - clients
- Organisational structure and functioning may include***
- organisational hierarchy
 - teaming
 - policies
 - products
 - services
 - clients/customers
- Legislation, policy and procedures may include***
- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - privacy legislation
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation.
 - environmental legislation
 - ethics and accountability standards
 - public sector standards
 - organisational policy, procedures and protocols
 - international legislation/codes of behaviour

RANGE STATEMENT

Organisational context may encompass

- goals
- objectives
- mission
- values
- ethos
- politics
- culture
- social ethic

Using knowledge of organisational culture may include

- to determine the importance of work requirements
- to adjust working style and outcomes
- to support the organisation's values/ethos
- to interpret directions in light of political reality

Position of the work unit may include

- position in a hierarchy
- number of reporting levels
- seniority of work unit head
- branch of an agency/department
- country branch
- small/regional/remote branch

Protocols/difficulties/ special requirements may include

- 'head office' syndrome that develops between remote branches and head office
- time for decisions to be made (in hierarchy)
- amount of autonomy of work unit
- practicality of delegations
- approval processes
- role ambiguity between work units

Risks may include

- local level/self issues which can be controlled
- time wasters
- misuse of equipment
- personal stress

RANGE STATEMENT

Work parameters may include

- productivity
- flexibility
- quality
- opportunities
- risks
- timeframes
- organisational structure
- constraints
- contingencies
- support or equipment needed

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV302B Contribute to workgroup activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers contributing as a workgroup member and assisting with support, learning and development for others in achieving workgroup goals. It includes the establishing workgroup parameters, participating in the workgroup, assisting in learning and development and assisting workgroup members.

The competency to manage and complete your own work to the required standard is not covered. This is addressed in *PSPGOV301B Work effectively in the organisation*.

In practice, contributing to workgroup activities may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, assisting with scientific technical support, undertaking basic procurement, working safely, etc.

This is one of 6 units in the *Working in Government and Management* Competency Fields that deal with working with others. Related units are:

PSPGOV404B Develop and implement work unit plans

PSPGOV511A Provide leadership

PSPGOV516A Develop and use emotional intelligence

PSPGOV604A Foster leadership and innovation

PSPMNGT701B Provide strategic

This unit replaces and, for qualification purposes, is equivalent to *PSPGOV302A Contribute to the workgroup activities*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT

PERFORMANCE CRITERIA

1. Establish workgroup parameters

- 1.1 Roles, responsibilities and professional working relationships in the *workgroup* are identified and clarified as necessary
- 1.2 Individual differences within the workgroup are identified and valued
- 1.3 Emotional triggers for self and others are identified and clarified to assist in the *management of emotional responses* to work issues
- 1.4 The varying cultural expressions of *emotion* are identified and utilised to respond to emotional cues within a diverse workgroup

2. Participate in the workgroup

- 2.1 Workgroup tasks are *negotiated* in accordance with individual strengths, personal preferences or development needs
- 2.2 Cooperation is demonstrated with others in the workgroup
- 2.3 Knowledge is shared with the group in accordance with *legislation, policy and procedures*, in order to complete tasks
- 2.4 Communication language/style is selected and used to take account of the task requirements and diversity of workgroup members
- 2.5 Constructive contributions are made to workgroup goals
- 2.6 Conflict/problems are addressed and resolved through discussion in the workgroup or referred in accordance with organisational policy and procedures

3. Assist workgroup members

- 3.1 Support is provided to workgroup members to achieve goals
- 3.2 Assistance is provided on routine tasks as required
- 3.3 Professional working relationships are maintained with colleagues
- 3.4 Assistance with on-the-job *learning and development* is provided as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with diverse audiences including conflict resolution, coaching, negotiation, self-assessment
- planning
- applying time management
- reading and interpreting materials such as organisational materials, work instructions, reports, letters, notes, emails
- writing including work plans, records, reports, information
- numeracy to manage time and undertake mathematical tasks embedded in information or instructions
- using technology
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in the public sector
- equal employment opportunity, equity and diversity principles
- principles of emotional intelligence and its application to working in a group
- group dynamics
- self-managed workgroups
- roles and leadership styles in a workgroup
- range of learning and development strategies
- public sector legislation such as occupational health and safety and environment in the context of a public sector work environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV303B Build and maintain internal networks

PSPGOV305B Access and use resources and financial systems

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

PSPGOV314A Contribute to conflict management

PSPGOV315A Give and receive workplace feedback

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workgroup activities in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- case studies and workplace scenarios to capture the range of workgroup situations likely to be encountered in the public sector

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workgroup activities, including coping with difficulties, irregularities and breakdowns in routine
- contribution to workgroup activities in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Workgroup may include

- formal and informal work units
- directed or self-directed teams

Management of emotions may be

- emotional intelligence, widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions
- characterised by:
 - self-awareness (personal)
 - self-management (personal)
 - social awareness (social)
 - relationship management (social)

RANGE STATEMENT

Emotions may include

- anger
- anxiety
- apathy
- apprehension
- caring
- confidence
- depression
- elation
- enthusiasm
- excitement
- fear
- happiness
- inadequacy
- joy
- nervousness
- over-confidence
- pride
- stress
- under-confidence
- unhappiness

Negotiation may include

- effective listening
- questioning
- verbal and non-verbal communication
- culturally appropriate strategies
- constructive feedback
- issues identification
- exploring options
- identifying areas of agreement
- recording agreements

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- equity and diversity
- racial tolerance
- occupational health and safety legislation.
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and practices
- organisational and public sector protocols
- international legislation/codes of behaviour

Learning and development opportunities may include

- formal internal and external courses
- on-the-job learning
- work experiences and assignments
- placement at level and higher duties
- self-paced multimedia learning
- assisted formal study
- conference and seminar attendance
- induction and orientation

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV303B Build and maintain internal networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers building, expanding and utilising internal networks. It includes identifying key internal stakeholders, identifying or establishing network links with key internal stakeholders and participating in internal networks.

In practice, building and maintaining internal networks may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, etc.

This unit is one of 3 units of competency in the *Working in Government* Competency Field that deal with networks. Related units are:

PSPGOV418A Develop internal and external networks

PSPGOV602B Establish and maintain strategic networks

This unit replaces and is equivalent to *PSPGOV303A Build and maintain internal networks*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify key internal stakeholders

- 1.1 *Key internal stakeholders* and their needs, expectations and roles are identified
- 1.2 Individual and organisational benefits of networking with key internal stakeholders are identified and evaluated

2. Build network links with key internal stakeholders

- 2.1 New network links between self and key internal stakeholders are established, maintained in accordance with *legislation, policy and procedures* and used effectively
- 2.2 Existing *network* links between key internal stakeholders are identified and maintained, and strategies to expand them are identified and initiated
- 2.3 *Networking strategies* are used to maintain internal networks in accordance with organisational policy and procedures

3. Participate in internal networks

- 3.1 Information is provided to internal stakeholders to ensure an understanding of own role and to exchange information to increase workgroup effectiveness
- 3.2 Internal stakeholder input and feedback is obtained, assessed and acted upon if necessary
- 3.3 Assistance is obtained to deal with any misunderstandings or conflict situations that arise within internal networks in accordance with principles of conflict resolution

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public sector environment
- using interpersonal and group communication with diverse internal networks including negotiation, consultation, liaison
- using formal and informal organisational communication channels
- responding to diversity, including gender and disability
- identifying and obtaining assistance to resolve conflicts in a networking context
- applying procedures relating to occupational health and safety and environment in the context of internal networking

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in a public sector environment
- organisational structure and protocols
- organisational communication channels
- principles of interpersonal, group, system and organisational communication
- principles of conflict resolution
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of internal networking

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- internal networks built/maintained in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational charts
- case studies and workplace scenarios to capture the range of situations likely to be encountered when building and maintaining internal networks

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when building and maintaining internal networks, including coping with difficulties, irregularities and breakdowns in routine
- internal networks built/maintained in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Key internal stakeholders may include

- colleagues
- junior officers
- supervisors
- advisers
- senior managers within the organisation

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environment legislation.
 - risk management guidelines
 - ethics and accountability standards
 - public sector standards
 - fraud control standards
 - government security standards
 - organisational policy, procedures and protocols

Networks may include

- formal or informal networks
- circulation lists
- e-networks, such as bulletin boards
- virtual communities
- subject matter experts

RANGE STATEMENT

- Network strategies may include*
- maintaining regular contact
 - individual marketing
 - distribution of materials
 - participation in teams
 - volunteering to participate in special projects
 - organising/participating in team-building or social events

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV305B Access and use resources and financial systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of required resources and systems to achieve work objectives. It includes accessing and using resources, administering resource usage, operating financial systems relevant to job role and identifying and dealing with discrepancies.

In practice, accessing and using resources and financial systems may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, organising information, working with diversity, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with resources.

Related units are:

PSPGOV204B Access and use resources

PSPGOV403B Use resources to achieve work unit goals

PSPGOV503B Coordinate resource allocation and usage

PSPMNGT602B Manage resources

This unit replaces and is equivalent to *PSPGOV305A Access and use resources and financial systems*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Access and use resources

- 1.1 *Resources* required to achieve outcomes in the work unit are identified through consultation with team members and are accessed in accordance with legislation and organisational procedures
- 1.2 Resources are used efficiently and effectively in accordance with *legislation, organisational policy and procedures*

2. Administer usage of physical resources

- 2.1 Supplies and materials required to support the operation of the workgroup are accessed and maintained
- 2.2 *Records* of resource usage are maintained as required by the organisation/work unit
- 2.3 Orders are processed accurately in accordance with defined organisational procedures to meet client needs
- 2.4 Resources are replaced within budget limitations and are stored in accordance with organisational procedures and to reduce theft and fraudulent activity
- 2.5 Asset/resource registers are maintained in accordance with organisational procedures

ELEMENT

PERFORMANCE CRITERIA

3. Operate financial systems

- 3.1 Financial/accounting procedures relevant to job role are applied and reporting requirements are met
- 3.2 Audit and legislative requirements are met

4. Identify and deal with discrepancies

- 4.1 Discrepancies or reduced resource levels are identified and action is taken in accordance with organisational policy and procedures
- 4.2 Faults, signs of wear and tear or missing resources are identified and reported in accordance with organisational procedures
- 4.3 Discrepancies in financial systems are checked and reported in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- recordkeeping
- reading materials such as legislation and operational procedures related to resources and finances
- completing and processing orders requiring both literacy and numeracy
- securing information and resources
- problem solving to identify and deal with discrepancies
- consulting with team members and clients
- responding to diversity, including gender and disability
- using computer technology for recordkeeping and financial management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- workplace resource policies, procedures and requirements, including occupational health and safety requirements
- public sector legislation and operational procedures relating to accessing and using resources (including financial resources)
- security requirements for resources, facilities, people and information
- principles of fraud control in the public sector
- principles of financial management and stock handling
- occupational health and safety requirements
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV309A Address client needs

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

PSPGOV314A Contribute to conflict management

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- resources and financial systems accessed and used in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to accessing and using resources and financial systems
- case studies and workplace scenarios to capture the range of situations likely to be encountered when accessing and using resources and financial systems

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when accessing and using resources and financial systems, including coping with difficulties, irregularities and breakdowns in routine
- resources and financial systems accessed and used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays

EVIDENCE GUIDE

- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Resources are specific to the organisation and may include

- information, knowledge or other intellectual resources
- information from other organisations
- finances
- facilities
- equipment
- stock and supplies.

RANGE STATEMENT

Legislation, organisational policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- freedom of information
- copyright
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- consumer legislation.
- environment legislation.
- risk management guidelines
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational policy, procedures and protocols.

Records may include

- financial statements
- mail
- file maintenance
- stock list control
- order forms
- petty cash forms
- electronic or hard copy

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV306B Implement change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation of change and participation in refinement of work procedures. It includes preparing for, implementing and monitoring change and working with ambiguity in the face of change.

In practice, implementing change may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, contributing to the workgroup, organising information, using resources, etc.

This is one of 6 units of competency in the *Working in Government* and *Management* Competency Fields that deal with change.

Related units are:

PSPGOV205B Participate in workplace change

PSPGOV405B Provide input to change processes

PSPGOV514A Facilitate change

PSPMNGT604B Manage change

PSPMNGT703A Lead and influence change

This unit replaces and is equivalent to *PSPGOV306A Change own work practices as required*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for change

- 1.1 The need for *change* in work practices is accepted within the work unit and suggestions are made or options devised
- 1.2 Advantages, disadvantages and consequences of proposed suggestions are identified
- 1.3 Suggested workplace changes are discussed with supervisor and colleagues and acted upon as required
- 1.4 Contributions are made to planning for change in the workgroup in accordance with organisational requirements
- 1.5 Effects upon others of own emotions/reactions to change are considered and adjustments are made to support required change

ELEMENT

PERFORMANCE CRITERIA

2. Implement and monitor change

- 2.1 Own work practices are changed according to agreed arrangements
- 2.2 Advice and support are given to assist others to adjust to changes in work practice
- 2.3 The benefits of change are promoted in the workplace as opportunity arises
- 2.4 Opportunities for continuous improvement in the workplace are identified, referred for approval and acted on
- 2.5 Change is monitored with others to determine the effectiveness of revised procedures, and findings are advised to senior staff

3. Work with ambiguity in the workplace

- 3.1 Ambiguity/uncertainty relating to changed roles, functions and procedures is identified and *problem-focused strategies* are used for coping
- 3.2 A *flexible approach* is applied when carrying out instructions for changes to work practices
- 3.3 Issues relating to change that cannot be resolved immediately are accommodated whilst implementing change in accordance with *legislation, policy and procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying public sector legislation, policies and guidelines in an environment of change
- communicating including consultation and negotiation with a diverse workforce, including peers and supervisors
- responding to diversity, including gender and disability
- observing and evaluating
- giving and receiving feedback
- coping with ambiguity, emotions and stressors related to implementing change
- applying occupational health and safety and environmental requirements in the context of change

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and guidelines relating to public sector environments
- principles of adapting to change
- group dynamics
- emotional intelligence
- workgroup practices
- at least one change management model
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of change management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPGOV315A Give and receive workplace feedback

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- changes implemented in a range of (3 or more) contexts (or occasions, over time).

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to change management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when implementing change

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing change, including coping with difficulties, irregularities and breakdowns in routine
- changes implemented in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Change may be

- imposed or self-initiated
- at individual, team, organisational or regional level

Change may include

- technology
- work practices and procedures
- staffing
- resources
- work priorities and objectives
- budget
- organisational structure/restructure
- machinery of government changes
- amalgamation of agencies
- work location
- shared services environment
- workplace re-organisation

Problem-focused strategies may include

- clearly identifying problem
- seeking advice and direction for clarifying/dealing with problem
- developing a plan of action
- seeking feedback on planned action
- implementing planned action and reflecting on/evaluating outcomes in order to modify/use same strategy

Flexible approach may include

- positive attitude to change even though there may be some ambiguity about what is required
- being prepared to perform work differently one day to the next
- accepting an iterative approach to changes in work practices

RANGE STATEMENT

Legislation, policy and procedures may include

- Commonwealth, State/Territory and Local Government legislation
- government policy
- environmental and sustainability policies
- public sector code of ethics
- national standards related to service delivery area
- the organisation's policies and practices
- organisational code of conduct

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV307B Organise workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers organisation of information in the workplace. It includes collecting and assessing information, organising and providing information.

In practice, organising workplace information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, using resources, assisting with scientific technical support, undertaking basic procurement, calculating duty and other taxes, undertaking routine inspections and monitoring, searching land, investigating tenure and land use history, processing claims, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with information/knowledge management. Related units are:

PSPGOV206B Handle workplace information
PSPGOV406B Gather and analyse information
PSPGOV504B Undertake research and analysis
PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to *PSPGOV307A Organise workplace information*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Collect and assess information

- 1.1 *Information* is gathered and recorded within specified timeframes and according to organisational procedures
- 1.2 Information gathered is checked for accuracy and to ensure it meets relevant work requirements
- 1.3 Confidentiality and privacy procedures are followed

ELEMENT

PERFORMANCE CRITERIA

2. Organise and provide information

- 2.1 Information and materials are organised and *stored* within established procedures
- 2.2 Information is organised for easy access by relevant staff
- 2.3 Records maintenance is completed in a manner that is accurate, up-to-date and in a format acceptable to the organisation
- 2.4 Security procedures are followed for information storage and retrieval
- 2.5 Incoming information and materials within the area of responsibility are sorted and distributed to relevant staff in accordance with *legislation, policy and procedures*
- 2.6 Information is communicated to relevant staff clearly and within appropriate timeframes
- 2.7 Information is used to develop options for consideration and action as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- establishing and maintaining filing systems
- applying computer technology to data storage, security, retrieval and presentation
- applying information security requirements
- undertaking basic statistical and numerical manipulation
- problem solving and referring problems as required
- communicating with colleagues and supervisors
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of organising workplace information

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- public sector standards
- organisational information handling and storage procedures
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPBORD305A Calculate taxes, fees and charges

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV306B Implement change

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

PSPIM301A Process claims

PSPLAND302A Investigate tenure and land use history

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

PSPPROC302A Undertake basic procurement

PSPREG301A Undertake routine inspections and monitoring

PSPSCI301A Assist with scientific technical support

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when organising workplace information

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when organising workplace information, including coping with difficulties, irregularities and breakdowns in routine
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information is

- specified by the work of the organisation and may include:
- basic numerical and statistical data
- legislative, organisation, and policy requirements
- client data
- registries and file records
- library materials
- financial records
- mail
- human resources records
- asset details
- meta-data

Storage of information may include

- systems which are internal and external to the organisation
- manual and computer files
- databases
- information systems
- records management systems
- web sites

RANGE STATEMENT

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV308B Work effectively with diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency for individuals without supervisory responsibilities to work effectively with diversity. It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues.

In practice, working with diversity is demonstrated in the context of other generalist or specialist work activities such as working effectively in the organisation, upholding the values of public service, contributing to the workgroup, delivering client services, procuring goods or services, etc.

This is one of 6 units of competency in the Competency Fields of *Working in Government* and *Management* that deal with diversity. Related units are:

PSPGOV201B Work in a public sector environment

PSPGOV408A Value diversity

PSPGOV505A Promote diversity

PSPMNGT605B Manage diversity

PSPMNGT702A Influence and shape diversity management

This unit replaces and is equivalent to *PSPGOV308A Work effectively with diversity*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Recognise and value individual differences

- 1.1 Workgroup *diversity* is explored to identify attributes that may be of benefit to the organisation and its client base
- 1.2 *Colleagues* are assisted to acknowledge and use their diverse attributes to contribute to workgroup processes, outcomes and delivery of services to diverse clients
- 1.3 Own work practices are used to acknowledge and reflect the diversity of self and colleagues for the benefit of workplace activities, stakeholder relationships and outcomes
- 1.4 Client diversity is identified and responded to in accordance with *legislation, policy and guidelines*

ELEMENT

PERFORMANCE CRITERIA

2. Work effectively with diverse clients and colleagues

- 2.1 A range of communication styles is developed and used to respect and reflect the diversity of the workplace and client groups
- 2.2 Compliance with the requirements of public sector legislation, policies and guidelines relating to workplace diversity is demonstrated through personal conduct in the workplace
- 2.3 Feedback from clients and the workgroup is sought and utilised to continuously improve personal effectiveness in working with diversity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a range of communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- responding to diversity, including gender and disability
- reading complex and formal documents such as legislation and codes of conduct and applying them to work practices
- accessing legislation and codes of conduct electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- cultural diversity, including issues of racism, harassment and victimisation
- direct and indirect discrimination, such as dress codes that exclude certain groups (eg requiring male staff to be clean shaven would indirectly discriminate against Sikhs)
- own cultural assumptions and their effect on behaviour and work practices
- public sector definitions of diversity
- the benefits of workplace diversity
- ways to ensure effective and equitable delivery of services to diverse clients
- equal employment opportunity, equity and diversity principles
- principles and practices of cultural awareness and cross-cultural communication
- public sector values and codes of conduct
- public sector legislation impacting on workplace diversity
- organisational policies and procedures

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV309A Address client needs

PSPGOV310A Work in and with small, regional and remote organisations

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPGOV315A Give and receive workplace feedback

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- working effectively with diversity in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations, policies and guidelines
- definition and benefits of workplace diversity
- public sector values and codes of conduct
- organisational procedures and protocols
- current information on diversity issues

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine
- working effectively with diversity in a range of (3 or more) contexts (or occasions, over time) in contexts such as participating in a workgroup or delivering client services.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Diversity may include*
- age
 - cultural background
 - disability
 - educational level
 - ethnicity
 - expertise
 - family responsibilities
 - gender
 - interests
 - interpersonal approach
 - language
 - learning styles
 - life experience
 - marital status
 - not fitting the dominant paradigm of the organisation
 - personality
 - physical capability
 - political orientation
 - race
 - religious belief
 - sexual orientation
 - socio-economic background
 - thinking styles
 - work experience
 - working styles

RANGE STATEMENT

Colleagues may include

- peers
- trainees
- work experience personnel
- supervisors and senior management
- internal stakeholders
- external stakeholders/clients/customers

Legislation, policy and guidelines may include

- Commonwealth legislation addressing diversity issues, for example:
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Disability Discrimination Act 1992
 - Workplace Relations Act 1996
 - Privacy Act 1988
 - Human Rights and Equal Opportunity Commission Act 1984.
- State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act
- public service/public sector management acts
- workplace diversity guidelines
- national and international codes of practice and standards
- the organisation's plans, strategies and policies relating to diversity
- policies relating to language services
- government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
 - Managing diversity in the Western Australian public sector, August 1995
 - Valuing cultural diversity, State of Victoria, 2002.
- public sector ethics/values/codes of conduct
- public sector management standards (subordinate law)
- Commissioner's directions/instructions
- community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV309A Address client needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers client service where a relationship is established with the client to address their needs. Staff may need to explore with clients what outcomes are possible and would best promote satisfaction. It may also require staff to be familiar with a product/service that is capable of customisation. The nature of the service/product delivery may need to be explored with the client. The unit includes assisting clients to articulate needs, satisfying client needs and exercising judgment to resolve client service issues.

In practice, addressing client needs may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, undertaking basic procurement, calculating duty and other taxes, processing claims, etc.

This unit is based upon unit GCSO06A from GCS01 Client Service (Generic Guideline Competencies), but the outcome has been altered. Element 1 of this competency is from element P17 from GCS01, element 2 of this competency is from element P18 from GCS01 and element 3 of this competency is from element S21 from GCS01.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with client services. Related units are:

PSPGOV203B Deliver a service to clients

PSPGOV402B Deliver and monitor service to clients

PSPGOV502B Develop client services

PSPMNGT606B Manage quality client service

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Assist clients to articulate needs

- 1.1 *Client* needs are fully explored, *specified* and agreed
- 1.2 Available services/products are matched to client needs
- 1.3 Options for meeting needs are identified to clients and *explained* in a manner suited to client requirements
- 1.4 Clients are assisted to evaluate service/product options to satisfy their needs in line with *organisational policy and guidelines*
- 1.5 *The rights and responsibilities* of clients in relation to the product/service are identified and *communicated* to clients in accordance with *legislation, policy and procedures*

ELEMENT

PERFORMANCE CRITERIA

2. Satisfy client needs

- 2.1 Preferred product/service is determined and prioritised for action
- 2.2 Customised solutions to client needs are developed within limits of own authority, and delivered in accordance with legislation, policy and procedures
- 2.3 Where the required service cannot be provided, an explanation is provided to clients as to why need/s cannot be met
- 2.4 An acceptable alternative is recommended to clients and if none is available, any further actions that can be taken are explained

3. Exercise judgment to resolve client service issues

- 3.1 Potential difficulties in client service delivery and its impact for clients and the organisation are identified
- 3.2 Options for resolution available within limits of own authority are *explained* to clients
- 3.3 Viable options are proposed in accordance with legislation, policy and procedures
- 3.4 Positive actions are taken to address issues within legislative and policy constraints
- 3.5 Matters where a solution cannot be found are referred in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to client service
- communicating with a diverse range of clients
- negotiating variations and changes with clients within limits of own authority and referring to senior staff as required by policy and procedures
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- developing the required knowledge of services delivered to clients
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of client service

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to client services, such as:
 - public sector management acts
 - privacy legislation
 - anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environment legislation
 - risk management guidelines
 - ethics and accountability standards
 - public sector standards
 - fraud control standards
 - government security standards
- organisational policy, procedures and protocols
- organisational products/services to a sufficient breadth and depth to be able to develop a customised solution for a client
- organisational standards for client service
- the importance of communication in delivering client service
- the individual's role in delivering client service on behalf of the organisation
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of client services

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed* units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPBORD305A Calculate taxes, fees and charges

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPIM301A Process claims

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

PSPPROC302A Undertake basic procurement

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- assessment of client needs in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation and organisational policy, procedures and protocols relating to client service
- case studies and workplace scenarios to capture the range of client services situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when addressing client needs, including coping with difficulties, irregularities and breakdowns in routine
- assessment of client needs in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Some assessment of this unit may be carried out in languages other than English where an officer is working with specific language groups.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Clients may include

- internal or external clients
- clients with routine or special requests
- regular and new clients
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Specification of client needs may require

- detailed product knowledge for recommending customised solutions
- not only application of organisation procedures, but also broader issues such as ethics, industry practice and relevant government policies and regulations
- client relationships that will typically involve interacting with clients a number of times over an extended period
- an ongoing and deep engagement with the client and the discussion/negotiation of alternatives

Explanations may be made through

- face-to-face interactions
- answering the telephone
- interactions with team members
- written communication
- brochures, information sheets

Organisational policies and guidelines may include

- procedural manuals
- product/service manuals, labels, instructions
- staff appearance and presentation
- quality systems, standards and guidelines
- intranet - online organisational reference material

RANGE STATEMENT

Rights and responsibilities may include

- legislative rights
- informed consent
- fulfilment of external obligations
- those identified in the organisation's client service charter

Communication techniques may include

- using active listening
- using open and/or closed questions
- speaking clearly and concisely
- varying language and tone of voice to suit the audience and purpose
- giving clients full attention
- maintaining eye-contact when culturally appropriate (for face-to-face interactions)
- using non-verbal communication (for face-to-face interactions) such as:
 - body language
 - personal presentation.
- using clear, legible writing
- handling sensitive and confidential issues

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environment legislation
- Commissioner's instructions
- risk management guidelines
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational policy, procedures and protocols

RANGE STATEMENT

- Explanation may include*
- effective listening
 - questioning
 - constructive feedback
 - issues identification
 - exploring options
 - identifying areas of agreement
 - recording agreements
 - non-verbal as well as verbal communication
 - culturally appropriate strategies, language and non-verbal cues

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV310A Work in and with small, regional and remote organisations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for working in and with small, regional or remote organisations. It includes establishing organisational parameters, operating effectively, observing protocols and dealing with difficult situations.

In practice, working in or with small, regional or remote organisations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, contributing to a workgroup, working safely, etc.

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish organisational parameters	<p>1.1 The identity and roles of key <i>organisations</i>, and <i>stakeholders</i> within those organisations, are identified</p> <p>1.2 The relationships between organisations and stakeholders are identified</p> <p>1.3 Types and general features of services available are identified</p>
2. Operate effectively	<p>2.1 Knowledge of current and emerging issues affecting the area is developed</p> <p>2.2 Understanding of challenges facing principal client groups is applied to work activities</p> <p>2.3 An understanding of <i>cross-cultural issues</i> is reflected in work practices</p> <p>2.4 The value of diversity in the community is recognised and actively promoted</p>

ELEMENT

PERFORMANCE CRITERIA

3. Observe protocols

- 3.1 Knowledge of different models of work and current issues that impact on the work area/organisation is reflected in work practices
- 3.2 Consideration and understanding of the underpinning values and philosophy of the organisation are demonstrated in work undertaken
- 3.3 Cultural protocols are observed according to community and/or *legislation, policies and procedures*

4. Deal with difficult situations

- 4.1 Issues which may cause conflict or misunderstanding between own and other organisation/s are identified
- 4.2 Difficulties are addressed in accordance with organisational policy and procedures and assistance is sought from others where required
- 4.3 Possible *cultural differences* are considered when difficulties or misunderstandings occur
- 4.4 Efforts are made to resolve misunderstandings, taking account of cultural considerations
- 4.5 Issues and problems are referred to the appropriate officer/s for follow-up

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the public sector
- communicating with diverse stakeholders including consultation, negotiation, conflict resolution
- networking
- relationship building
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of small, regional or remote organisations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector, such as anti discrimination, privacy
- organisational protocols and practices
- people management practices and procedures
- internal and external sources of information
- cultural awareness
- codes of ethics and codes of conduct
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV305B Access and use resources and financial systems

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- work in and with a small, regional or remote organisation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when working in and with a small, regional or remote organisation

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working in and with a small, regional or remote organisation, including coping with difficulties, irregularities and breakdowns in routine
- work in and with a small, regional or remote organisation in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisations may include

- those providing specialist services to assist local clients, including those funded by state/territory and federal governments
- employers and employer peak bodies
- area consultative committees
- Commonwealth, State/Territory and Local Government
- community organisations
- training organisations

Stakeholders may include

- clients/target group of the small, regional or remote organisation
- friends, peers and families
- the wider local community
- local community organisations
- government representatives and service providers
- specialists/experts
- peak bodies and networks in the sector
- management, colleagues, supervisor, team members

Cross-cultural issues may arise from

- race
- language
- specific needs
- disabilities
- ethnicity
- family structure
- gender
- age
- sexual preference

RANGE STATEMENT

Legislation, policies and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour

Possible cultural differences may include those arising from

- language spoken
- forms of address
- levels of formality/informality
- non-verbal behaviour
- understandings and interpretations
- work ethic
- personal grooming
- dress
- family and social obligations and status
- observance of special religious, feast or other celebratory days
- customs, beliefs and values
- specific needs

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV311A Work with a coach or mentor

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers coaching/mentoring from the point of view of the person being coached/mentored. It includes arranging for coaching/mentoring, working with a coach/mentor and maximising coaching/mentoring results.

In practice, working effectively with a coach or mentor may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively in the organisation, working with diversity, giving and receiving feedback, etc.

This unit is one of 4 units of competency in the *Working in Government* Competency Field that deal with coaching/mentoring. Related units are:

PSPGOV414A Provide workplace mentoring

PSPGOV415A Provide workplace coaching

PSPGOV506A Support workplace coaching and mentoring

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Arrange for coaching/mentoring

- 1.1 The need for assistance is identified and the benefits of *coaching* versus *mentoring* discussed with *others* to determine best option
- 1.2 Coaching/mentoring is selected in accordance with the identified benefits
- 1.3 A checklist is prepared to assist in explaining the purpose and desired outcomes of the coaching/mentoring arrangement
- 1.4 *Assistance* is obtained where necessary, to identify and approach suitable person/s to request coaching/mentoring in accordance with the coaching/mentoring plan
- 1.5 Selected person/s are approached and a coaching/mentoring *arrangement* is negotiated in accordance with the identified need, personal expectations, the ability of the coach/mentor to provide the service, *cultural and other considerations*

ELEMENT

PERFORMANCE CRITERIA

2. Work with a coach/mentor

- 2.1 *Ground rules* are established and realistic expectations set with the coach/mentor
- 2.2 Options to attain goals are explored and a *plan* is prepared with the coach/mentor to formalise the arrangement
- 2.3 Coaching/mentoring input is used constructively in accordance with established goals
- 2.4 Time is managed to achieve learning goals
- 2.5 Progress is monitored and goals achieved or adjusted as required

3. Maximise coaching/mentoring results

- 3.1 The initiative is taken to build and maintain the coaching/mentoring relationship
- 3.2 *Productive questions* are formulated and used to obtain information and feedback from coaching/mentoring
- 3.3 Active *listening* is used to ensure coaching/mentoring time is used productively
- 3.4 *Techniques* are used for resolving differences/problems without damaging the relationship, or assistance is obtained in accordance with organisational policy and procedures
- 3.5 New learning is *consolidated* to maximise coaching/mentoring results
- 3.6 Closure of the coaching/mentoring arrangement is negotiated once goals have been met or either party wishes to withdraw

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to/impacting on coaching/mentoring in the public sector
- using a range of communication techniques including active listening, questioning, giving and receiving feedback, negotiating, constructive conflict resolution
- planning and setting objectives
- self-assessing learning style, the need for coaching/mentoring and ongoing competency development
- building coaching/mentoring relationships
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of coaching/mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to coaching/mentoring in the public sector such as those dealing with privacy, confidentiality, anti-discrimination, harassment, workplace bullying
- the role of coaching and mentoring in competency development and career enhancement
- differences between coaching and mentoring and the benefits of each
- principles of emotional intelligence and its application to working in a one-to-one relationship with a coach/mentor
- equal employment opportunity, equity and diversity principles
- the value of diversity in a coaching/mentoring arrangement
- public sector legislation such as occupational health and safety and environment in the context of coaching/mentoring

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV315A Give and receive workplace feedback

PSPLEGN301B Comply with legislation in the public sector.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- effectively working with a coach or mentor in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, organisational policy, procedures and protocols relating to coaching/mentoring
- ground rules for coaching/mentoring agreements
- current background materials on workplace coaching/mentoring
- case studies and workplace scenarios to capture the range of coaching/mentoring arrangements likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working effectively with a coach or mentor, including coping with difficulties, irregularities and breakdowns in routine
- effectively working with a coach or mentor in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Coaching

- has a focus on the acquisition of job skills and knowledge
- is results oriented
- is performance, success or goal directed
- emphasises action or improved performance in a specific area
- requires good interpersonal relations
- is provided by a coach who:
 - provides learning opportunities or helps identify them
 - monitors performance
 - provides constructive feedback
- is internal or external to the organisation/public sector
- maintains confidentiality in the relationship

RANGE STATEMENT

Mentoring

- has a focus on personal growth and learning
- includes a wide range of learning oriented to:
- exchange of wisdom
- support
- guidance in personal or professional growth
- is a relationship, not simply focused on a procedure or activity
- is one person professionally assisting the professional development of another
- is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude
- is provided by a mentor who:
- facilitates the mentoree's professional growth
- provides information, guidance and constructive comments
- evaluates the mentoree's plans and decisions
- supports, encourages and, where necessary, highlights shortfalls in agreed performance
- maintains confidentiality in the relationship

Others may include

- supervisor
- peers
- counsellor
- support person
- case manager

Assistance may be provided by

- supervisor
- peers
- counsellor
- support person
- case manager

Coaching/mentoring arrangements may include

- internal partnership
- purchased service from outside the organisation

RANGE STATEMENT

Cultural or other considerations may include

- choosing a coach/mentor with compatible attributes or very different attributes depending on the purpose and objectives of the relationship
- age
- cultural background
- disability
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning/thinking styles
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- work experience
- working styles

RANGE STATEMENT

Ground rules may include

- relationship is voluntary
- arrangement is confidential
- coaching/mentoring partners should not be in the same chain of command
- mentor should not be a direct manager of the person being mentored
- coach may be supervisor of the person being coached
- for internal arrangements during work hours, supervisors of both coaching/mentoring partners must approve
- coach/mentor's guidance and counsel does not supersede that of the supervisor in work-related matters
- training for coaching/mentoring partners
- a coaching/mentoring agreement
- active involvement of both partners in the coaching/mentoring process
- fee for service/contractual arrangement
- accessibility of coach/mentor
- options to finalise arrangements, such as:
- 'no-fault divorce' provision where either party can end the relationship any time for any reason, or no reason (Gordon F Shea, 1999, Making the most of being mentored)

Coaching/mentoring plan may include

- explicit expectations/purpose
- well-defined objectives
- problems (past, present, future) that may constrain achievement of the objectives
- clear statement of what the coach/mentor would do
- goals set by the organisation (coaching)
- goals set by the individual and the coach/mentor
- expected timeframe/time commitments
- meeting arrangements - face-to-face, distance, email

RANGE STATEMENT

Productive questions may include

- open rather than closed:
- what?
- why?
- when?
- how?
- where?
- who?

Listening skills may include

- listening for central ideas
- considering how information applies to the situation/person
- identifying/eliminating emotional triggers
- using techniques for staying in touch with what the speaker is saying, as thought speed outstrips speed of speech
- paraphrasing
- summarising
- using silence to elicit additional information
- using and recognising body language.

Techniques for resolving differences may include

- finding a mutually beneficial solution
- inviting discussion
- providing explanations for rejecting advice that is not accepted
- not laying blame
- using 'I' messages
- agreeing to end the relationship and seek alternative arrangement with someone else.

Ways to consolidate learning may include

- identifying patterns
- reviewing learning soon after it occurs
- recording learning in writing, on audiotape or using diagrams
- discussing learning with others
- rehearsing
- arranging additional practice
- applying learning in real work situations.

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV312A Use workplace communication strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workgroup. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included. Where reading and writing are the prime focus of the workplace function these are addressed in *PSPGOV313A Compose workplace documents*.

In practice, using communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, organising information, addressing client needs, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

PSPGOV202B Use routine workplace communication techniques

PSPGOV412A Use advanced workplace communication strategies

PSPGOV512A Use complex workplace communication strategies

PSPGOV605A Persuade and influence opinion

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|---|
| 1. Respond to enquiries | <p>1.1 Responses are provided to <i>enquiries</i> from staff, the public and <i>other clients</i> in a timely manner or the matter is referred in accordance with organisational procedures</p> <p>1.2 <i>Active listening</i> techniques are utilised</p> <p>1.3 Respect for the individual is maintained and <i>specific needs</i> are identified and addressed in accordance with organisational policy and procedures</p> <p>1.4 Conflict or difficult situations are resolved in a confidential manner in accordance with standard procedures or are referred to others in accordance with organisational policy and procedures</p> <p>1.5 Communication is undertaken within the mandate of public sector <i>legislation, the organisational code of conduct and ethics standards</i></p> |
|--------------------------------|---|

ELEMENT

PERFORMANCE CRITERIA

2. Receive and give directions

- 2.1 Oral directions are received, clarified and assessed to ensure they are ethical, lawful and reasonable
- 2.2 Directions are acted on promptly in accordance with organisational policy and procedures or refused in accordance with public sector standards and ethics guidelines
- 2.3 Directions are relayed in a clear and concise manner appropriate to the receiver
- 2.4 Understanding of the directions by the receiver is questioned and confirmed
- 2.5 Feedback on directions and outcomes is provided in accordance with organisational requirements

3. Participate in meetings

- 3.1 Meeting agenda is confirmed and followed
- 3.2 Input is focused on the objectives of the meeting and the agenda item at hand
- 3.3 Input is provided fully but succinctly and in accordance with meeting protocol
- 3.4 Other attendees are encouraged to participate in a manner suited to their experience and individual needs
- 3.5 Meeting participants are treated with respect and *trust-building behaviours* are used to enhance relationships and meeting outcomes

4. Make presentations within the workgroup

- 4.1 Job-related *presentations* are prepared and made within the workgroup
- 4.2 Presentations are logically structured to contain relevant, accurate and complete information/content
- 4.3 Presentations are structured and delivered to suit the intended audience
- 4.4 *Feedback* is obtained from the audience and used to improve future presentations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- speaking and listening relating to sustained communication exchanges
- taking part in interpersonal exchanges of information, with some awareness of different registers and strategies for interaction
- clarifying meaning, exploring issues and problem solving or referral
- deriving meaning from sustained oral discussions
- applying observation - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- using information presented in graphic, diagrammatic, or visual form
- using technology such as telephones, computers with audio and presentation software, answering machines, facsimiles
- responding to diversity, including gender and disability.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication in the public sector such as privacy, confidentiality, freedom of information
- principles of effective communication, including presentations
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication
- conflict resolution techniques
- meeting formats and requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health, safety and environment in the context of workplace communication

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV315A Give and receive workplace feedback

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- workplace communication strategies used in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace communication in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using workplace communication strategies in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using workplace communication strategies, including coping with difficulties, irregularities and breakdowns in routine
- workplace communication strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Enquiries may be

- face-to-face
- by telephone
- via technology and other media, such as computers, email, short message service (SMS), facsimile, pagers
- long or complex enquiries from internal or external clients
- at organisational rather than workgroup level

Other clients may be

- other agencies
- unions
- professional bodies
- special interest groups
- Minister's office
- interstate or international clients
- general public

RANGE STATEMENT

Active listening may include

- listening for central ideas
- considering how information applies to the situation/person
- identifying/eliminating emotional triggers or psychological deaf spots
- using techniques for staying in touch with what the speaker is saying, as though speed outstrips speed of speech
- paraphrasing
- summarising
- using silence to elicit additional information
- using and recognising body language

Specific needs may relate to

- age
- cultural background
- disability
- educational level
- emotional state
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

RANGE STATEMENT

Legislation, code of conduct and ethics standards may include

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to equal employment opportunity, diversity, anti-discrimination
- government policy
- public sector code of ethics
- national standards
- the organisation's policies and practices
- organisational code of conduct
- international legislation/codes of behaviour

Trust-building behaviours may include

- listening
- sharing
- helping
- encouraging
- speaking frankly and directly
- respecting opinions
- being consistent
- cooperating
- acting as equals
- being confident, self-assured
- accentuating the positive
- acting calmly under stress
- acting spontaneously and authentically
- being empathetic
- providing fair and accurate feedback
- being physically or psychologically close
- freeing and allowing
- being caring/friendly
- accepting and tolerating most behaviours
- transparent, open, above board
- open to new ideas and information
- verbal and non-verbal congruency
- resolving conflict and interpersonal problems
- empowering and building up others
- treating others as individuals

(Gordon F Shea, 1999, Making the most of being mentored)

RANGE STATEMENT

- Presentations may be***
- oral
 - formal/informal
 - to a small/larger group depending on the size of the workgroup
 - supported by graphs, charts, tables or other information
 - supported by electronic slideshow/presentation
- Feedback may include***
- informal feedback during the presentation
 - informal feedback after the presentation
 - feedback from supervisor, as part of performance management

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV313A Compose workplace documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers interpreting and composing a range of workplace documents from a number of sources. It includes interpreting written information for workplace purposes and preparing written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

In practice, interpreting and composing workplace documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

PSPGOV208A Write routine workplace materials

PSPGOV413A Compose complex workplace documents

PSPGOV513A Refine complex workplace documents

PSPGOV606A Prepare high-level/sensitive written materials

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Interpret written information

- 1.1 *Workplace materials* are scanned to identify the subject and key information for using or reporting to others
- 1.2 *Procedural* manuals and codes of practice are scanned to locate specific information to carry out work functions in accordance with *legislation, policy and standards*
- 1.3 A range of written materials is scanned to locate and select required information for summaries, short reports and responses to requests
- 1.4 Cultural context and assumed prior knowledge needed for interpretation of workplace information are identified and assistance is obtained when required
- 1.5 Assistance is sought with interpretation of complex materials in accordance with organisational procedures

ELEMENT

2. Compose written materials

PERFORMANCE CRITERIA

- 2.1 Established *protocols* for a range of *written materials* are identified and complied with in accordance with organisational procedures and standard templates
- 2.2 *Audience* for the material is identified and any *specific requirements* and sensitivities are investigated and catered for
- 2.3 Material is planned in terms of structure, level of formality and key information to be included, in accordance with the purpose and organisational protocols
- 2.4 Written information is prepared in an accurate, concise and unambiguous manner that meets intended audience, legislative and organisational requirements
- 2.5 Material is checked to confirm readability, grammar, spelling and punctuation, and to correct any inaccuracies or gaps in content
- 2.6 Written materials are prepared and provided for approval within required timeframes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of workplace materials
- integrating information from a number of sources in order to generate meaning
- writing and sequencing paragraphs according to the required purpose of written material
- linking ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at an experienced level
- responding to diversity, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright
- principles of effective written communication
- differences in register/style between workplace communication for different purposes
- government style manual
- organisation protocols for a range of written communication
- channels of communication and processes for obtaining advice, approvals etc
- organisational policy for recordkeeping - paper-based and electronic
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- workplace documents interpreted and composed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written materials in the public sector
- case studies and workplace scenarios to capture the range of written communication situations likely to be encountered in the public sector

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when interpreting and composing workplace documents, including coping with difficulties, irregularities and breakdowns in routine
- workplace documents interpreted and composed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Workplace materials may include*
- agendas
 - applications
 - charts
 - correspondence, including formal letters requesting/responding to information, applications, letters of complaint
 - diagrams
 - discussion papers
 - emails
 - flyers
 - graphs
 - help screens
 - instructions
 - letters
 - manuals
 - maps
 - memos
 - messages
 - minutes
 - newsletters
 - reports
 - schedules
 - submissions
 - timetables
 - web sites

RANGE STATEMENT

Procedural information may include

- manufacturers'/operating instructions/technical instructions
- occupational health and safety procedures
- organisational code of practice
- public sector code of ethics
- quality assurance procedures
- standard workplace documents
- style manuals
- supervisor's/team leader's instructions
- work instructions, guidelines and procedures

Legislation, policy and standards may include

- State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety
- Commissioner's instructions
- government style guide
- organisational writing guidelines
- public sector standards
- fraud control standards
- codes of practice/codes of conduct
- codes of ethics
- security standards for government information

RANGE STATEMENT

Protocols may include

- use of plain English
- style formats
- style manuals
- particular terminology to be used/not used:
- acronyms
- technical terms
- bureaucratic language
- abbreviations
- requirements for minimising jargon in written materials
- requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette
- guidelines for illustrative items
- standards for references, acknowledgements, citations, footnotes, endnotes
- using particular communication channels

Written materials may include

- agendas
- applications
- emails
- factual information
- formal correspondence
- forms
- file notes
- instructions
- meeting notes
- memos
- minutes
- newsletters
- orders
- questionnaires
- records
- reports
- rosters
- summaries
- petty cash vouchers

RANGE STATEMENT

Audience may include

- internal and external clients
- knowledge experts
- addressee
- those who receive a copy for information
- public

Specific requirements and sensitivities may include

- technical and organisation specific vocabulary
- cultural, ethnic, religious or language differences, disabilities
- government protocols/etiquette
- private or confidential materials
- security requirements
- politically sensitive materials

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV314A Contribute to conflict management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirement to contribute to conflict management in the workplace between self and others, such as staff or clients. It includes recognising the presence of conflict, dealing with emotions, overcoming barriers to communication, gathering the facts, agreeing on and implementing action. It does not include managing conflict between two other parties, formal negotiation, counselling or conducting mediation.

In practice, contributing to conflict management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, using workplace communication strategies, etc.

This is one of 4 units of competency in the *Working in Government* and *Human Resource Management* Competency Fields that deal with conflict. Related units are:

PSPGOV411A Deal with conflict

PSPGOV508A Manage conflict

PSPHR603B Provide advisory and mediation services

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Recognise the presence of conflict

- 1.1 *Conflict situations* and/or the potential for conflict are recognised and confirmed
- 1.2 The signs, stages and *causes of conflict* are identified
- 1.3 Conflict situations are *avoided* where appropriate, and assistance sought when necessary
- 1.4 Records of actual/potential conflict are completed in accordance with organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
2. Deal with emotions	<p>2.1 Own behaviour and feelings about the situation are reflected on</p> <p>2.2 Own emotions are recognised and managed</p> <p>2.3 The other party's emotions are acknowledged and dealt with in a manner that prevents escalation</p>
3. Overcome barriers to communication	<p>3.1 Barriers to effective communication are identified</p> <p>3.2 Factors and issues relevant to the situation are identified, clarified and confirmed using appropriate <i>communication techniques</i></p> <p>3.3 Third party support is sought if necessary in accordance with <i>legislation, policy and procedures</i></p> <p>3.4 <i>Social and cultural differences</i> are taken into account in the communication style and approach taken</p>
4. Gather the facts	<p>4.1 The other party is encouraged to relate the facts as they see them</p> <p>4.2 Information from the other party, as well as emotions or behaviour, is assessed</p> <p>4.3 Facts from own point of view are shared with the other party objectively</p> <p>4.4 Additional information is gathered and included where possible, to ensure all perspectives are considered</p>
5. Agree on and implement action	<p>5.1 <i>Strategies</i> to solve the problem/issue are determined in consultation with the other party</p> <p>5.2 Where necessary, approval on agreed strategies is obtained in accordance with organisational policy and procedures, and strategies are implemented</p> <p>5.3 Progress is monitored with other party to confirm the effectiveness of the agreed action</p> <p>5.4 Records and reports are completed in accordance with legislation, organisational policy and procedures</p> <p>5.5 Where agreement cannot be reached on strategies for resolution, the problem/issue is referred in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a range of communication techniques with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving
- using problem solving to deal with unexpected issues or attitudes
- dealing with difficult situations and people
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of conflict resolution

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, organisational policies, procedures and guidelines relating to managing conflict in the public sector workplace, including equal employment opportunity, diversity, anti-discrimination, harassment, occupational health and safety, privacy, confidentiality, freedom of information
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures and workplace culture
- different social and cultural practices
- conflict resolution skills and strategies
- personal power and positional power
- grievance procedures in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of conflict resolution

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to conflict management in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- grievance procedures in the public sector
- strategies and guidelines for dealing with workplace conflict
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to conflict management

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to conflict management, including coping with difficulties, irregularities and breakdowns in routine
- contribution to conflict management in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Conflict situations may relate to

- conflicts with work colleagues
- refusals to follow directions/guidance
- customer complaints/dissatisfaction
- disagreements with members of the public
- bystander behaviour
- drug or alcohol affected persons
- persons suffering emotional distress

Causes of conflict may include

- personality clashes
- poor communication
- competing needs
- cross-cultural issues
- abuse of power
- workplace bullying
- customer dissatisfaction
- gender issues
- inter-generational issues

RANGE STATEMENT

Avoidance and/or assistance may be necessary for

- unsafe situations
- escalating situations
- physical danger
- situations beyond one's level of expertise or comfort zone

Communication techniques may include

- verbal and non-verbal language
- questioning and listening
- cooperative language
- control of emotions, voice and body language
- constructive feedback
- reflection
- summarising
- re-phrasing
- paraphrasing
- presenting options
- using language and concepts suited to the occasion and the other party
- showing a willingness to compromise

Legislation, policies and procedures may include

- State/Territory or Commonwealth legislation, regulations, organisational policies, procedures and guidelines relating to the conflict management in the public sector, including equal employment opportunity, diversity, anti-discrimination, harassment, occupational health and safety, privacy, confidentiality, freedom of information
- public sector standards
- codes of practice
- codes of ethics
- security standards

Social and cultural differences may include

- beliefs and values
- social conventions
- family relationships
- codes of conduct
- cultural observances
- verbal and non-verbal language

RANGE STATEMENT

- Strategies may include*
- a partnership approach
 - working cooperatively on solving the problem
 - third party assistance
 - mediation

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV315A Give and receive workplace feedback

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers feedback in the workplace, both giving and receiving. It includes seeking and acting on workplace feedback, and providing informal as well as formal feedback in the workplace.

In practice, giving and receiving feedback may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, contributing to the workgroup, building networks, etc.

This is one of 4 units in the *Working in Government and Management* Competency Fields that deal with performance.

Related units are:

PSPGOV416A Monitor performance and provide feedback

PSPGOV519A Manage performance

PSPMNGT603B Facilitate people management

This unit is drawn from *PSPGOV304A Appraise capability and provide feedback in the workplace*. The units are not equivalent.

PSPGOV416A Monitor performance and provide feedback, is equivalent to *PSPGOV304A Appraise capability and provide feedback in the workplace*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Seek and act on workplace feedback

- 1.1 *Feedback* on performance and *other workplace issues* is sought from *others* in accordance with organisational policy and procedures
- 1.2 Feedback is discussed, questions asked to clarify understanding, and active listening used to ensure understanding of the issues and any constructive suggestions
- 1.3 *Diversity issues* are considered when evaluating feedback to ensure correct interpretation
- 1.4 Suggestions for improvements made by other workgroup members are considered objectively and implemented where appropriate

ELEMENT

PERFORMANCE CRITERIA

2. Provide informal feedback in the workplace

- 2.1 Informal feedback is given regularly, in a timely manner, in accordance with workplace procedures and protocols
- 2.2 Evidence from a range of sources is considered in providing feedback in the workplace
- 2.3 The opinions of others are considered when providing informal feedback
- 2.4 Performance of self and others is evaluated and confirmed with workgroup members
- 2.5 *Strategies/opportunities for continuous improvement* are planned and implemented in consultation with the workgroup, and notable performance is recognised in accordance with organisational policy and procedures

3. Provide formal feedback in the workplace

- 3.1 Where they exist, processes/*guidelines* for providing *formal feedback* are used to ensure feedback meets purpose/s for which it is required
- 3.2 *Standards/criteria* for feedback are identified and clarified
- 3.3 Written or verbal feedback is prepared to address required criteria and purpose in accordance with *legislation, policy and procedures*
- 3.4 Where others disagree with feedback provided, their opinions and ideas are considered objectively and the feedback is amended or supported in line with organisational procedures
- 3.5 Agreement with those seeking formal feedback is negotiated and documented regarding any actions/follow-up as a result of feedback
- 3.6 Where agreement cannot be reached, reports are prepared and further action is taken if necessary, in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using techniques for maintaining objectivity while giving and receiving feedback
- using a range of communication techniques with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others
- evaluating workplace performance and issues affecting clients and others
- responding to diversity, including gender and disability
- applying legislation such as occupational health and safety and environment in the context of giving and receiving feedback

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, regulations, policies, procedures and guidelines relating to giving and receiving feedback
- organisation policies, practices and procedures relating to feedback
- workplace performance requirements and issues
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

PSPGOV314A Contribute to conflict management

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- feedback given and received in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to feedback in the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when giving and receiving workplace feedback

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving and receiving workplace feedback, including coping with difficulties, irregularities and breakdowns in routine
- feedback given and received in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Feedback on performance may include

- client feedback
- 360° feedback
- feedback from assessors
- performance feedback
- feedback on a job application

Other workplace issues may include

- personal presentation
- attitude
- style, tone and form of language used
- body language
- cultural interactions
- equity and diversity
- telephone manner
- client service manner

Others may include

- team members
- colleagues
- superiors
- subordinates
- clients
- assessors
- performance appraisers
- referees
- interview panels
- validators

RANGE STATEMENT

Diversity issues may include

- accepting that different ways of working and communicating are valid
- focus on outcomes rather than process so that different ways of reaching the same end are not raised as negative feedback
- interpreting feedback in light of diversity considerations
- using culturally appropriate verbal and non-verbal language

Strategies/opportunities for continuous improvement may include

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- learning pathways.

Guidelines may include

- sources of evidence
- feedback methods/decisions
- how to provide feedback
- who gets feedback
- appeal processes
- grievance processes
- dispute resolution processes
- confidentiality
- privacy
- freedom of information requirements

Formal feedback may be required by

- peers
- managers/supervisors/team leaders
- employees
- teams and team members
- clients/customers
- job applicants (360° feedback)

RANGE STATEMENT

Standards/criteria may include

- selection criteria
- best practice standards
- organisational practice standards
- competencies
- service level standards
- codes of ethics/conduct
- legislation/regulations

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- freedom of information
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation.
- environmental legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV402B Deliver and monitor service to clients

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers delivery and monitoring of service to clients that requires understanding of the needs of existing and new clients which influence service requirements. It includes identifying and defining client needs, delivering client services, monitoring and improving client service delivery and reviewing client service.

In practice, client service delivery may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

Element 3 has been customised from element S19 from GCS01 Client Service (Generic Guideline Competencies).

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with client services.

Related units are:

PSPGOV203B Deliver a service to clients

PSPGOV309A Address client needs

PSPGOV502B Develop client services

PSPMNGT606B Manage quality client service

This unit replaces and is equivalent to *PSPGOV402A Deliver and monitor service to clients*.

Employability skills

This unit contains employability skills.

Competency field

Working in Government

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

PERFORMANCE CRITERIA

ELEMENT

1. Identify and define client needs

- 1.1 *Client* information is used to identify services required
- 1.2 *Specific needs* of clients are recognised and addressed in targeting client services
- 1.3 Potential difficulties in providing *client services* are identified and addressed or referred for recommended action

PERFORMANCE CRITERIA

ELEMENT

- 2. Deliver client service**
- 2.1 Responses to client enquiries are made in accordance with *legislation, policy and procedures*
 - 2.2 *Service delivery* is provided that is appropriate, timely and accurately targeted
 - 2.3 *Communication* with clients is tailored to the situation and their specific needs
 - 2.4 *Negotiation/conflict resolution* techniques are used to resolve difficult situations or referrals are made in accordance with organisational policy and procedures
 - 2.5 Remedial actions are undertaken or recommended for clients with specific needs or in potential areas of difficulty
 - 2.6 *Accountability requirements* are identified and used, including organisation client service charter and/or external review
- 3. Monitor and improve client service delivery**
- 3.1 Client service delivery is monitored and regular feedback from colleagues is used to improve personal service
 - 3.2 Feedback is provided to workgroup members in regard to quality of client service delivery
 - 3.3 Changes in policies and procedures that impact upon client relations are conveyed to clients in a timely manner in accordance with organisational policy and procedures
 - 3.4 *Assistance* is accessed to assist in dealing with client service issues, meeting changing needs and achieving service potential
- 4. Review client service**
- 4.1 Client feedback about service is sought and responded to
 - 4.2 Procedural aspects of service delivery are monitored and records are maintained as appropriate
 - 4.3 Proposals for change are based on feedback on service development and delivery
 - 4.4 Modifications to client service are carried out where required, within area of responsibility and limits imposed by government

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to client service
- using a range of communication methods with a diverse range of clients including negotiation and problem solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- analysing feedback on client service delivery
- recommending improvements to client service delivery within organisational constraints
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of client service

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures, standards and guidelines relating to client service
- principles of effective client service delivery
- client services provided by the organisation
- organisational goals and processes
- government processes
- limitations of resources for service delivery
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of client service delivery

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- client services delivered and monitored in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to client service delivery
- case studies and workplace scenarios to capture the range of client service delivery situations likely to be encountered.

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when delivering client services, including coping with difficulties, irregularities and breakdowns in routine
- client services delivered and monitored in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Some assessment of this unit may be carried out in languages other than English where an officer is working with specific language groups.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from workplace and training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Clients may include

- individual members of the public
- other agencies
- community groups
- other work areas in the organisation
- individual members of the organisation
- senior management
- government
- Minister

Specific needs of clients may include

- age
- culture
- disability
- ethnicity
- gender
- language
- literacy and numeracy
- medical conditions
- remote location
- state of mind

Client services may include

- any services (or products) provided by the organisation to internal or external clients

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- organisational enabling legislation
- public sector management acts
- financial management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- consumer legislation
- environment legislation.
- risk management guidelines
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational client service standards
- client service charter
- organisational policy, procedures and protocols

Service delivery occurs within

- protocols
- duty of care responsibility
- codes of conduct
- framework of accountability
- client service charter

RANGE STATEMENT

Communication techniques may include

- active listening
- using open and/or closed questions
- speaking clearly and concisely
- varying language and tone of voice to suit the audience and purpose
- giving clients full attention
- maintaining eye-contact when culturally appropriate (for face-to-face interactions)
- using non-verbal communication (for face-to-face interactions) such as:
 - body language
 - personal presentation.
 - using clear, legible writing
 - handling sensitive and confidential issues

Negotiation may include

- effective listening
- questioning
- constructive feedback
- issues identification
- exploring options
- identifying areas of agreement
- recording agreements
- non-verbal as well as verbal communication
- culturally appropriate strategies, language and non-verbal cues

Accountability requirements may include

- client service records
- client feedback procedures
- refund policy
- grievance procedures
- complaints register

Assistance may include

- advice
- mentoring
- coaching
- training

Unit Sector(s)

Not applicable.

PSPGOV403B Use resources to achieve work unit goals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers organisation of available resources at a senior operative rather than managerial level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources.

In practice, using resources to achieve work unit goals may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with resources.

Related units are:

PSPGOV204B Access and use resources

PSPGOV305B Access and use resources and financial systems

PSPGOV503B Coordinate resource allocation and usage

PSPMNGT602B Manage resources

This unit replaces and is equivalent to *PSPGOV403A Use resources to achieve work unit goals*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Acquire and apply available resources

- 1.1 Available *resources* are identified and gaps filled in accordance with *work unit plans*
- 1.2 *Procedures* are applied that promote efficient, economical and effective allocation and distribution of resources
- 1.3 Acquisition and storage of resources is carried out in accordance with *legislation, organisational policy and procedures*
- 1.4 Resource handling is undertaken in accordance with established work practices and guidelines, including occupational health and safety and security requirements

ELEMENT

PERFORMANCE CRITERIA

2. Monitor and report on resource usage

- 2.1 Trends on resource usage are monitored and reported in accordance with organisational requirements
- 2.2 Records of resource usage are maintained in accordance with relevant legislation and guidance
- 2.3 Relevant financial and resource management systems are operated in accordance with organisational policy and procedures
- 2.4 Resource shortfalls are identified and recommendations made to address these

3. Maintain resources

- 3.1 Resources are maintained in accordance with manufacturers' and organisational guidelines and service contracts
- 3.2 Maintenance of resources is organised to facilitate work practices and outcomes
- 3.3 Contingency plans are developed to ensure operational continuity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, policy and guidelines relating to resource usage, storage and maintenance
- using a range of communication methods with a diverse range of people including maintenance contractors, work unit members, managers etc on a range of resource related matters
- responding to diversity, including gender and disability
- monitoring outcomes
- applying public sector legislation, including occupational health and safety and environmental requirements in the context of resource usage, storage and maintenance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to resource usage
- operational procedures for accessing, storing, maintaining and using resources
- security and fraud control guidelines
- stock handling procedures
- occupational health, safety and environmental and sustainability requirements in the context of resource usage, storage and maintenance
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV404B Develop and implement work unit plans

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV412A Use advanced workplace communication strategies

PSPGOV413A Compose complex workplace documents

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to resource usage, storage and maintenance
- workplace technology for resource ordering, managing and financial requirements
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using resources to achieve work unit goals

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using resources to achieve work unit goals, including coping with difficulties, irregularities and breakdowns in routine
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Resources may include

- knowledge, information and other intellectual resources
- human resources
- finances
- facilities
- equipment
- stock and supplies

Work unit plans may include

- resource plans
- project plans
- daily plans
- budgets
- business plans

Procedures may include

- occupational health and safety
- financial and accounting procedures and reporting requirements
- audit and legislative requirements

RANGE STATEMENT

Legislation, organisational policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- freedom of information
- copyright
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- consumer legislation
- environment and sustainability legislation.
- risk management guidelines
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV404B Develop and implement work unit plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers development and implementation of work unit plans at both the work unit and individual level to achieve results through planning. It includes participating in the planning activities of the work unit, preparing individual work plans, and implementing and evaluating work plans.

In practice, development and implementation of work plans may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units in the *Working in Government and Management* Competency Fields that deal with working with others. Related units are:

PSPGOV302B Contribute to workgroup activities

PSPGOV511A Provide leadership

PSPGOV516A Develop and use emotional intelligence

PSPGOV604A Foster leadership and innovation

PSPMNGT701B Provide strategic

This unit replaces and is equivalent to *PSPGOV404A Develop and implement work unit plans*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Participate in planning activities

- 1.1 Contributions are made to planning that reflect a knowledge of corporate goals and their relationship to work unit and individual plans
- 1.2 Consideration of *workplace requirements* is reflected in contributions to *work unit plans*
- 1.3 Planning activities are completed as requested within the defined timeframe and meet the organisation's requirements
- 1.4 Feedback is sought and acted on in relation to effectiveness of input to planning activities

ELEMENT

PERFORMANCE CRITERIA

2. Prepare individual work plans

- 2.1 Work plan objectives are linked to and consistent with organisational and work unit aims
- 2.2 Objectives are stated as measurable targets with clear performance indicators
- 2.3 Innovative and cost-effective options for achieving objectives are explored and aligned to organisational aims
- 2.4 Individual work plans are used to promote the achievement of work unit objectives and to reflect personal and organisational accountability to all clients
- 2.5 Collaborative planning with other workgroup members is used to integrate individual plans and build working relationships

3. Implement and evaluate work plans

- 3.1 Work methods and practices to implement plans are identified in consultation with others
- 3.2 Workload and work flows are monitored and balanced
- 3.3 Work is completed in accordance with work plans and meets time and workplace requirements, *legislation, policies and procedures*
- 3.4 Problems in implementing work plans are monitored and solutions are proposed within area of responsibility
- 3.5 Work plans are revised according to changes in work priorities and organisational needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning own work to achieve goals
- engaging in collaborative planning with other workgroup members
- applying problem solving
- monitoring and evaluation of progress towards work unit goals
- negotiating goals and outcomes
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of work planning

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work planning in the public sector
- effective planning processes
- policies and procedures on sustainable practice
- corporate goals or aims
- organisational procedures
- importance of aligning work unit plans with organisational goals
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of work planning

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPBORD401A Create and maintain profiles

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV413A Compose complex workplace documents

PSPGOV417A Identify and treat risks

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

PSPPM401B Design simple projects

PSPPM402B Manage simple projects

PSPPROC410A Administer contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- work unit plans developed and implemented in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to work planning in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and implementing work unit plans

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and implementing work unit plans, including coping with difficulties, irregularities and breakdowns in routine
- work unit plans developed and implemented in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Workplace requirements may relate to

- staffing procedures
- resourcing allocations and requirements
- identified timeframes
- relevant legislation affecting organisational administration
- organisation, corporate and strategic plans and activity calendars
- relevant industrial awards
- financial circulars (or equivalent)
- organisation financial and personnel management guidelines
- technology and data associated with work
- environmental and sustainability practices

Work unit plans may include

- daily/weekly/monthly work unit plans
- project plans
- specific purpose plans including equal employment opportunity, industrial democracy and occupational health and safety
- resource plans

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- consumer legislation
- environmental and sustainability legislation
- risk management guidelines.
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV405B Provide input to change processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers understanding the reasons for change and initiating specific changes related to the work unit. It includes suggesting options and opportunities for change, encouraging commitment to workplace change, monitoring and evaluating change and dealing with ambiguity in the change process.

In practice, providing input to change may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 6 units of competency in the *Working in Government* and *Management* Competency Fields that deal with change.

Related units are:

PSPGOV205B Participate in workplace change

PSPGOV306B Implement change

PSPGOV514A Facilitate change

PSPMNGT604B Manage change

PSPMNGT703A Lead and influence change

This unit replaces and is equivalent to *PSPGOV405A Provide input to change process*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Suggest options and opportunities for change

- 1.1 The need for change in work practice within the work unit is identified, suggestions sought and options devised
- 1.2 Options and opportunities for change are suggested to improve efficiency and effectiveness of the workgroup and the work environment
- 1.3 The broader workplace context, including future trends, is taken into account in suggestions for change
- 1.4 *Risk factors* affecting change are analysed to identify possible constraints

2. Encourage commitment to workplace change

- 2.1 Positive encouragement is provided to implement workplace *change*
- 2.2 The needs and viewpoints of individuals are identified and considered when implementing change
- 2.3 Communication strategies are developed and support is provided to colleagues on adjusting to change
- 2.4 Issues requiring further action are identified and dealt with in accordance with *legislation, policy and procedures*

ELEMENT

PERFORMANCE CRITERIA

3. Monitor and evaluate change

- 3.1 Implementation of change is monitored and feedback on individual and group work practices is prompt and constructive
- 3.2 Suggestions for improvements made by workgroup members are positively received and acted on where appropriate
- 3.3 Work activities are evaluated based on feedback from workgroup members and other *stakeholders*
- 3.4 *Evidence and information* is collected on the impact of change, is accurate, relevant and reported according to organisational requirements
- 3.5 Recommendations for improving methods or techniques to manage change are *negotiated* in accordance with organisational policy and procedures
- 3.6 Learning from the implementation of change are identified, shared with others and transferred to other change initiatives

4. Deal with ambiguities in the change process

- 4.1 The need to operate within constraints beyond one's own control is recognised and accepted
- 4.2 Areas of ambiguity in proposed change are identified
- 4.3 Options for dealing with ambiguity and criteria for assessing those options are developed and communicated to the workgroup
- 4.4 Best option is selected, work is undertaken and ambiguity handled in accordance with option determined
- 4.5 The impact of change and identified related issues are communicated to management as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of individuals at different levels in the organisation
- applying problem solving strategies in the context of managing ambiguity and change
- working in teams
- applying monitoring and observation methods
- giving and receiving feedback, including 'managing upwards'
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policy and procedures relating to public sector workplaces
- a range of change management models and their application to the work environment
- organisational structure and culture
- the nature of change and its effects in the workplace, including occupational health and safety issues such as workplace stress
- group dynamics
- emotional intelligence
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV414A Provide workplace mentoring

PSPGOV416A Monitor performance and provide feedback

PSPGOV418A Develop internal and external networks

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of input to change in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector environment
- a range of change management models and their application
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing input to change processes

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing input to change processes, including coping with difficulties, irregularities and breakdowns in routine
- provision of input to change in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Risk factors may include***
- disturbances to workflow
 - confusion/loss of confidence
 - budget constraints
 - supplier problems
 - product/service delivery problems
 - time delays
 - ineffective communication
 - lack of participation/buy in of staff in workplace change leading to resistance and conflict

- Change may include***
- imposed change
 - self-initiated change
 - implementation of new work practices
 - legislative change
 - changes in the machinery of government
 - organisational restructuring
 - technology transfer to the workplace
 - changing work practices and procedures
 - staffing changes
 - shared services environment

- Legislation, policy and procedures may include***
- Commonwealth and State/Territory legislation
 - government policy
 - public sector code of ethics
 - national standards
 - the organisation's policies and practices
 - environmental or sustainability practices
 - organisational code of conduct

RANGE STATEMENT

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
- employees at all levels of the organisation
- clients
- other public sector organisations
- community organisations
- private sector organisations
- union and association representatives
- boards of management
- government
- Ministers

Evidence and information may include

- client surveys
- employee satisfaction feedback
- industrial disputes
- supplier feedback
- productivity/efficiency measures
- cost savings.

RANGE STATEMENT

- Negotiation may include*
- assertiveness
 - collaboration
 - solution designing
 - confidence building
 - conflict reduction
 - stress management
 - empathising
 - techniques such as:
 - speaking skills
 - presentation techniques
 - effective listening
 - questioning techniques
 - verbal and non-verbal communication
 - using personal attributes
 - culturally appropriate strategies
 - constructive feedback
 - issues identification
 - exploring options
 - identifying areas of agreement
 - recording agreements.
 - clarifying
 - restating position
 - summarising progress
 - deferring decision
 - preparing a compromise
 - using a mediator/third party

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV406B Gather and analyse information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers collection and analysis of information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.

In practice, gathering and analysing information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, using resources, gathering evidence, carrying out projects, using financial processes, identifying and treating risks, monitoring for fraud, undertaking, court listings, conducting claim assessments, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with information/knowledge management. Related units are:

PSPGOV206B Handle workplace information PSPGOV307B Organise workplace information PSPGOV504B Undertake research and analysis PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to *PSPGOV406A Gather and analyse information*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify and collect information

- 1.1 Nature, extent and purpose of required *information* is identified
- 1.2 Internal and external *sources* are identified and accessed to produce required information in accordance with *legislation, policy and procedures*
- 1.3 Information is collected, organised, recorded and reported in accordance with organisational procedures and defined guidelines
- 1.4 Information collected is organised in a way which enables easy access and retrieval by other staff

2. Analyse and interpret information

- 2.1 Information and its sources are critically evaluated for relevance and validity to business/client requirements
- 2.2 Basic *analysis* of information is undertaken as required to identify key issues
- 2.3 More detailed analysis of information is carried out as required using relevant techniques including mathematical calculations and methods for numerical/graphical information

ELEMENT

PERFORMANCE CRITERIA

3. Develop and apply workable solutions

- 3.1 Workable solutions to business/client requirements are developed on consideration of analysed information
- 3.2 Proposed solutions are communicated or implemented as required

4. Present information

- 4.1 Information is reported in the required format, style, structure and timeframe
- 4.2 Information is *presented* in required medium in accordance with organisational requirements using relevant technology

5. Maintain information

- 5.1 A range of standard and complex *information systems* and operations is used in accordance with organisational policy and procedures
- 5.2 Information and records are maintained in accordance with organisational procedures to ensure data and system integrity
- 5.3 Routine data and records are reconciled as required
- 5.4 Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying public sector legislation such as occupational health and safety and environment in the context of information management
- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- using basic statistical and numerical manipulation
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially
- responding to diversity, including gender and disability
- using problem solving and referring problems as required
- applying equal employment opportunity, equity and diversity principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal, security and social issues surrounding the use of information
- public sector standards
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCART407A Undertake court listings

PSPETHC401A Uphold and support the values and principles of public service

PSPFIN401A Use public sector financial processes

PSPFRAU401B Monitor data for indicators of fraud

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV405B Provide input to change processes

PSPGOV407B Provide a quotation

PSPGOV417A Identify and treat risks

PSPGOV422A Apply government processes

PSPIM401A Conduct initial claim assessments

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPM404A Carry out simple project activities

PSPREG411A Gather information through interviews

PSPREG412A Gather and manage evidence

PSPSEC405A Handle security classified information

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information research, presentation and management
- access to electronic information/records management systems
- Case studies and workplace scenarios to capture the range of situations likely to be encountered when gathering and analysing information

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and analysing information, including coping with difficulties, irregularities and breakdowns in routine
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Information may include***
- legislation, guidelines and awards
 - organisation, legal and policy materials
 - client information
 - market trends
 - media reports
 - registries and file records
 - library materials
 - financial records
 - basic statistical information
 - human resources/personnel records
 - asset records
 - meta-data

- Sources of information may include***
- those internal to the organisation such as:
 - intranet
 - databases/files
 - library collections
 - internal publications
 - annual reports
 - newsletters
 - other staff.
 - those external to the organisation such as:
 - Internet
 - local, state, national and international libraries and archives
 - other organisations' publications
 - staff in external organisations

RANGE STATEMENT

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- national standards
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies/practices/code of conduct

Analysis of information may include

- qualitative analysis
- quantitative analysis
- critical analysis
- problem solving
- matching
- statistical analysis
- mathematical calculations
- forecasting

Presentation of information may include

- routine reports and submissions
- briefing notes, Ministerials
- proposals, project plans
- articles and promotional material
- tabular or graphical presentation
- overhead transparencies
- slideshow data presentation
- face-to-face
- telephone

Information systems may include

- file/records management systems
- personnel/human resources systems
- specific purpose databases
- library systems
- data warehouse systems
- web sites
- financial information systems
- workplace communication systems

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV407B Provide a quotation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of a cost-benefit analysis and the preparation of written or oral quotations to provide goods or services to others. It includes clarifying requirements, establishing costs and availability of resources, preparing estimates, preparing and submitting quotations and taking follow-up action.

In practice, providing a quotation may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 2 unit of competency in the *Working in Government* Competency Field dealing with quoting/tendering for work. The related unit is:

PSPGOV603B Develop a tender submission response

This unit replaces and is equivalent to *PSPGOV407A Prepare a quotation*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Clarify requirements

- 1.1 Requirements are confirmed with the funder/purchaser in accordance with organisational policy and procedures
- 1.2 Market research is conducted in accordance with *legislation, policy and procedures* to confirm the viability of providing a quotation

2. Establish costs and availability of resources

- 2.1 Costs for labour, equipment or materials are obtained in accordance with organisational policy and procedures and included in the quotation in full
- 2.2 Availability of equipment, materials or personnel is confirmed for the timeframe required
- 2.3 Infrastructure costs to the organisation of providing the goods or services are included
- 2.4 Cost or benefit from any asset disposal at the conclusion of the contract is included

ELEMENT

PERFORMANCE CRITERIA

3. Prepare estimate

- 3.1 Estimate is prepared to take account of all requirements and allow for contingencies
- 3.2 Estimate is structured to provide for cost recovery or to return a profit according to legislation, policy and procedures
- 3.3 Costs are estimated to enable provision of goods or *services* to the standards required by the *client*
- 3.4 Estimate is checked for accuracy and detailed in accordance with organisational procedures and client requirements

4. Prepare and submit quotation

- 4.1 Quotation is prepared in accordance with organisational policy and procedures
- 4.2 Required details are included to meet client requirements
- 4.3 Quotation is submitted within required timeframe
- 4.4 Organisational recordkeeping requirements for providing quotations are met

5. Take follow-up action

- 5.1 Changes and variations to the quotation are negotiated to meet the needs of the client and the organisation, in accordance with policy, procedure and delegated authority
- 5.2 Proposal, outcome and preparation process are evaluated using feedback from a range of *stakeholders* and the results are used to improve subsequent quotations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using numeracy for selecting and applying mathematical concepts, estimating, checking reasonableness of results
- using a range of mathematical language to communicate mathematical information
- managing financial and other resources
- using literacy for oral clarification of issues and negotiating variations and changes with clients
- using required language and style for written quotations
- using technical and other vocabulary
- applying research and analysis methods
- using problem solving including conceptual/reasoning skills
- networking with clients, suppliers and stakeholders
- responding to diversity, including gender and disability
- applying legislation and guidelines including occupational health, safety and environment when providing quotations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, guidelines, policies and practices relating to providing quotations for services
- organisational tendering guidelines, policies and practices
- financial accountability requirements
- legal requirements of selling government services
- implications of contracting agreements where government is the provider
- whole-of-life considerations
- disposals considerations including legal aspects of disposals
- approval processes
- tendering management processes
- equal employment opportunity, equity and diversity principles
- public sector legislation including occupational health, safety and environment, in the context of providing quotations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV406B Gather and analyse information

PSPGOV412A Use advanced workplace communication strategies

PSPGOV413A Compose complex workplace documents

PSPGOV417A Identify and treat risks

PSPGOV421A Exercise delegations

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- quotations prepared and submitted in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to proving quotations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when proving quotations

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when proving quotations, including coping with difficulties, irregularities and breakdowns in routine
- quotations prepared and submitted in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policies and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - privacy legislation
 - freedom of information
 - equal employment opportunity, anti-discrimination and harassment legislation
 - employment legislation
 - occupational health and safety legislation
 - ethics and accountability standards
 - public sector standards
 - organisational policy, procedures and protocols
 - international legislation/codes of behaviour
 - enterprise bargaining agreements
 - award conditions/requirements
 - strategic and business plans
 - delegation guidelines

Services quoted may include

- electronic
- computerised
- bureau services
- procedural systems
- training
- mechanical

Clients may include

- private sector organisations
- Commonwealth, State/Territory, Local Government organisations
- intra-organisation units

RANGE STATEMENT

Stakeholders may include

- clients
- managers
- peers

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV408A Value diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers promotion of the value of workplace diversity and the contribution it makes to effective work practices, the generation of new ideas, and the organisation's responsiveness to the community. It includes promoting the benefits of workplace diversity and contributing to diversity outcomes.

In practice, diversity is promoted in the context of other generalist or specialist work activities such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, delivering client services, managing contracts, etc.

This is one of 6 units of competency in the Competency Fields of *Working in Government* and *Management* that deal with diversity. Related units are:

PSPGOV201B Work in a public sector environment

PSPGOV308B Work effectively with diversity

PSPGOV505A Promote diversity

PSPMNGT605B Manage diversity

PSPMNGT702A Influence and shape diversity management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Promote the benefits of diversity

- 1.1 The *diversity* of the workgroup is analysed to identify the strengths and differences that benefit both staff and the organisation
- 1.2 *Workplace diversity issues, benefits* and risks are explained to others using language and supporting material suitable to their needs and the situations they are likely to experience
- 1.3 Diversity training and awareness programs are identified and *promoted* to encourage and support others to appreciate the benefits of diversity
- 1.4 Opportunities for leadership in, and advocacy of, workplace diversity are identified and utilised within own area of responsibility

ELEMENT

PERFORMANCE CRITERIA

2. Contribute to diversity outcomes

- 2.1 Currency is maintained in knowledge of diversity principles and practices that are applied in the workplace
- 2.2 Others are assisted to access and use *legislation, policy and guidelines* to ensure work practices contribute to diversity benefits
- 2.3 Development and use of a range of *communication styles* is modelled and fostered to respond to the diversity of the workplace and its clients
- 2.4 Targeted responses to the needs of the organisation's diverse client group/s are identified and implemented in accordance with organisational policy and procedures
- 2.5 Feedback on diversity policies, strategies and practices/services is provided to managers in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations, policies, procedures and guidelines relating to/impacting on workplace diversity, such as equal employment opportunity, anti-discrimination
- using a range of communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- delivering services/responding to the needs of diverse client groups
- responding to workplace diversity, including gender and disability
- identifying racist behaviours
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- actively demonstrating to others a clear commitment to the principles and practices of workplace diversity

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- complexities of cultural diversity, including issues of racism, discrimination, harassment and victimisation
- direct versus indirect discrimination
- public sector definitions of diversity
- issues and benefits relating to workplace diversity
- equal employment opportunity, equity and diversity principles
- principles and practices of cultural awareness
- avoidance of gender bias in language
- principles of multiculturalism
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- institutional racism and resulting indirect discrimination
- public sector values and codes of conduct
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity, including those related to the provision of language services

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV402B Deliver and monitor service to clients

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV414A Provide workplace mentoring

PSPGOV418A Develop internal and external networks

PSPGOV419A Work with interpreters

PSPPOL404A Support policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- valuing diversity in a range of (3 or more) contexts (or occasions, over time) such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, administering contracts

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- definition and benefits of workplace diversity
- statistics on community diversity
- public sector values and codes of conduct
- organisational procedures and protocols
- legislation, regulations, policies, procedures and guidelines relating to/impacting on workplace diversity

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine
- valuing diversity in a range of (3 or more) contexts (or occasions, over time) such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, administering contracts.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Diversity may include

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- not fitting the dominant paradigm of the organisation
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

RANGE STATEMENT

Workplace diversity issues may include

- equal employment opportunity issues such as:
- direct and indirect discrimination - discriminatory systems and practices
- harassment
- racism
- under-representation of equity groups in the public sector
- employment of equity groups concentrated at lower levels in the public sector
- women making up more than half of the public sector workforce but disproportionately represented at lower salary levels
- barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels
- disproportionate representation of equity group members in non-permanent, casual or contract positions
- inappropriate supervisory treatment of equity group members
- culturally inappropriate workplaces
- enabling access to buildings to people with a disability
- making reasonable adjustment to work processes.
- quality of service delivery to clients from diverse backgrounds
- sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value
- people from recognised diversity groups choosing not to be identified through usual statistical collection methods
- workplace systems or practices that don't allow a balance between work and family responsibilities
- inequitable access to acting opportunities, workplace training and development
- questioning/disregarding the dominant paradigm of the organisation
- inappropriate treatment of those who don't fit the dominant paradigm of the organisation
- risks associated with diversity not managed
- different values:
 - uncertainty avoidance
 - collectivist/individualist
 - power/distance
 - masculine/feminine.
- resolving communication issues
- developing cultural competence
- negotiating commonalities

RANGE STATEMENT

- resolving conflict
- negotiating difference

Benefits of diversity may include

- improved client service - internal and external
- improved service delivery
- promotion of equity and fairness
- improved access for clients from diverse backgrounds to government services and programs
- improved relationship with the community
- wider sources of recruitment
- greater responsiveness to change
- cultural enrichment
- promotion of creativity
- creation of a harmonious and supportive work environment
- retention of staff
- facilitation of attainment of organisation goals
- increased skills and experience added to the workplace
- a workforce representative of the client base
- a balanced workforce in terms of age, gender, race and culture

Promotion of training and awareness programs may include

- word of mouth
- memos
- emails
- flyers
- intranet

RANGE STATEMENT

Legislation, policy and guidelines may include

- Commonwealth and State/Territory legislation addressing diversity issues for example:
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Disability Discrimination Act 1992
 - Workplace Relations Act 1996
 - Privacy Act 1988
 - Human Rights and Equal Opportunity Commission Act 1984
 - Equal Opportunity for Women in the Workplace Act 1999.
- public service/public sector management acts
- workplace diversity guidelines/program
- national and international codes of practice and standards
- the organisation's plans, strategies and policies relating to diversity
- policies relating to language services
- government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
 - Managing diversity in the Western Australian public sector, August 1995
 - Valuing cultural diversity, State of Victoria, 2002.
- public sector ethics/values/codes of conduct
- public sector management standards (subordinate law)
- Commissioner's directions/instructions
- community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)

Communication styles may include

- plain English
- language in active rather than passive voice
- simple sentence structure even though content may be complex
- lack of jargon and acronyms
- culturally appropriate body language
- oral or written
- use of graphics and illustrations
- use of colour
- reader-friendly layout
- effective paragraphing
- different languages
- interpreting and translating
- use of different media eg online

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV409A Provide support to Parliament

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of procedural and administrative support and advice to the Parliament, its committees and services. It includes exercising Parliamentary protocols, providing secretariat services, researching and presenting information and advice, assisting in the preparation of proposed legislation, providing community liaison and Parliamentary relations services, and presenting seminars.

In practice, providing support to Parliament may overlap with other generalist or specialist public sector work activities such as acting ethically applying government processes, gathering and analysing information, using advanced workplace communication strategies, etc.

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Exercise Parliamentary protocols

- 1.1 Confidential and sensitive issues are identified and confidentiality maintained in accordance with organisational policy and procedures
- 1.2 Parliamentary conventions and traditions are identified and applied according to the occasion, location and participants
- 1.3 Strict protocols for Parliament are identified and adhered to, and *others* are assisted in the application of these protocols in accordance with required behaviour
- 1.4 Occasions/situations are assessed and conduct is exercised to suit the occasion and comply with public sector standards and code/s of conduct
- 1.5 Situations where apparently conflicting protocols might apply are assessed and decisions made on appropriate action, or referred for advice in accordance with policy and guidelines

ELEMENT

PERFORMANCE CRITERIA

2. Provide secretariat services

- 2.1 The scope and *type* of committee/inquiry, and the Chair's role and responsibilities are identified to ensure the provision of advice and administrative support meets committee requirements
- 2.2 Administrative services are provided to support the committee system and the conduct of individual inquiries in accordance with organisational policy and procedures
- 2.3 Briefing papers are provided for meetings and information gathering activities in the timeframe set by the relevant committee
- 2.4 Report drafting services are provided that result in reports that are well structured, defensible, based on comprehensive and balanced information and meet organisational requirements for style, language and *content*
- 2.5 Strategies are implemented to ensure the effective promotion of committee reports in accordance with organisational policy and procedures

3. Research and present information and advice

- 3.1 Research is conducted to respond to requests for *information/advice* and to support the information gathering activities of committees in accordance with organisational requirements
- 3.2 The context, purpose and audience for the *information/advice* is determined and a research methodology is developed to suit
- 3.3 Policy and legislation are analysed, databases searched and interviews conducted as required to obtain the necessary information in accordance with the research methodology
- 3.4 *Information/advice* is provided that is logical, balanced and comprehensive, and is analysed and presented in accordance with the purpose for which it was requested
- 3.5 Requests for *information/advice* are responded to immediately or *information* is provided on what steps are being taken to address the request

ELEMENT**PERFORMANCE CRITERIA****4. Assist in the preparation of proposed legislation**

- 4.1 Administrative services are provided to support *departmental processes* for the preparation and submission of proposed legislation in accordance with organisational policy and procedures
- 4.2 Administrative services are provided to support *the Parliamentary and Cabinet process* for the enacting of legislation in accordance with organisational policy and procedures
- 4.3 Administrative support is provided to assist with the drafting of amendments and Private Members' Bills in accordance with organisational requirements

5. Provide community liaison and Parliamentary relations services

- 5.1 Strategies are implemented to promote public awareness of, and participation in, committee inquiries in accordance with organisational requirements
- 5.2 Inter-Parliamentary relations are promoted through the provision of advice and support that facilitates the conduct of Parliament's regional and international affairs
- 5.3 Incoming/outgoing delegations and Parliamentary visitors are assisted in accordance with the agreed program and visit objectives
- 5.4 International cooperation is facilitated through provision of assistance and information in accordance with organisational policy and procedures

6. Present seminars

- 6.1 Seminar content and supporting documentation is regularly updated and tailored to meet specific audience needs and interests
- 6.2 Information and education services are provided to promote public knowledge and awareness of, and interaction with, the Parliament in accordance with organisational policy and procedures
- 6.3 Feedback is obtained from seminar participants to gauge satisfaction and suggestions for improvement, and recommendations are acted on as required in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interacting and communicating with Members of Parliament, the community and other stakeholders, targeting language and content to suit the audience and purpose
- questioning, to clarify research/information requests
- using a variety of research skills, methodologies, strategies and information databases
- applying statutory interpretation of Acts, Bills and subordinate legislation
- preparing research reports using complex language structures and terminology and requiring precision of expression and a balance between brevity and detail
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of Parliamentary services

Knowledge requirements

look for evidence that confirms knowledge and understanding of:

- Westminster System
- separation of powers
- system of government (bicameral/unicameral Parliament)
- role and functions of Parliament
- role and structures of Parliamentary committees
- application of statutory requirements imposed by central agencies such as Treasury, Premiers, Prime Minister and Cabinet
- Parliamentary practices and procedures such as petitions, Ministerial statements, Question Time, Questions without Notice, Questions on Notice, debates, Hansard reporting
- Parliamentary protocols and ethical requirements
- standing and session orders
- Members' roles in political process
- Members' interest resolution
- Parliamentary process and how it affects operational objectives and timeframes
- Cabinet processes
- Bill to Act process
- Budget and estimates processes
- balance of power
- e-petitions
- Machinery of Government and administrative arrangements
- document purposes - to persuade, inform, stimulate discussion

REQUIRED SKILLS AND KNOWLEDGE

- plain English standards
- equal employment opportunity, equity and diversity principles
- occupational health and safety procedures relating to the Parliamentary environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV412A Use advanced workplace communication strategies

PSPGOV413A Compose complex workplace documents

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPOL401A Contribute to policy development

PSPPOL404A Support policy implementation

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of support to Parliament in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- organisational policies, procedures and protocols
- Parliamentary Procedures handbook
- legislation and guidelines
- case studies and scenarios relating to the Bill to Act process

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing support to Parliament, including coping with difficulties, irregularities and breakdowns in routine
- provision of support to Parliament in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Others may include

- Members of Parliament
- the public
- delegations
- other visitors

Types of committee/inquiry may include

- standing committees
- Senate and states estimates committees
- scrutiny of legislation committee
- select committees

Report content may include

- evidence gathered
- committee's reaction to the evidence
- precise and accurate analysis of the strongest features of the evidence
- evaluation
- option-setting
- policy recommendations for government

RANGE STATEMENT

Information/advice may include

- explanation of the rules and practices of Parliament such as question time
- statistical information, such as the volume of legislation passed or before the House
- biographical information on current and former Members
- background information on the history and policy development of Bills before the House
- how to calculate quorums and absolute majorities in the House
- how to determine election dates
- effects of dissolution of the House
- how to find legislation and trace procedural history
- how the Speaker's vote is exercised
- precedents
- electronic voting and secret ballots

RANGE STATEMENT

Departmental processes for the preparation and submission of proposed Parliamentary documents may include

- preparation of a Bill and supporting material
- preparation of Cabinet submissions and supporting material
- role of instructing officer - debate
- preparation of responses to Questions on Notice
- preparation of responses to Questions without Notice
- preparation of Ministerial Statements, estimates, briefs
- tabling of reports
- preparation of annual reports, Budget documents
- responding to committee reports, petitions
- liaison with other departmental representatives

Parliamentary and Cabinet processes may include

- Cabinet processes:
- ATP/ATI protocols
- community consultation and other stakeholders
- authority to prepare submission
- authority to introduce submission.
- role of instructing officer:
- preparation of explanatory notes
- drafting instructions
- crown law advice.
- Parliamentary terminology and timeframes
- role of scrutiny of legislation committee
- Parliamentary procedures:
- Question Time
- adjournment debate
- sessional/standing orders
- stages of legislative process of Bill to Act.
- Budget processes:
- CBRC
- estimates
- tabling and debate of Budget.
- e-democracy processes:
- e-petitions
- notice papers
- Hansard
- committee reports
- broadcasting of Parliament.
- electoral process
- Machinery of Government
- role of Member of Parliament

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV410A Undertake career planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers planning related to one's own career. It includes self-assessment of skills and abilities, investigation of possible career opportunities, developing and implementing a career plan and monitoring progress against the plan.

In practice, career planning may overlap with a range of other generalist or specialist work activities, such as gathering and analysing information, developing work plans, composing documents etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deals with career planning/management.

Related unit is:

PSPGOV510A Undertake and promote career management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Conduct self-assessment

- 1.1 Life and work experiences, current and potential abilities are identified and ranked in order of importance
- 1.2 Personal values and preferences relating to future careers are explored
- 1.3 A personal profile is prepared that identifies career related *characteristics*

2. Identify possible career opportunities

- 2.1 Careers are researched to identify those with continuing longevity, and their requirements identified
- 2.2 Information *sources* are identified and explored for indicators, trends and information on potential career opportunities
- 2.3 Existing and emerging careers are assessed and their skill/qualification/experience requirements identified
- 2.4 The nature of the workforce, trends and opportunities are analysed and associated skill needs identified

ELEMENT

PERFORMANCE CRITERIA

3. Develop and implement career plan

- 3.1 Preferred future career and associated skill requirements are identified and compared with current strengths
- 3.2 Gap analysis is undertaken to identify those skills that are common to both preferred future career and the organisation's requirements
- 3.3 Career goals are established and a *career plan* is developed that identifies immediate priorities as well as a longer term strategy for gaining experience and skills development
- 3.4 *Career development activities* are initiated in accordance with the career plan and organisational *legislation, policy and procedures*

4. Monitor progress

- 4.1 Acquisition of skills and experience is monitored and feedback is obtained on achievement of performance requirements
- 4.2 Feedback is considered and integrated as necessary into the career plan
- 4.3 The organisation's requirements are monitored and the career plan is adjusted to take account of new information, environment/culture
- 4.4 Preferred career requirements and progress towards career goals are monitored and adjusted as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- researching and questioning
- reflecting on own competencies and performance
- conducting skills audits and skills gap analyses
- developing strategies for the management of one's own career
- managing personal change and planning

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- strategic approach to career planning
- self-assessment to identify values, preferences, etc
- performance management
- career development options
- workforce trends
- succession planning
- changing demographics and workforce skill needs
- organisational planning for human resources at a strategic level
- principles of equal employment opportunity and diversity
- legislation, policies and procedures relating to career development including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV404B Develop and implement work unit plans

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV412A Use advanced workplace communication strategies

PSPGOV417A Identify and treat risks

PSPGOV418A Develop internal and external networks

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ongoing personal planning that integrates new information and justifies or changes planned progress towards career goals
- career planning in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation policies, procedures and guidelines relating to career planning
- workplace scenarios and case studies

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking career planning, including coping with difficulties, irregularities and breakdowns in routine
- ongoing personal planning that integrates new information and justifies or changes planned progress towards career goals
- career planning in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Characteristics may include

- strengths
- preferences
- gaps
- desires
- weaknesses
- the need to develop skills in:
 - job search
 - assessment
 - resume preparation/presentation
 - networking
 - impression management

RANGE STATEMENT

Sources of career

information may include

- public sector/organisational sources/documents such as:
- organisational chart
- business plans/strategies
- vision statements
- future plans
- cultural climate data
- manuals, handbooks
- policy and practices
- person specifications, job profiles, job descriptions
- reports
- social and political information
- ethics, values and conduct requirements
- colleagues, supervisors, mentors.
- books
- workshops
- notice of vacancies
- Internet sites
- local, national and international publications
- statistical workforce data
- Australian Bureau of Statistics data
- labour market statistics
- futurists' papers on career and demographic changes
- career expos
- personal networks
- word-of-mouth
- 'hidden job market' where more than 50% of jobs are won
- job search/personnel placement agencies
- graduate career counselling organisations
- feedback from job interviews
- newspapers or other media (such as radio)

RANGE STATEMENT

- Career plan may include***
- long-term goals
 - objectives
 - strategies
 - actions
 - timeframes
 - milestones
 - job search tools/methods
 - skills development in finding, applying for and winning positions
 - skills development to meet particular job/career requirements

- Career development activities may include***
- accredited courses/other courses
 - action learning
 - career counselling
 - coaching
 - competency development processes
 - education and training programs
 - feedback
 - higher duties
 - induction and orientation programs
 - industry experience
 - job exchange - local, national, international
 - mentoring
 - networking
 - opportunities to act in other positions (higher or lower)
 - project assignments/experiences
 - secondments
 - shadowing
 - temporary positions
 - working parties

- Legislation, policy and procedures may include***
- Commonwealth and State/Territory legislation including equal employment opportunity, privacy, confidentiality, anti-discrimination and employment law
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy
 - codes of conduct
 - codes of ethics

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV411A Deal with conflict

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for handling difficult interpersonal situations and addressing the conflicts that may arise in day-to-day work activities. It includes identifying the cause of conflict, establishing and implementing strategies for dealing with conflict and evaluating the response and outcomes. It does not include formal negotiation, counselling or mediation.

In practice, dealing with conflict may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using advanced communication strategies, etc.

This is one of 4 units of competency in the *Working in Government* and *Human Resource Management* Competency Fields that deal with conflict. Related units are:

PSPGOV314A Contribute to conflict management

PSPGOV508A Manage conflict

PSPHR603B Provide advisory and mediation services

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify the cause of conflict

- 1.1 The *conflict situation*, including the *cause*, is analysed and the position of each party established
- 1.2 Steps are taken to prevent the escalation of the conflict, in accordance with organisational procedures
- 1.3 All points of view are encouraged, accepted and treated with respect
- 1.4 Factors and issues relevant to the situation are identified, clarified and confirmed using appropriate *communication techniques*
- 1.5 Proceedings to settle the dispute/conflict in accordance with *legislation, organisational policy and procedures* are initiated with minimal delay

ELEMENT

PERFORMANCE CRITERIA

2. Establish and implement strategies for dealing with conflict

- 2.1 All parties involved in the conflict are encouraged to take shared responsibility for finding a solution to the situation
- 2.2 The strategy is selected for resolution, taking account of *social and cultural differences* and consistency with organisational policies and procedures
- 2.3 Assertive feedback is provided to the parties and constructive feedback is accepted from the parties non-defensively
- 2.4 Outcomes are agreed that meet individual, organisational and legislative requirements
- 2.5 *Assistance* is obtained where necessary in accordance with organisational policy and procedures

3. Evaluate response and outcome

- 3.1 Records and reports are maintained in accordance with legislation, policy and procedures
- 3.2 Accurate and constructive observations of incidents are provided in reviewing and debriefing the situation
- 3.3 Effectiveness of response is evaluated and reviewed in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a range of communication strategies/skills with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving
- using problem solving to deal with unexpected issues or attitudes
- dealing with difficult situations and people
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of conflict resolution

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, organisational policies, procedures and guidelines relating to conflict in the public sector workplace
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures and workplace culture
- different social and cultural practices
- conflict resolution skills and strategies
- personal power and positional power
- grievance procedures in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of conflict resolution

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV412A Use advanced workplace communication strategies

PSPGOV417A Identify and treat risks

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conflict dealt with in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to conflict management in the public sector
- grievance procedures in the public sector
- strategies and guidelines for dealing with workplace conflict
- case studies and workplace scenarios to capture the range of situations likely to be encountered when dealing with conflict

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when dealing with conflict in the workplace, including coping with difficulties, irregularities and breakdowns in routine
- conflict dealt with in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Conflict situations may relate to

- conflicts among work colleagues and/or work teams
- work areas
- employees and supervisors
- customer complaints

Causes of conflict may include

- differences of opinion
- different ways of working
- poor communication
- competing needs
- cross-cultural issues
- racial or religious issues
- abuse of power
- workplace bullying
- customer dissatisfaction
- gender issues
- inter-generational issues

RANGE STATEMENT

Communication techniques may include

- verbal and non-verbal language
- questioning and listening
- cooperative language
- appropriate use of emotions, voice and body language
- constructive feedback
- reflection
- summarising
- re-phrasing
- paraphrasing
- presenting options
- using language and concepts suited to the occasion and the other party
- showing a willingness to compromise

Legislation, policy and procedures may include

- State/Territory or Commonwealth legislation, regulations, organisational policies, procedures and guidelines relating to the management of conflict in the public sector, including equal employment opportunity, equity and diversity, occupational health and safety, privacy, confidentiality, anti-discrimination, harassment
- public sector standards
- codes of practice
- codes of ethics
- security standards

Social and cultural differences may include

- beliefs and values
- social conventions
- family relationships
- codes of conduct
- cultural observances
- cross-cultural issues
- verbal and non-verbal language

Assistance may include

- mediators
- employee assistance providers
- advocates
- supervisors/senior staff
- colleagues

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV412A Use advanced workplace communication strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of advanced communication strategies for interacting with internal and external clients. It includes dealing with complex enquiries and complaints, giving directions, managing meetings and making workplace and public presentations. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication, these are included. Where reading and writing are the prime focus of the workplace function, these are addressed in *PSPGOV413A Compose complex workplace documents*.

In practice, using advanced complex workplace communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Deal with complex enquiries/ complaints

- 1.1 Relationship with the client is established by displaying empathy towards client needs, and the nature of complaint/enquiry is established by listening, questioning and confirming
- 1.2 Complaint/enquiry is recorded accurately in simple language, and verified with the client to ensure it has been recorded correctly
- 1.3 Documentation to support complaint/enquiry is obtained if required
- 1.4 Action available under organisational policies is identified, and procedures to respond to and resolve complaint/enquiry are followed/authorised
- 1.5 Complaints/enquiries that require referral to other personnel or external organisations are identified and referred in accordance with organisational policy and procedures
- 1.6 Client is informed of action taken to resolve/refer the complaint/enquiry and a record logged in accordance with organisational procedures

ELEMENT**PERFORMANCE CRITERIA****2. Give directions**

- 2.1 Ethical, lawful and reasonable directions are given to others, and staff are protected from reprisals for refusing directions to act unethically
- 2.2 Directions are relayed in a clear, concise manner appropriate to the receiver
- 2.3 Questioning and listening skills are used to confirm understanding of directions.
- 2.4 Problems in directions being implemented are resolved promptly or referred in accordance with organisational policy and procedures
- 2.5 Feedback is provided on implementation in accordance with organisational requirements

3. Manage meetings

- 3.1 Purpose of each meeting is clarified and the *agenda* developed in consultation with participants, in line with the *purpose*
- 3.2 The *procedure* for each meeting and the style of chairing/facilitating are selected in accordance with the meeting's purpose and the participants
- 3.3 Meetings are chaired in accordance with organisational requirements, agreed *conventions* for the type of meeting and *legal and ethical requirements*
- 3.4 are conducted to ensure they are focused on the objectives of the meeting and are time efficient
- 3.5 Meetings are facilitated to enable participation, discussion, problem solving and *resolution* of issues by all those present.
- 3.6 Decisions and recommendations are summarised succinctly, checked for accuracy and recorded as required

4. Make presentations

- 4.1 Presentations are made to a range of audiences in accordance with organisational requirements
- 4.2 Presentations are structured logically and contain relevant information/content to meet the purpose of the presentation
- 4.3 *Supporting materials and presentation aids* are selected, created and organised to enhance audience understanding of key concepts and ideas
- 4.4 *Presentation strategies* are chosen and used to match the *characteristics* of the target audience, the location, the resources and the personnel needed
- 4.5 Effectiveness of the presentation is evaluated formally and informally for the purpose of continuously improving future presentations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to workplace communication
- speaking and listening relating to sustained and sometimes complex communication exchanges
- taking part in interpersonal exchanges of information, with a flexible use of register and a range of strategies for interaction
- dealing with complaints, clarifying meaning, exploring issues and using problem solving or referral
- deriving meaning from sustained oral discussions
- using observation - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- making presentations including use of supporting materials and visual aids
- using presentation software
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of workplace communication

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication
- complaints procedures
- conflict resolution techniques
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication
- meeting formats and facilitation/chairing requirements to suit
- presentations to suit different audiences, such as workgroup, organisational, inter-agency, public
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of workplace communication

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- advanced communication strategies used in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to communication in the public sector, including freedom of information, privacy, equal employment opportunity, anti-discrimination, occupational health and safety
- case studies and workplace scenarios to capture the range of advanced communication situations likely to be encountered and required in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using advanced communication strategies, including coping with difficulties, irregularities and breakdowns in routine
- advanced communication strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Agenda may include

- statement of the meeting's purpose
- date, time and location of meeting
- welcome
- minutes of the previous meeting
- matters or business arising from the minutes
- correspondence
- reports
- major agenda items
- general business
- date of next meeting

Purpose may include

- range of organisation-specific purposes
- setting of organisation/team goals
- planning and development of a project
- progress of a project
- discussion forum for internal/external clients

RANGE STATEMENT

Meeting procedure may include

- formal
- informal
- semi-formal
- structured
- self-managed.

Meeting conventions may include

- quorum requirements
- informal discussion
- waiting to be recognised by the chairperson
- speaking through the chairperson
- restricting discussion to agenda items
- time limit on speakers
- moving and seconding formal motions
- voting procedures
- conflict of interest provisions
- consensus required
- majority of members to agree
- casting vote for chairperson

Legal and ethical requirements may include

- requirements for public meetings
- codes of practice
- legislation relating to the public sector

Resolution of issues may include

- agreeing on a course of action
- deferring decisions to another meeting

RANGE STATEMENT

Supporting materials and presentation aids may include

- audio recordings
- charts
- computer simulations and presentations
- diagrams
- flow charts
- graphs
- maps
- models
- overhead projector
- paper-based materials
- photographs
- pictures
- posters
- tables
- video images
- whiteboard

Presentation strategies may include

- oral presentations
- discussion
- questioning
- simulations and role play
- case studies
- group and/or pair work
- demonstration

Characteristics of the target audience may relate to

- public sector level/s
- language, literacy and numeracy levels
- cultural and language background
- educational background or general knowledge
- gender
- age
- disability
- previous experience with the topic

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV413A Compose complex workplace documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers written communication involving the evaluation and composition of complex workplace documents. It includes interpreting and evaluating workplace information, composing complex written materials and editing.

In practice, composing complex workplace documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

PSPGOV208A Write routine workplace materials

PSPGOV313A Compose workplace documents

PSPGOV513A Refine complex workplace documents

PSPGOV606A Prepare high-level/sensitive written materials

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT	PERFORMANCE CRITERIA
1. Interpret and evaluate workplace information	<p>1.1 <i>Information</i> is sourced from inside and outside the organisation in accordance with organisational requirements and sources analysed for reliability</p> <p>1.2 Cultural context of the information is distinguished and used to aid in interpretation</p> <p>1.3 Information is analysed for relevance to own work and assistance is sought with interpretation of complex materials in accordance with organisational procedures</p> <p>1.4 Assumed prior knowledge underpinning workplace information is identified and additional information is gathered if necessary to allow interpretation</p> <p>1.5 Implications of information are passed on to relevant personnel in accordance with legislation, policy and procedures</p>
2. Compose complex written materials	<p>2.1 The <i>purpose</i>, objectives and format for the <i>materials</i> are determined in accordance with organisational requirements</p> <p>2.2 Information to inform the document is sourced, collated in a logical manner and assessed for relevance and inclusion</p> <p>2.3 <i>Content, structure and sequencing</i> of materials are determined in line with the purpose and intended audience</p> <p>2.4 Options/recommendations are considered for inclusion</p> <p>2.5 Possible impact on the target audience is assessed and potential criticism countered where necessary</p> <p>2.6 Written materials are composed, reviewed to confirm objectives, <i>organisational and legislative requirements</i> are met, and materials are submitted within required timeframes</p>
3. Edit written material	<p>3.1 Intent of the communication is confirmed.</p> <p>3.2 Content is checked and proofread for grammar, spelling and punctuation</p> <p>3.3 Communication is assessed in light of the needs of the intended audience</p> <p>3.4 Recommendations for improvement are made if necessary and explained/recorded in a manner that provides a learning opportunity for the future</p> <p>3.5 Information is amended if required, and submitted for approval in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a complex level to cope with a range of workplace materials
- integrating information from a diverse number of sources in order to generate meaning
- writing and sequencing abstract concepts according to the required purpose of written material
- linking complex ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at an experienced level
- responding to diversity, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright
- principles of effective written communication at a high level of complexity
- differences in register/style between workplace communication for different purposes
- government style manual
- organisation protocols for a range of complex written communication
- channels of communication and processes for obtaining advice, approvals etc
- organisational policy for recordkeeping - paper-based and electronic
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit: *Nil*
- *Co-requisite units* that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- advanced communication strategies used in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to communication in the public sector, including freedom of information, privacy, equal employment opportunity, anti-discrimination, occupational health and safety
- case studies and workplace scenarios to capture the range of advanced communication situations likely to be encountered and required in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using advanced communication strategies, including coping with difficulties, irregularities and breakdowns in routine
- advanced communication strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information for evaluation may include

- applications
- briefing papers
- discussion papers
- expert opinion
- literature
- minutes
- project briefs
- reports
- research
- speeches
- strategic and operational plans
- submissions
- web site information

RANGE STATEMENT

Purpose may include

- to influence opinion
- to report on achievement
- to recommend options and corresponding actions
- to meet regulatory requirements
- to meet public sector reporting requirements
- to develop policy
- to document policy
- to obtain funding
- to provide briefing material
- to provide or contribute to strategic planning
- to respond to enquiries/complaints

Materials to be composed may include

- position papers
- discussion papers
- briefing materials
- funding submissions
- business cases
- project briefs
- reports
- operational and other plans

Content, structure and sequencing may include

- facts and observations
- case studies
- critical analysis
- opinion
- creative ideas
- recommendations and supporting arguments
- anticipated arguments and rebuttals
- conclusions
- division into chapters or sections
- tables of contents and indexes
- glossaries
- executive summary
- process
- chronological structure
- alphabetic structure
- operating sequence

RANGE STATEMENT

Organisational and legislative requirements may include

- use of plain English
- style formats
- acknowledgements
- particular terminology to be used/not used:
- acronyms
- technical terms
- bureaucratic language
- abbreviations
- requirements for minimising jargon in written materials
- requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette
- guidelines for illustrative items
- standards for references, acknowledgements, citations, footnotes, endnotes, bibliographies
- particular communication channels
- State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety
- risk assessment
- information security requirements
- public sector standards
- fraud control standards
- codes of practice
- codes of ethics
- private or confidential materials
- embargoed materials
- security requirements
- politically sensitive materials
- security standards for government information

Unit Sector(s)

Not applicable.

Competency field

Competency field

Working in Government

PSPGOV414A Provide workplace mentoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the establishment and development of a professional mentoring relationship. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating the mentoring relationship, monitoring the mentoring relationship, terminating the mentoring arrangement, and evaluating the effectiveness of mentoring.

In practice, the provision of workplace mentoring may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This unit is one of 4 units of competency in the *Working in Government* Competency Field that deal with coaching/mentoring. Related units are:

PSPGOV311A Work with a coach or mentor

PSPGOV415A Provide workplace coaching

PSPGOV506A Support workplace coaching and mentoring

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish the need for mentoring

- 1.1 The purpose of the *mentoring* relationship is identified
- 1.2 The expectations and goals of the mentoring relationship are clarified with the other party
- 1.3 Skill sets that may be shared within the objectives/goals of the mentoring relationship are identified and confirmed
- 1.4 A *mentoring agreement/contract* is negotiated and agreed in accordance with the identified need, personal expectations and *cultural or other considerations*

2. Develop a mentoring plan/frame work

- 2.1 The scope and boundaries of the mentoring relationship are identified in accordance with organisational procedures
- 2.2 *Ground rules* are established and realistic expectations are negotiated
- 2.3 Confidentiality of the relationship is established and maintained in accordance with *legislation, policy and procedures*
- 2.4 The perceptions of others outside the mentoring relationship are managed in accordance with organisational procedures

ELEMENT**PERFORMANCE CRITERIA****3. Facilitate mentoring relationship**

- 3.1 Confidence, self esteem, respect and trust are developed in the mentoring relationship
- 3.2 Personal experiences and knowledge are shared with the person being mentored in accordance with agreed objectives
- 3.3 The person being mentored is supported to develop/use skills in problem solving and decision making
- 3.4 Personal and professional networks are used to assist/support the person being mentored
- 3.5 The person being mentored is assisted to identify and access opportunities for development
- 3.6 *Techniques* are used for resolving differences/problems without damaging the relationship, or assistance is obtained in accordance with organisational policy and procedures

4. Monitor mentoring relationship

- 4.1 Planning assistance and guidance are provided as requested by the person being mentored in a form and style to suit their requirements
- 4.2 Feedback is provided to the person being mentored on progress towards achieving the expectations and goals of the mentoring process
- 4.3 Changes in the mentoring relationship are recognised and discussed
- 4.4 Closure of the mentoring arrangement is negotiated and managed once objectives have been met or either party wishes to withdraw

5. Evaluate effectiveness of mentoring

- 5.1 The *benefits* gained from the mentoring process are established and discussed
- 5.2 The *personal benefits* gained from providing mentoring are reflected on and articulated
- 5.3 The benefits and outcomes of the mentoring arrangement for the *organisation* are identified and reported in accordance with organisational policy and procedures to improve the mentoring system/program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the provision of workplace mentoring in the public sector
- developing empathy
- networking
- planning and time management
- thinking laterally
- motivating others
- setting goals
- reflecting
- problem solving
- engaging in relationship building including trust, confidentiality and rapport building
- using a range of communication strategies including listening, questioning, giving and receiving feedback
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environmental legislation in the context of workplace mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the provision of workplace mentoring in the public sector
- cultural diversity related to mentoring
- codes of conduct
- codes of ethics
- learning styles
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environmental legislation in the context of workplace mentoring

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV416A Monitor performance and provide feedback

PSPGOV418A Develop internal and external networks

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of workplace mentoring in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the provision of workplace mentoring, including organisation-specific documents where possible
- current workplace mentoring methodologies and strategies
- case studies and workplace scenarios to capture the range of mentoring situations likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing workplace mentoring, including coping with difficulties, irregularities and breakdowns in routine
- provision of workplace mentoring in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Mentoring

- has a long-term focus on personal growth and learning
- includes a wide range of learning oriented to:
 - exchange of wisdom
 - support
 - guidance in personal or career growth
- is a relationship, not just a procedure or activity
- is one person professionally assisting the professional development of another
- is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude
- is provided by a mentor who:
 - facilitates the growth of the person being mentored
 - provides information, guidance and constructive comments
 - evaluates the plans of the person being mentored, decisions, goals and objectives
 - supports, encourages and, where necessary, highlights shortfalls in agreed performance
 - maintains confidentiality in the relationship
 - does NOT take over problems and try to solve them
 - does NOT give advice, criticisms or solutions, but supports the person being mentored to make their own decisions
 - is not the direct manager of the person being mentored

Mentoring agreement/contract may include

- explicit expectations/purpose
- well-defined objectives
- issues (past, present, future) that may constrain achievement of the objectives
- clear statement of what the mentor will and will not do
- goals set by the organisation
- expected timeframe/time commitments
- meeting arrangements - face-to-face, distance, email

RANGE STATEMENT

Cultural or other considerations may include

- choosing a mentor with appropriate attributes depending on the purpose and objectives of the relationship
- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning/thinking styles
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- work experience
- working styles

Ground rules may include

- relationship is voluntary
- mentoring partners should not be in the same chain of command
- supervisors of both mentoring partners must approve, where mentoring arrangement is internal
- mentor's guidance and counsel does not supersede that of the supervisor in work-related matters
- training for mentoring partners
- a mentoring agreement
- active involvement of both partners in the mentoring process
- internal or external mentoring arrangements
- 'no-fault divorce' provision where either party can end the relationship any time for any reason, or no reason (Gordon F Shea, 1999, Making the most of being mentored)

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols

Techniques for resolving differences may include

- finding a mutually beneficial solution
- self-disclosure
- inviting discussion
- providing explanations
- not taking it personally when information provided is rejected
- not laying blame
- using 'I' messages
- accessing assistance
- withdrawing from the mentoring arrangement

Benefits may include

- empowerment
- opportunity to acquire competencies and professional experience
- insights into the organisational culture, attitudes, protocols and expected behaviours
- increased potential for career mobility and promotion
- a supportive environment in which successes and failures can be evaluated
- networking opportunities
- development of professional abilities and self-confidence
- recognition and job satisfaction
- mutual respect

RANGE STATEMENT

Personal benefits to the mentor may include

- renewed enthusiasm for their role if they are an experienced employee
- challenging discussions with people who may have fresh perspectives
- satisfaction from contributing to another's development
- opportunities to reflect upon and articulate the role of mentor
- improved ability to share experiences and knowledge
- opportunities to test new ideas
- broader picture/strategic overview

Benefits to the organisation may include

- increased productivity
- new competencies in the person being mentored
- staff motivation
- more committed, involved and responsible personnel at all levels
- personal and trusting developmental relationships
- knowledge sharing
- increased people focus
- safeguard investment in high potential people

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV415A Provide workplace coaching

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of on-the-job coaching to colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many workplaces where formal and informal on-the-job coaching is extremely common. It includes preparation for coaching, and provision of and follow-up of coaching.

In practice, the provision of workplace coaching may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, promoting diversity, conducting awareness sessions, etc.

This unit is one of 4 units of competency in the *Working in Government* Competency Field that deal with coaching/mentoring. Related units are:

PSPGOV311A Work with a coach or mentor

PSPGOV414A Provide workplace mentoring

PSPGOV506A Support workplace coaching and mentoring

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|---|
| 1. Prepare for coaching | <ul style="list-style-type: none">1.1 The need for <i>coaching</i> is confirmed based on a range of <i>factors</i>1.2 Specific coaching needs are identified through discussion with/about the colleague to be coached1.3 Self-assessment of own competencies and coaching style is undertaken and compatibility with colleague's needs and learning style confirmed1.4 Approval for coaching arrangement is obtained in accordance with organisational policy and procedures1.5 <i>Coaching agreement</i> is negotiated with the colleague in accordance with organisational policy and procedures |
|--------------------------------|---|

ELEMENT	PERFORMANCE CRITERIA
2. Provide coaching	<p>2.1 The principles and application of coaching are explained and agreed</p> <p>2.2 Specific <i>competencies/processes</i> to be coached are explained and demonstrated</p> <p>2.3 Any required <i>underpinning knowledge and skills</i> are communicated in a manner suited to the person's specific needs</p> <p>2.4 The person being coached understanding is checked using a range of <i>communication techniques</i></p> <p>2.5 The opportunity to practise and ask questions is provided in accordance with organisational constraints</p> <p>2.6 Feedback is provided in a constructive and supportive manner, and goals are reviewed with the person being coached and adjusted as necessary</p>
3. Follow up coaching	<p>3.1 Progress with new competencies is monitored in the workplace and supportive assistance is provided as required</p> <p>3.2 Progress is reported in accordance with organisational requirements</p> <p>3.3 <i>Performance problems or difficulties</i> with the coaching are identified and rectified or referred for follow-up in accordance with organisational policy and procedures</p> <p>3.4 Confidentiality regarding coaching arrangements is maintained in accordance with <i>legislation, policy and standards</i></p> <p>3.5 The <i>perceptions</i> of those outside the coaching arrangement are managed according to organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the provision of workplace coaching
- providing supportive on-the-job coaching with constructive and supportive feedback
- planning coaching content, reviewing and adjusting goals
- seeking out and reviewing information related to work activities in which coaching is to occur
- giving instructions to others being coached
- seeking and providing feedback on coaching session
- systematically self-assessing coaching sessions/results and modifying techniques as a result
- questioning about aspects of skills learnt
- dealing with situations where there is a communication breakdown due to language, cultural or other barriers
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of workplace coaching

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to provision of workplace coaching
- current competency in the area being coached
- basic principles and theory of coaching (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of workplace coaching

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPBORD405A Develop operational effectiveness of detector dog teams

PSPETHC401A Uphold and support the values and principles of public service

PSPFRAU407B Conduct fraud control awareness sessions

PSPGOV403B Use resources to achieve work unit goals

PSPGOV405B Provide input to the change process

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of workplace coaching in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the provision of workplace coaching
- current information underpinning workplace coaching
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing workplace coaching

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing workplace coaching, including coping with difficulties, irregularities and breakdowns in routine
- provision of workplace coaching in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Coaching

- has a focus on the acquisition of job skills and knowledge and is generally short-term
- is a defined relationship to enhance performance
- is results oriented
- is performance or goal directed
- emphasises action or improved performance in a specific area
- requires good interpersonal relations
- is identified on personal learning and development plans
- is provided by a coach who:
- provides learning opportunities
- monitors performance
- provides constructive feedback
- maintains confidentiality
- may have undertaken training/development to undertake the role
- is not necessarily hierarchical

Factors influencing the decision for coaching may include

- request for coaching from colleague to be coached
- own observation and workplace experience
- direction from others

RANGE STATEMENT

Coaching agreement may include

- purpose
- goals
- timeframe
- frequency of sessions
- time and place for coaching:
 - on-the-job during work hours
 - before or after work during flexible work hours
 - in a simulated location away from the actual workplace.
- confidentiality

Competencies/processes to be coached may be

- generally those which do not require formal or extended training sessions but based on short, commonly-used tasks
- service-related competencies such as customer service
- technical or practical competencies such as those related to operating equipment, following guidelines or completing documentation to achieve workplace outcomes
- competencies related to dealing with people such as management, communication
- workplace routines/systems
- new processes introduced to job role

Underpinning knowledge and skills refers to

- the essential knowledge required to carry out tasks and use skills effectively such as:
 - components of equipment or other items
 - details of products or services
 - reasons for undertaking various tasks
 - legislative, occupational health and safety or environmental requirements linked to procedures.
- underpinning skills such as communication, planning, working with others, literacy, numeracy

RANGE STATEMENT

Communication techniques may include

- questioning
- active listening
- verbal and non-verbal communication
- culturally appropriate strategies
- constructive feedback
- paraphrasing
- re-phrasing
- rapport building
- written communication
- systems

Performance problems or difficulties may be due to

- shyness or lack of confidence
- reluctance of person to participate
- reluctance of coach to give full commitment
- lack of coaching skills/training (for coach)
- breakdown in communication
- language or cultural barriers
- insufficient opportunity for practice
- inappropriate circumstances for coaching
- hierarchy/organisational structure
- lack of clearly defined goals or relationship

Legislation, policy and standards may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation.
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols

Perceptions of those outside the coaching arrangement may include

- favouritism being shown to person
- person being 'less smart' and needing special attention
- inappropriate relationship between coach and person

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV416A Monitor performance and provide feedback

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills required for an individual to monitor the work performance of another person and provide feedback. It includes planning for performance monitoring and feedback, monitoring performance, providing and documenting feedback, determining action, and reviewing performance monitoring and feedback.

In practice, monitoring performance and providing feedback may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, etc.

This is one of 4 units in the *Working in Government and Management* Competency Fields that deal with performance.

Related units are:

PSPGOV315A Give and receive workplace feedback

PSPGOV519A Manage performancePSPMNGT603B Facilitate people management

This unit is equivalent to *PSPGOV304A Appraise capability and provide feedback in the workplace*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan for performance monitoring and feedback

- 1.1 *Standards for performance monitoring* are identified and agreed in consultation with *stakeholders*
- 1.2 Agreed standards are provided to the parties directly involved in the performance monitoring process
- 1.3 *Performance monitoring processes and guidelines* are identified or developed and provided to the parties directly involved

2. Monitor performance and document outcomes

- 2.1 Evidence relating to performance is gathered from a range of sources
- 2.2 Performance is assessed by comparing evidence gathered with agreed standards
- 2.3 Performance monitoring decisions are discussed and documented in accordance with *legislation, policy and procedures*

ELEMENT

PERFORMANCE CRITERIA

3. Provide feedback and determine action

- 3.1 Feedback on the outcome of performance monitoring is provided to the person monitored, and to other personnel as agreed in the relevant guidelines, using communication to suit each particular audience.
- 3.2 Agreement on action/follow-up required is negotiated with the person monitored, and an action plan is documented.
- 3.3 Where agreement cannot be reached, reports are prepared and further *action* is taken if necessary, in accordance with organisational policy and procedures
- 3.4 Learning and development opportunities related to performance standards are identified and included as required
- 3.5 Ongoing monitoring is used to ensure that action/follow-up occurs in accordance with agreement

4. Review performance monitoring and feedback

- 4.1 Information related to the performance monitoring process is gathered from all stakeholders.
- 4.2 The performance monitoring process is reviewed in accordance with organisational requirements and amended if necessary to enhance its validity, reliability, efficiency and fairness

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- planning performance monitoring
- communicating with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others
- responding to diversity, including gender and disability
- evaluating workplace performance
- identifying learning and development opportunities
- applying public sector legislation such as occupational health and safety and environment in the context of performance monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to performance monitoring
- organisation policies, practices and procedures
- workplace performance requirements and issues
- performance monitoring requirements
- expertise in work being performance monitored
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV404B Develop and implement work unit plans

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV413A Compose complex workplace documents

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- performance monitored and feedback provided in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to performance monitoring
- case studies and workplace scenarios to capture the range of situations likely to be encountered when monitoring performance and providing feedback

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring performance and providing feedback, including coping with difficulties, irregularities and breakdowns in routine
- performance monitored and feedback provided in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Standards may include

- selection criteria
- best practice standards
- organisational practice standards
- competencies
- service level standards
- codes of ethics/conduct
- legislation/regulations
- agreed goals

Contexts of performance monitoring may include

- reward and recognition
- ongoing feedback
- learning and development
- recruitment and selection
- exit interviews
- evidence gathering under the supervision of a qualified assessor
- counselling
- return to work
- case management

Contexts of performance monitoring do NOT include

- assessments requiring formal assessor training qualifications from the national Training and Assessment Training Package.

RANGE STATEMENT

***Stakeholders, assessors
and subjects may include***

- self
- peers
- managers/supervisors/team leaders
- employees
- teams and team members
- clients/customers
- job applicants
- subject matter experts
- validators

***Performance monitoring
processes and sources of
evidence may include***

- self (self-assessment)
- qualified workplace assessors
- 360° feedback
- performance data
- qualifications
- written applications
- interviews
- referees reports/third party reports
- client/customer feedback
- checklists

Guidelines may include

- performance monitoring methods/sources
- feedback methods/decisions
- performance monitoring conditions
- assessors
- timelines
- reporting protocols on stakeholder feedback

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- freedom of information
- equal employment opportunity, anti-discrimination and harassment legislation
- employment legislation
- occupational health and safety legislation.
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour
- enterprise bargaining agreements
- award conditions/requirements

Action may be in accordance with

- dispute resolution process
- grievance procedures
- appeal process

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV417A Identify and treat risks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the identification and treatment of risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. The unit covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan.

In practice, identifying and treating risk occurs in the context of other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, handling classified information, using resources, administering projects, providing parliamentary support, making arrests, using financial processes, undertaking scientific research, awarding contracts, undertaking native title assessments, assessing compensation claims, road transport compliance, etc.

This is one of 4 units of competency in the *Working in Government* and *Management* Competency Fields that deal with risk. Related units are:

PSPGOV517A Coordinate risk management

PSPMNGT608B Manage risk

PSPMNGT704A Undertake enterprise risk management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish the risk context

- 1.1 The nature and extent of the work activity are established within the broader *organisational context*
- 1.2 The outcomes to be achieved are identified and documented as required
- 1.3 The relationship between the activity and its environment is analysed and critical *factors* in the environment that may impact on the achievement of outcomes are identified
- 1.4 *Stakeholders* are identified and consulted to identify their opinions, concerns and needs related to the activity and the management of risks related to it
- 1.5 *Risk evaluation criteria* are determined for the activity in accordance with *legislation, policy and procedures* related to *risk management* in the organisation

ELEMENT**PERFORMANCE CRITERIA****2. Identify risks**

- 2.1 *Method/s for identifying risks* are selected in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken
- 2.2 *Sources* of risk are identified and documented as required
- 2.3 *Risk events* related to each source of risk are identified and recorded in accordance with risk management policy and procedures
- 2.4 Consultation and communication is undertaken to ensure all possible risks are identified

3. Analyse risks

- 3.1 The *probability* of identified risks occurring is analysed and rated in accordance with risk management policy and procedures
- 3.2 The *consequences* of identified risks occurring are analysed and rated according to organisational procedures
- 3.3 Current *control measures* for any of the identified risks are considered in the risk analysis, and residual risks are analysed and included if necessary
- 3.4 *Levels of risk* are determined in accordance with risk matrix used by the organisation
- 3.5 Consultation/communication is undertaken as required to confirm risk levels, and analysis is *documented* in accordance with organisational risk management procedures

4. Evaluate risks

- 4.1 Risks are evaluated by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process
- 4.2 The importance of the activity, its outcomes and the degree of control over the risks are considered
- 4.3 Potential and actual losses which may arise from the risk are considered
- 4.4 Benefits and opportunities presented by the risk are taken into account
- 4.5 Risks are identified as *acceptable* or *unacceptable* in accordance with risk evaluation criteria, and confirmation/approval is obtained in accordance with risk management policy and procedures
- 4.6 Unacceptable risks are prioritised and the reason/s for acceptance of risks is documented

ELEMENT

PERFORMANCE CRITERIA

5. Treat risks

- 5.1 *Options* for treating risks are determined in accordance with risk management policy and procedures
- 5.2 The best treatment option is selected and a cost-benefit analysis is undertaken to compare the cost of implementing the treatment with the benefits
- 5.3 A *risk treatment plan* is prepared, approved and communicated to those who will be involved in implementation
- 5.4 Changes required to operational structure, procedures or staffing in order to implement risk treatments are negotiated in accordance with organisational policy and procedures
- 5.5 *Resources* are arranged and risk treatment plan is implemented in accordance with risk management policy and procedures

6. Monitor and review risk treatment plan

- 6.1 *Changes* in the organisational environment and factors impacting on the organisation are monitored for their impact on risks and existing risk treatments
- 6.2 Risk treatments for unacceptable risks are monitored and adjusted as required to ensure they remain effective
- 6.3 Acceptable risks are monitored to ensure these risk levels do not increase over time
- 6.4 Consultations are conducted and data relating to risks and risk treatments are collected, analysed and used to improve risk management in own area of operation
- 6.5 Risk treatment plan is reviewed in accordance with timetable for review of plan and updated as required
- 6.6 Input is provided into formal reviews/audits of risk in the organisation to improve risk management outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk management
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- the organisation's risk management framework
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPFIN401A Use public sector financial processes

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV409A Provide support to Parliament

PSPGOV422A Apply government processes

PSPGOV419A Work with interpreters

PSPLAND402A Undertake native title assessments

PSPPM405A Administer simple projects

PSPPROC410A Administer contracts

PSPREG406C Make arrests

PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk management
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- other national and international standards relating to risk management, such as SIRCA 8001:2003
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and treating risks, including coping with difficulties, irregularities and breakdowns in routine
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisational context may include

- the organisation, how it is organised, and its capabilities
- the organisation's functions:
 - political
 - operational
 - financial
 - social
 - legal
 - commercial.
- the various stakeholders and clients
- any official resources, including physical areas and assets, that are vital to the operation of the organisation
- key operational elements and services of the organisation
- any major projects
- the relationship between the organisation and the environment in which it operates

Environmental factors may be

- social
- economic
- legal
- technological
- environmental

RANGE STATEMENT

Stakeholders may include

- employees
- managers
- volunteers
- unions
- financial managers
- self-insurers
- clients
- suppliers
- contractors
- service providers
- community organisations
- the public

Risk evaluation criteria are

- used to rank risks and decide whether they are acceptable or not
- affected by:
- legal requirements
- perceptions of internal/external stakeholders
- cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation relating to risk management
- national and international codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as reviewed
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- international guidelines such as ISO/IEC Guide 73:2002, Risk management - vocabulary, guidelines for use in standards
- professional standards for risk management, for example certified practising risk manager (CPRM)
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

RANGE STATEMENT

Risk management

- is a logical and systematic process of identifying, analysing, evaluating, treating and monitoring risks related to any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities.
- may be considered in relation to an organisation's:
 - people
 - assets and physical environment
 - reputation and image
 - legal issues
 - business continuity
 - finances.
- may include written procedures to ensure staff know:
 - what
 - how
 - when, and
 - by whom, action is to be taken to treat risks in the organisation

Methods of identifying risks may include

- analysis of past records
- personal, local or overseas experience
- interviews/discussions with stakeholders
- surveys/questionnaires
- audits and physical inspections
- observation of activity
- analysis of scenarios
- research of external sources
- using industry experts/consultants

Risks may include

- physical injury or death
- failure of machinery or equipment
- breaches of security
- fraud
- litigation
- client dissatisfaction
- unfavourable publicity

RANGE STATEMENT

Risks may be

- internal
- external
- random
- real
- perceived

Sources of risk may include

- human behaviour
- technology/technical issues
- occupational health and safety
- legal
- political
- property/equipment
- environmental
- financial/market
- natural events

Risk events are

- what can happen, as opposed to the source (how a risk may arise) and the impact (what is the implication if it happens)

Probability of risk may be

- almost certain
- likely
- possible
- unlikely
- rare

Consequences of risk may be

- insignificant
- minor
- moderate
- major
- catastrophic

RANGE STATEMENT

- Control measures may***
- reduce the probability of the risk occurring, the consequences of the risk, or both
 - include:
 - training
 - supervision
 - minimising/restricting exposure
 - physical barriers.
 - relocation
- Level of risk may be***
- low - treated with routine procedures
 - moderate - with specific responsibility allocated for the risk, and monitoring and response procedures implemented
 - high - requiring action, as it has potential to be damaging to the organisation
 - extreme - requiring immediate action, as the potential could be devastating to the organisation
- Documentation of analysis may include***
- table showing all risks, any existing controls, probability of occurring, consequences and subsequent level of risk
- Acceptable risks are***
- those which an organisation has determined have the least potential for harm
 - not necessarily insignificant
- Risks may be acceptable because***
- the risk level is so low that it does not warrant spending time and money to treat it
 - the risk is low and the benefits outweigh the cost of treating it
 - the opportunities presented are much greater than the threat
- Unacceptable risks are***
- those which an organisation has determined have the most potential for harm

RANGE STATEMENT

Options for treating risks may include

- avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached)
- controlling the risk, by reducing the probability of the risk occurring, the consequences of the risk, or both
- transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc
- retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk

Risk treatment plan may include

- sources of risk and risk events
- analysis of risks - probability, consequences and risk levels
- prioritised list of unacceptable risks
- treatment options selected
- person/s responsible for implementing treatment options
- resources required
- performance measures
- timeframe for implementation
- timetable for review of plan

Resources may include

- physical - equipment, motor vehicles, furniture
- human - management, employees, volunteers
- financial - funding, budget allocation, sponsorship
- resources that are part of the risk treatment, not just implementation of the treatment plan
- training and briefing sessions
- changes to the organisation's operating structure

Changes may mean that

- new risks are created
- existing risks are increased or decreased
- risks no longer exist
- the priority order of risks changes
- risk treatment strategies are no longer effective

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV418A Develop internal and external networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and maintenance of effective workplace relationships and networks. It includes developing and maintaining networks, establishing and maintaining working relationships, and representing and promoting the organisation.

In practice, developing internal and external networks may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

The unit has drawn from and is equivalent to the Business Services unit *BSBCM403A Establish business networks*.

This unit is one of 3 units of competency in the *Working in Government* Competency Field that deal with networks. Related units are:

PSPGOV303B Build and maintain internal networks

PSPGOV602B Establish and maintain strategic networks

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Build and maintain networks

- 1.1 Networking opportunities are identified and pursued to maximise a range of personal industry contacts
- 1.2 Information regarding new *network* opportunities is communicated to inform colleagues and managers of the potential benefits to the organisation of involvement
- 1.3 The level of usefulness of existing networks is assessed against current involvement, and adjustments are made to improve or downgrade relationships
- 1.4 Participation is maintained in *professional networks and associations* to obtain and maintain personal knowledge and skills

ELEMENT

PERFORMANCE CRITERIA

2. Establish and maintain working relationships

- 2.1 *Network strategies* are used to establish and maintain working relationships that promote benefits consistent with organisational objectives
- 2.2 Trust and confidence of *key stakeholders* is gained and maintained through high standards of ethical practice
- 2.3 *Negotiation* and collaborative problem solving are used to achieve positive outcomes when difficult situations arise
- 2.4 Formal and informal communication channels are established and maintained to exchange information and ideas in accordance with legislation, policy and procedures
- 2.5 Networking is built in to professional and organisational planning regimes to maximise its usefulness to the organisation

3. Represent and promote the organisation

- 3.1 The organisation's interests and *requirements* are represented and promoted using a range of *strategies* tailored to diverse participants in the networks
- 3.2 Information on organisational issues, policies and practices authorised for public presentation is provided orally and in writing in accordance with network requirements
- 3.3 *Feedback* is obtained from stakeholders to identify and develop ways to improve promotional activities within available resources

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to networking in the public sector
- demonstrating leadership to gain the trust and confidence of clients and colleagues
- using a range of communication strategies including giving and receiving feedback, reporting, maintaining effective relationships and managing conflict
- using problem solving and negotiation to manage contingencies and achieve mutually acceptable outcomes
- responding to diversity, including gender and disability
- reading and understanding a variety of texts
- preparing general information and papers according to target audiences
- proofreading and editing to ensure clarity of meaning and conformity to organisational requirements, checking for accuracy and consistency of information
- applying procedures relating to occupational health and safety and environment in the context of internal and external networking

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies, plans and procedures
- principles and operations of networks
- principles of effective communication in relation to listening, questioning and non-verbal communication
- techniques for building relationships of trust including those with people from different cultures
- techniques for facilitating mutually acceptable outcomes
- methods and techniques to prepare and present information to promote the organisation
- related organisations, agencies and networks
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of networking

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- internal and external networks developed in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational and inter-agency structures and protocols
- case studies and workplace scenarios to capture the range of networking opportunities likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment ,or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing internal and external networks, including coping with difficulties, irregularities and breakdowns in routine
- internal and external networks developed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Networks may include*
- formal or informal networks
 - circulation lists
 - e-networks
 - bulletin boards
 - virtual communities
 - mailing lists
- Professional networks and associations may include*
- work team
 - suppliers
 - other organisations
 - committees
 - internal/external customers
 - government agencies
 - professional/occupational associations
 - project specific ad hoc consultative/reference groups
 - advisory committees
 - lobby groups
 - local inter-agency groups
 - specific interest or support groups
- Network strategies may include*
- conference participation
 - seminar attendance
 - association memberships
 - regular contact maintenance
 - individual marketing
 - distribution of materials

RANGE STATEMENT

Key stakeholders may include

- officers from other government organisations
- Ministerial advisers
- community members
- council members
- industry representatives
- professional associations
- international public sector staff
- international associations

Negotiation may include

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- mediation
- empathising

Requirements may be found in

- quality assurance and/or procedures manuals
- organisational intranet
- goals, objectives, plans, systems and processes
- organisational policy/guidelines and requirements
- access and equity principles and practice
- public sector ethical standards
- occupational health and safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- marketing plans

Strategies to promote the organisation may include

- attendance/speaking at meetings, seminars, conferences
- explanation of mission, goals and objectives in ways suited to the diversity of the audience
- modelling ethical and professional behaviour

RANGE STATEMENT

Feedback may include

- accuracy and sufficiency of information
- benefits to organisation
- impact of message
- use of media
- appropriateness of audience
- participation of other agencies

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV419A Work with interpreters

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for working with interpreters in an official capacity. It includes identifying interpreting needs, making preparations for using interpreting services, conducting a meeting/interview using interpreting services and monitoring the safety and well-being of interpreters.

In practice, working with interpreters may overlap with other generalist and specialist public sector work activities such as working ethically, complying with legislation, providing client services, gathering and analysing information, conducting interviews, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deal with interpreting and translating. The related unit is:

PSPGOV420A Use translation services

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify interpreting needs

- 1.1 The need for *interpreting* services, the *type of service* and *client preferences* are identified in consultation with the client or client representative
- 1.2 The *purpose* of interpreting is determined to ensure the *competency* of the interpreter meets organisational requirements
- 1.3 Interpreting *language* is identified and any *specific requirements* to support interpreting service are determined
- 1.4 Where clients refuse interpreting services but they are needed for communication, the client is advised that communication cannot proceed and access to interpreting services at least for interviewer is negotiated or communication deferred in accordance with legal and organisational requirements
- 1.5 Details of interpreting needs are recorded in accordance with organisational policy and procedures

ELEMENT

PERFORMANCE CRITERIA

2. Make preparations for using interpreting services

- 2.1 Legal and *ethical* responsibilities relating to the use of interpreters are identified and clarified if necessary
- 2.2 Client appointments are coordinated with interpreter bookings to ensure the need for interpreting services is met in accordance with client needs
- 2.3 *Additional time* is allocated to appointments to allow for interpreting needs
- 2.4 *Full details* of interpreting requirements are provided at time of booking to ensure efficiency and effectiveness of process
- 2.5 Any specific requirements to support interpreting service are arranged in accordance with client and organisational needs

3. Conduct a meeting/interview using interpreting services

- 3.1 *Positioning* arrangements are made in consultation with the interpreter, and the role and ethical requirements of the interpreter are confirmed.
- 3.2 Introductions are made, and time is provided for the interpreter and client to familiarise themselves to ensure a good understanding of language and other cultural issues.
- 3.3 Communication is directed to the client, not the interpreter, in a *manner* that allows for effective exchanges of dialogue
- 3.4 If clarification/explanations are needed from the interpreter, the client is informed first that this is to happen
- 3.5 Judgment is used to address or refer problems resulting from cultural/societal differences, situational or ethical issues in accordance with organisational policy and procedures
- 3.6 The meeting is closed in accordance with organisational protocols and the interpreter debriefed as required

4. Monitor the safety and well-being of interpreters

- 4.1 Induction of interpreters into environment/*situation* is conducted in accordance with legal requirements and organisational policy and procedures
- 4.2 Safety of interpreters is monitored in terms of occupational health and safety responsibilities
- 4.3 Safety equipment is provided as required in accordance with the environment/situation
- 4.4 Interpreters are protected from physical contact/violence or harassment from clients in accordance with workplace safety requirements
- 4.5 *Stress* of interpreters is monitored and debriefing/counselling services are offered/arranged for interpreters in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- briefing interpreters on subject matter, situation and environment they will encounter
- making preparations to ensure effectiveness and efficiency of interpreting experience
- tailoring communication to suit the requirements of client understanding and the interpreting environment
- responding to diversity, including gender and disability
- ensuring the safety of interpreters in workplace situations
- debriefing interpreters and providing support as required

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal and ethical requirements of working with interpreters
- process for accessing interpreting services
- cultural aspects of communication with diverse client groups
- dynamics and cultural aspects of the interpreting situation
- the importance of positioning arrangements and non-verbal clues in communication via interpreters
- strategies for effective use of interpreters
- language requirements of working with interpreters
- interpreters' code of ethics
- legislation, policy and procedures related to working with interpreters
- occupational health and safety and environmental issues related to working with interpreters

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV412A Use advanced workplace communication strategies

PSPGSD403A Conduct government service delivery interviews

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- working with interpreters in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, organisational policy, procedures and protocols relating to working with interpreters
- code of ethics for interpreters
- guides for working with interpreters, such as those produced by multicultural affairs agencies
- case studies and workplace scenarios, with role players in languages other than English, to capture the range of interpreting situations likely to be encountered.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working with interpreters, including coping with difficulties, irregularities and breakdowns in routine
- working with interpreters in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Interpreting is

- the rendering of an oral or visual gesture communication from one language (the source language) into another (the target language) - languages include community and Aboriginal languages and Auslan (Australian sign language)

Type of interpreting service may include

- face-to-face
- telephone interpreting service
- business interpreting
- conference interpreting
- tele-typing
- speech-to-speech relay (SSR)

Client preferences may include

- right to choose their own interpreter, subject to organisational requirements for qualified interpreters to be used
- right to reject interpreter offered and ask for substitute
- gender of interpreter
- age of interpreter
- cultural background of interpreter
- religious persuasion of interpreter

RANGE STATEMENT

Purpose of interpreting may include

- general conversations
- non-specialised dialogue
- formal interviews
- consultations involving specialised terminology
- in one language direction/in both language directions
- complex, technical and sophisticated interpreting

Competency of interpreters may include

- community language aide
- paraprofessional level
- professional level
- advanced professional level
- international standard
- accreditation with National Accreditation Authority for Translators and Interpreters (NAATI) - a requirement for interpreting in some jurisdictions
- recognition by NAATI - a requirement for interpreting in community languages in some jurisdictions
- international credentials
- Auslan interpreter (membership of Australian Sign Language Interpreters Association)
- degree of difficulty of spoken language

Language may include

- major language plus dialect
- community languages
- Aboriginal languages
- Auslan

RANGE STATEMENT

Specific requirements may include

- cultural issues
- gender of interpreter
- equipment for simultaneous interpreting
- access to equipment such as teletypewriter
- adjustment for visual impairment
- need for more than one interpreter for longer sessions
- recording of interview/meeting (audio or videotape)
- police clearance for interpreter
- security constraints
- safe environment for interpreter especially in:
 - workplaces where interpreter will not be aware of dangers
 - hospitals (especially with people with mental illnesses)
 - isolated circumstances
 - home visits
 - workplaces subject to harassment or violence

Ethical requirements may include

- ensuring impartiality of interpreter by:
 - not asking their opinion
 - not having them act for the client (fill in forms, pass on messages etc)
 - not asking for their advice
- interpretation of everything that is said including:
 - judging and including register in interpreting
 - derogatory or vulgar remarks
 - non-verbal clues
 - patent untruths.
 - confidentiality of client and organisational information

RANGE STATEMENT

Additional time may be required for

- briefing of interpreter on:
- purpose of the interview or meeting
- subject matter
- vocabulary likely to be used
- technical terms
- complex concepts.
- briefing by interpreter on:
- role of interpreter
- interpreter's code of ethics
- cultural issues
- positioning arrangements.
- assessment prior to commencement by interpreter, of client:
- language
- communication
- general knowledge.
- interpreting time
- alternate methods of explaining concepts such as diagrams, real life examples (rather than general principles)
- rest breaks for interpreter, particularly Auslan (restricted to 50 minutes with 10 minute break or two interpreters used in 20 minute rotations) for longer sessions

Full details of interpreting requirements may include

- correct language and dialect
- male or female interpreter
- contact details for booking organisation
- exact time and location for meeting/interview
- purpose of meeting/interview:
- subject matter
- background material
- vocabulary likely to be used
- technical terms
- complex concepts to be interpreted
- duration of meeting/interview
- more than one interpreter for longer sessions
- any specific requirements

RANGE STATEMENT

Positioning requirements may include

- equal access to hands-free telephone or opposite each other using double adapter for 2 telephones
- circular seating arrangement for face-to-face meetings
- triangular seating arrangement
- seating equal distance apart
- interpreter seated behind and to one side of professional for Auslan, to allow client to see both professional's face and interpreter's signing
- interpreter in close contact for Auslan tactile method

Manner of communication may include

- speaking clearly and directly to client
- slowing rate of speech
- choosing language to suit educational level of client
- avoiding slang, sayings, idioms, jargon, acronyms
- eye contact with client except when not culturally appropriate
- using first person, not third person
- short exchanges
- allowing time for interpreter to finish interpretation of each exchange
- responding to interruptions by interpreter if exchanges are too long
- using simple, plain language
- explaining technical language and concepts
- using diagrams, pictures
- writing information such as:
 - dates
 - numbers
 - names.
- allowing for requirements for interpreter's rest breaks

RANGE STATEMENT

Interpreting situation may include

- legal:
- courts
- police
- compliance (for example, taxation)
- corrections.
- health:
- general
- mental
- specialist.
- commerce:
- delegations
- import/export
- meetings
- conferences.
- tourism
- social welfare
- education
- immigration
- customs
- employment:
- applications
- injury management

Stress may be caused by

- interpreting in:
- court cases
- police interviews
- unpleasant medical cases.
- informing relatives of death or injury

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV420A Use translation services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the use of translation services for routine correspondence, reports, standard text material and other non-specialised materials. It includes preparing information for translation, engaging a translation service and completing translation arrangements.

In practice, the use of translating services may overlap with other generalist and specialist public sector work activities such as working ethically, complying with legislation, providing client services, applying government processes, promoting client compliance with legislation, preparing evidence, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deals with interpreting and translating. The related unit is:

PSPGOV419A Work with interpreters

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare written information for translation

- 1.1 Written information for *translation* is presented in language that is simple, plain, grammatically correct and uses short sentences, while preserving the integrity of the required meaning
- 1.2 *Words without direct translations*, key concepts, terminology and jargon are explained in simple terms or through diagrams/graphics/pictures
- 1.3 Active voice is used in preference to passive where possible and acronyms and abbreviations are avoided or explained in full
- 1.4 Question and answer formats are used for written information where possible to break text into meaningful chunks
- 1.5 Written information is checked to ensure it is legible, and precise
- 1.6 Written information is tested on others not familiar with the subject matter, in accordance with *legislative and organisational requirements*, to ensure that the meaning is clear and easy to understand

ELEMENT

PERFORMANCE CRITERIA

2. Engage translation service

- 2.1 The *purpose* of translation is determined to ensure the *competency* of the translator meets organisational requirements
- 2.2 Target *languages* are *identified* and any *specific requirements* of the translating service are determined
- 2.3 Exact *specifications* and timeframe for finished product are determined and agreed with translator
- 2.4 Occupational health and safety requirements are considered and incorporated in determining time allocations and deadlines for translations
- 2.5 Quotes are obtained if required and translator/s engaged in accordance with organisational policy and procedures.
- 2.6 Details of translation arrangements are recorded in accordance with organisational policy and procedures

3. Complete translation arrangements

- 3.1 Background materials and information for translation are provided to translator/s in agreed format and timeframe
- 3.2 Contact details are provided for clarification of information, concepts and technical terms as required by translators
- 3.3 Translations are *received* in accordance with agreed conditions, and payments authorised as required in accordance with organisational policy and procedures
- 3.4 Where translated material is sent for printing, completed proofs/products are checked by translator/s prior to printing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- specifying requirements and preparing information to ensure effectiveness and efficiency of translating experience
- tailoring written communication to suit the level of client understanding and the translating environment
- briefing translators on subject matter, terminology and required background reading
- addressing the occupational health and safety of translators (in terms of issues such as stress, repetitive strain injury) through adequate time allocations and deadlines
- applying legislative and ethical requirements of working with translators

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal and ethical requirements of working with translators
- process for accessing translation services
- translators' code of ethics
- cultural aspects of communication with diverse client groups
- language requirements of working with translators
- roles a translator should and should not be expected to perform
- legislation/policy/procedure related to working with translators
- occupational health and safety and environmental issues related to working with translators

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV413A Compose complex workplace documents

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG402C Promote client compliance

PSPREG409B Prepare a brief of evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of translation services in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the use of translation services
- case studies and workplace scenarios to capture the range of translation contexts likely to be required

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using translation services, including coping with difficulties, irregularities and breakdowns in routine
- use of translation services in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Translation is

- the written rendering of the meaning of the written word from one language (the source language) into another (the target language)

Words without direct translation may include

- name of the organisation, which should not be translated
- technical/specialist terms, such as ergonomic assessment

Legislative and organisational requirements may include

- privacy
- public sector ethics
- organisational code of practice

Purpose of translating may include

- translation of texts that do not contain technical or specialised information or terminology
- simple translation where some level of inaccuracy is acceptable
- translation work that may include routine correspondence, reports, standard text material in the general field of scholarship
- translation of non-specialised scientific, technical, legal, tourist and commercial subjects
- translation work requiring a reasonable level of accuracy
- translation work requiring a high level of accuracy
- complex, technical and sophisticated translation

RANGE STATEMENT

Competency of translators may include

- paraprofessional level
- professional level
- advanced professional level
- international standard
- accreditation with National Accreditation Authority for Translators and Interpreters (NAATI) - a requirement for translation assignments in some jurisdictions
- international credentials
- degree of difficulty of written material

Language may include

- major language plus dialects
- community languages
- Aboriginal languages
- register
- syntax
- level

Identification of target language may include

- expert advice on language/s to choose for translation (for posters or pamphlets for community or workplace, for example)

Specific requirements may include

- recording of translations (audiotape)
- police clearance for translator

Specifications may include

- font size
- margin specifications
- layout template
- word processing
- desktop publishing
- roles a translator is not expected to undertake, such as:
- defining terms
- reformatting material
- providing examples
- changing materials to make them more suitable for translation

RANGE STATEMENT

Translations may be received by

- email
- file transfer
- hard copy

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV421A Exercise delegations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the exercise of delegations in the public sector. It includes confirming the delegation, applying other interacting legislation, policy and guidelines, and exercising delegations.

In practice, exercising delegations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Confirm delegation

- 1.1 Current information relating to enabling *legislation, standards, instructions* and delegated authority is accessed and used to maintain up-to-date knowledge of requirements
- 1.2 *Delegation* provided under legislation and the boundaries of that authority are confirmed
- 1.3 Rights, responsibilities and accountabilities under the delegation are identified and confirmed
- 1.4 All levels of authority under the delegation are confirmed with management and staff to ensure referrals as limits of authority are reached

2. Apply other legislation, policies and instructions

- 2.1 *Other legislation, policies or instructions* that impact on authority under a delegation are identified and these requirements confirmed
- 2.2 Apparently conflicting legislative directions are resolved or referred in accordance with organisational policy and procedures

ELEMENT

PERFORMANCE CRITERIA

3. Exercise delegations

- 3.1 Exercise of delegations is consistent with organisational processes and the boundaries and authority contained in legislation, policies and instructions
- 3.2 Decisions are documented and records kept in accordance with organisational policy and procedures to provide audit information of delegated authority exercised
- 3.3 Circumstances requiring the exercise of delegations that are outside own limits are identified and approvals are obtained in accordance with organisational policy and procedures
- 3.4 *Risks* associated with the exercise of delegations are identified and strategies to manage risks are identified in accordance with the organisation's risk management strategy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to delegations
- using information technology to access relevant legislation and procedures
- reading complex written materials such as legislation, instructions, and standards and applying them to work practices
- scanning techniques to locate main ideas in legislation, policy documents and instructions
- using questioning strategies to clarify understanding
- using communication strategies involving exchanges of often complex oral information
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of exercising delegations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to delegations
- the range of delegations applicable in the public sector
- instructions and standards relating to delegations
- organisational structure and levels of authority/delegations
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of delegations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPFIN401A Use public sector financial processes

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPHR402A Administer human resource processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC405B Dispose of assets

PSPPROC406A Procure goods and services

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- exercising delegations in a range of (3 or more) contexts (or occasions, over time).

Resources required to carry out assessment

These resources include:

- legislation, policy, standards, instructions and procedures relating to delegations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when exercising delegations

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when exercising delegations, including coping with difficulties, irregularities and breakdowns in routine
- exercising delegations in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Enabling legislation may include***
- State/Territory and Commonwealth legislation related to:
 - public sector management, financial management, auditor general
 - customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, workers' compensation, workplace relations, legal administration, planning, construction, transport, energy, mining, communications, education and children's services, employment, vocational education and training.
 - audit, equal employment opportunity and anti-discrimination, occupational health and safety, environment
- Standards may include***
- public sector standards, such as human resource management standards
 - government security standards
 - fraud control standards
- Instructions may include***
- public service Commissioner's instructions
 - chief executive officer's instructions
- Delegations are***
- functions or powers (under an act) assigned (by the Minister) to others
 - made to specified limits
 - made to persons in specified positions (ie made to the position rather than the individual)

RANGE STATEMENT

- Delegations may include*
- financial
 - human resources
 - purchasing
 - contracting
 - industrial relations
 - licensing
 - regulatory powers
 - legislation

- Other legislation, policies and instructions may include*
- aspects of common law
 - contract law
 - administrative law
 - industrial relations law
 - financial management acts
 - public service acts

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV422A Apply government processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the application of a knowledge of government processes. It includes applying information relating to Machinery of Government, and applying knowledge of organisational functions and protocols. Legislation/regulations applying across the public sector, such as equal employment opportunity, equity and diversity etc, are not addressed here, as these are covered in *PSPLEGN401A Encourage compliance with legislation in the public sector*.

In practice, knowledge of government processes is applied in the context of other generalist and specialist work activities such as delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts etc.

This is one of 3 units of competency in the *Working in Government* Competency Field that deal with government processes. Related units are:

PSPGOV515A Develop and use political nous

PSPGOV601B Apply government systems

This unit replaces *PSPGOV401A Apply knowledge of government processes*. The units are not equivalent as this unit has additional knowledge requirements, and 2 additional performance criteria for dealing with ambiguity in the public sector; further, an element relating to legislation has been deleted because of overlap with *PSPLEGN401A Encourage compliance with legislation in the public sector*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Apply information relating to the Machinery of Government

- 1.1 Up-to-date information relating to *Machinery of Government* relevant to work responsibilities is identified, accessed and applied
- 1.2 Ambiguity in the structure and function of the organisation or work area as a result of past, present or future Machinery of Government changes is identified and advice obtained and implemented on required work priorities and outcomes for the transition period
- 1.3 Role ambiguity as a result of past, present or future Machinery of Government changes is managed in accordance with organisational directions

ELEMENT

PERFORMANCE CRITERIA

2. Apply knowledge of organisational functions

- 2.1 Up-to-date *information* relating to the *structure* and functions of the organisation is accessed and applied
- 2.2 Appropriate persons are identified to ensure correct levels of authority are utilised to deal with responsibilities within the organisation
- 2.3 Areas of work where delegations apply are identified and delegation levels within the organisation are confirmed in accordance with organisational procedures/guidelines
- 2.4 Approvals are obtained in the workplace in accordance with organisational delegations

3. Apply knowledge of protocols

- 3.1 Up-to-date information relating to government *protocols* is identified, accessed and applied
- 3.2 Protocols are observed in dealings with other organisations and with persons from within and outside the organisation
- 3.3 Written protocols, formats and standards are adhered to in writing government documents

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- locating and accessing information
- acquiring, retaining and recalling information
- applying information and protocols
- discarding redundant information
- dealing with ambiguity and Machinery of Government changes
- communicating with a diverse workforce
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of work in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- Westminster System
- separation of powers
- systems of government
- Parliamentary structures (bicameral/unicameral)
- role and function of Parliament
- role and structures of Parliamentary committees
- application of statutory requirements imposed by central agencies such as Treasury, Premiers, Prime Minister and Cabinet
- delegations
- Parliamentary procedures impacting on the organisation (such as petitions, Ministerial statements, Question Time, Questions without Notice, Questions on Notice)
- Parliamentary process and how it affects operational objectives and timeframes
- Cabinet processes
- Bill to Act process
- Machinery of Government and administrative arrangements
- range and type of legislation relating to the public sector including occupational health and safety
- public sector code/s of ethics, code/s of conduct and statements of values
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV407B Provide a quotation

PSPGOV409A Provide support to Parliament

PSPPROC410A Administer contracts

PSPREG410B Give evidence

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of government processes in a range of (3 or more) contexts (or occasions, over time) in generalist or specialist work activities such as delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, administering contracts, etc

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational structures
- Machinery of Government information
- case studies and workplace scenarios to capture the range of situations likely to be encountered when applying government processes

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying government processes, including coping with difficulties, irregularities and breakdowns in routine
- applying government processes in a range of (3 or more) contexts (or occasions, over time) in contexts relating to generalist or specialist work activities such delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, administering contracts, etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Machinery of Government may include***
- cycles of government, such as budget cycle
 - separation of powers (Executive, Judiciary, Legislative)
 - levels of government (Federal, State/Territory, Local)
 - legislative process
 - role and functions of parliamentary structures (unicameral, bicameral)
 - Cabinet
 - Ministers
 - Ministerial portfolios
 - structure and functions of government departments
 - quasi-government organisations

- Information may include***
- documents
 - databases
 - web sites
 - oral information from:
 - managers
 - supervisors
 - colleagues

- Organisational structures may include***
- bureaucratic structure and hierarchy
 - key personnel and their roles
 - key organisational functions and accountabilities

RANGE STATEMENT

Protocols may include

- forms of address
- who may be addressed directly
- written protocols/formats for written materials
- restrictions relating to contact with:
 - Minister's office
 - media
 - members of the public/specific interest groups
 - Members of Parliament
 - other government departments
 - senior management/Board members
 - government and opposition parties

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV502B Develop client services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers identification of service requirements to meet client needs. It includes analysis of client needs, review of client service, and promotion, development and enhancement of client service.

In practice, developing client services may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working with diversity, building community relationships, providing interpreting services, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with client services. Related units are:

PSPGOV203B Deliver a service to clients

PSPGOV309A Address client needs

PSPGOV402B Deliver and monitor service to clients

PSPMNGT606B Manage quality client service

This unit replaces and is equivalent to *PSPGOV502A Develop, provide, promote and evaluate client services*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|---|
| 1. Analyse client needs | 1.1 Information on the client group is gathered from a range of sources |
| | 1.2 Information on the client group is used to target service provision for clients |
| | 1.3 <i>Clients</i> and their <i>specific needs</i> are identified to enable the service to be provided and expanded in order to respond to changing needs |
| | 1.4 Client feedback is sought and considered in order to respond to changing needs |

ELEMENT

PERFORMANCE CRITERIA

2. Review client service

- 2.1 Client information is recorded, maintained, shared and used to ensure future client dealings and service developments are well informed
- 2.2 Client feedback on service delivery is used to refine the service in accordance with *legislation, policy and procedures*
- 2.3 Client service delivery is undertaken in a manner that upholds and enhances the reputation of the organisation
- 2.4 Individual differences of clients are identified and addressed
- 2.5 Significant problems in addressing client needs are identified and referred to the appropriate staff

3. Promote client services

- 3.1 Services to existing and/or potential clients are promoted to ensure that the benefits and costs of the service are clearly understood
- 3.2 A range of service options for clients is effectively promoted
- 3.3 Using a range of communication techniques clients are assisted to identify their needs and select the best available service
- 3.4 *Negotiation* and conflict resolution techniques are used to resolve difficult situations, or referrals are made in accordance with organisational policy and procedures

4. Develop and enhance client service

- 4.1 Improvements to client service are within policy and budgetary frameworks
- 4.2 Appropriate strategies for meeting changing client needs are established and implemented
- 4.3 Information on the product/service is used to match client needs with service delivery
- 4.4 Specified aspects of the service or service delivery are modified to meet changing client and service requirements
- 4.5 Client service is adapted within procedural and legislative requirements to maintain high standards of delivery

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to client service
- recordkeeping and interpreting records
- monitoring and evaluation
- using a range of communication techniques with a diverse range of clients including negotiation and problem solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- analysing feedback on client service delivery
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of client service

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures, standards and guidelines relating to client service
- principles of client service delivery in the public sector
- organisation specific client services available
- organisation client service standards
- client services provided by the organisation
- organisational goals and processes
- government processes
- limitations of resources for service delivery
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of client service delivery

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability skills as they relate to this unit
- development of client services in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to client services
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing client services

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing client services, including coping with difficulties, irregularities and breakdowns in routine
- development of client services in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Clients may include

- individual members of the public
- other agencies, community groups and individuals
- other work areas of the organisation
- work colleagues
- senior management

Specific client needs may include

- disabilities
- language
- ethnicity
- gender
- culture
- age
- remote location

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- consumer legislation
- environment legislation.
- risk management guidelines
- ethics and accountability standards
- public sector standards
- client service charters
- fraud control standards
- government security standards
- organisational policy, procedures and protocols

Negotiation may include

- effective listening
- questioning
- constructive feedback
- issues identification
- options exploration
- areas of agreement identification
- agreement recording
- non-verbal as well as verbal communication
- culturally appropriate strategies, language and non-verbal cues

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV503B Coordinate resource allocation and usage

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers coordination and monitoring of available resources to achieve work unit outcomes. It includes allocating available resources, monitoring and evaluation of resource usage and reporting on resource usage.

In practice, coordination of resource allocation and usage may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, leading a workgroup, working with diversity, research and analysis etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with resources.

Related units are:

PSPGOV204B Access and use resources

PSPGOV305B Access and use resources and financial systems

PSPGOV403B Use resources to achieve work unit goals

PSPMNGT602B Manage resources

This unit replaces and is equivalent to *PSPGOV503A Coordinate resource allocation and usage*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Allocate available resources to achieve results

- 1.1 Required *resources* are identified, obtained and allocated to enable achievement of work unit objectives
- 1.2 Resource allocation is undertaken in accordance with *legislation, policies and guidelines*

2. Monitor and evaluate resource usage

- 2.1 Systems are implemented to enable timely and accurate monitoring and evaluation of resource usage against targets and organisational standards
- 2.2 Records of resource allocation and usage are maintained in accordance with relevant legislation and guidelines
- 2.3 Resource usage issues are identified, analysed and addressed within limits of individual delegation or referred in accordance with organisational procedures
- 2.4 Replacements or additional resources are allocated as required

ELEMENT

PERFORMANCE CRITERIA

3. Report on resource usage

- 3.1 Resource usage is reported in required format and on a regular basis in accordance with organisational requirements
- 3.2 Reports are completed to indicate the level of performance achieved and any follow-up action
- 3.3 Technology is applied to resource management systems in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and using legislation and guidelines relating to resource allocation and usage
- meeting organisational reporting requirements
- recordkeeping in relation to resource allocation and usage
- accessing and using information systems in the context of resource allocation and usage
- responding to diversity, including gender and disability
- applying public sector legislation including occupational health, safety and environment and sustainability in the context of resource allocation and usage

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policy and guidelines relating to resource allocation and usage
- operational procedures for accessing, storing, maintaining and using resources
- stock handling procedures
- financial management principles and procedures
- budget processes
- fraud control guidelines
- government security procedures relating to resources
- equal employment opportunity, equity and diversity principles
- public sector legislation including occupational health, safety and environment and sustainability in the context of resource allocation and usage

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV513A Refine complex workplace documents

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- coordination of resource allocation and usage in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to resource allocation and usage
- case studies and workplace scenarios to capture the range of situations likely to be encountered when coordinating resource allocation and usage

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating resource allocation and usage, including coping with difficulties, irregularities and breakdowns in routine
- coordination of resource allocation and usage in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Resources may include***
- finances
 - facilities
 - equipment
 - stock and supplies
 - human
 - technical expertise
 - consultants
 - information, knowledge and other intellectual resources

RANGE STATEMENT

Legislation, policies and guidelines may include

- public sector legislation, policies and procedures
- procurement legislation and guidelines
- fraud control
- government security management
- environmental and sustainability practices
- organisational code of practice
- public sector code of ethics
- asset management legislation and guidelines
- financial management legislation and guidelines

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV504B Undertake research and analysis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers research and analysis to develop advice and recommendations. It includes identifying and undertaking research, analysing information and applying the results of analysis, maintaining information systems, and compiling reports from information

In practice, undertaking research and analysis may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, developing policy, preparing for community engagement, initiating projects, developing procedures for service delivery, undertaking scientific research, detecting fraud, identifying contaminated sites, assessing security risks, undertaking court listing activities, determining liability, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with information/knowledge management. Related units are:

PSPGOV206B Handle workplace information PSPGOV307B Organise workplace information PSPGOV406B Gather and analyse information PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to *PSPGOV504A Coordinate research and analysis*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT

PERFORMANCE CRITERIA

1. Identify and undertake research

- 1.1 Information needs are defined based on work objectives and client and organisation requirements
- 1.2 Potential *sources of information* and the *format* in which they are presented are evaluated and selected in line with the purpose and audience for the research
- 1.3 *Strategies* are developed to acquire required information in accordance with *legislation, policy and procedures*
- 1.4 Information is researched in a timely and thorough way and within resource allocation
- 1.5 Quantity, quality and relevance of initial search results are assessed and gaps filled using the same or adjusted research strategies
- 1.6 The methods and outcomes of research, and the criteria used to make information decisions and choices are clearly communicated

2. Analyse information and apply the results of analysis

- 2.1 Information from various sources is examined, compared and evaluated for *content*, structure and logic
- 2.2 Analytical techniques and processes are selected in line with defined objectives
- 2.3 Information is collated, consolidated and *analysed* and outcomes are advised to senior staff in accordance with organisational policy and procedures
- 2.4 Facts, issues, patterns, interrelationships and trends are identified through analysis in accordance with research aims
- 2.5 Agreed project timelines are met, and the defined standards of the organisation are met for all work

3. Maintain information systems

- 3.1 *Information systems* are maintained, validated and reconciled so that data and system integrity are assured
- 3.2 A range of standard and complex information systems and applications is maintained in accordance with organisation standards
- 3.3 Information systems are reviewed and updated as necessary

ELEMENT

PERFORMANCE CRITERIA

4. Compile reports from information systems

- 4.1 The findings from analysing information are used to meet *client/organisational needs* and organisation standards
- 4.2 Content of reports is determined and organised in a manner that supports the purposes and format of the organisation and audience
- 4.3 Reporting of results is sequenced logically, is concise and clear, and includes predictions, assumptions and constraints where relevant

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying public sector legislation such as occupational health and safety and environment in the context of information management
- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- undertaking statistical analysis
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially
- responding to diversity, including gender and disability
- applying problem solving and referring problems as required

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal and social issues surrounding the use of information
- public sector standards
- standard reporting procedures
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPGOV513A Refine complex workplace documents

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

PSPSCI503A Develop and undertake scientific/technological research

PSPFRAU502B Anticipate and detect possible fraud activity

PSPLAND506A Identify and manage contaminated sites

PSPSEC501A Assess security risks

PSPCRT505A Undertake senior court listing activities

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- research and analysis undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to research and analysis
- access to electronic and other information sources relevant to the workplace
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking research and analysis.

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking research and analysis, including coping with difficulties, irregularities and breakdowns in routine
- research and analysis undertaken in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Sources of information may include

- organisation materials
- client information
- market trends
- registries and file records
- library materials
- financial records
- statistical information
- personnel/human resource records
- asset records
- legislation
- policies

Information format may include

- multimedia
- database
- web site
- dataset
- audio/visual
- word processed documents
- books
- gazettes and other publications
- reports
- pivot tables

RANGE STATEMENT

Strategies may include

- research plan
- search strategy tailored to the information retrieval system selected:
- using key concepts and terms
- using classification schemes
- using search engines
- using analysis systems
- using data warehouse systems
- using internal organisers such as indexes in books

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- national standards
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct
- Internet etiquette (netiquette)

RANGE STATEMENT

Evaluation of content may include

- reliability
- validity
- accuracy
- authority
- currency
- point of view
- bias
- prejudice
- deception
- manipulation
- supporting arguments
- contradictions
- different viewpoints
- the cultural, physical or other context in which the information was created
- the impact of context on interpretation of the information
- comparison of new knowledge with prior knowledge
- whether information contradicts or verifies information from other sources

Analysis may include

- application of statistical methods
- mathematical calculations
- critical analysis
- problem solving
- forecasting

RANGE STATEMENT

Information systems may contain

- computers and networks
- communication channels
- records management guidelines
- data
- procedures
- protocols
- legislation, guidelines and awards
- organisation, legal and policy materials
- client information
- market trends
- registries and file records
- library systems
- financial records
- basic statistical information
- personnel records

Client/organisational needs may include

- provision of advice
- input into policy development
- solutions/options for action
- forecasting
- determining future outcomes
- identifying strategies derived from analysis of information

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV505A Promote diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the implementation of workplace diversity strategies to promote diversity through the development of effective and inclusive work practices, the generation of new ideas, and to improve the organisation's responsiveness to the community. It includes providing diversity input to strategies, policies and plans, attracting and developing a diverse workforce and monitoring diversity outcomes.

In practice, diversity is promoted in the context of other generalist or specialist work activities such as promoting the values and ethos of public service, promoting compliance with legislation, providing leadership, developing client services, developing policy, coordinating career development, etc.

This is one of 6 units of competency in the Competency Fields of *Working in Government* and *Management* that deal with diversity. Related units are:

PSPGOV201B Work in a public sector environment

PSPGOV308B Work effectively with diversity

PSPGOV408A Value diversity

PSPMNGT605B Manage diversity

PSPMNGT702A Influence and shape diversity management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT

1. Provide diversity input to strategies, policies and plans

PERFORMANCE CRITERIA

- 1.1 *Quantitative and qualitative workplace diversity data* is collected, *analysed*, and used for planning strategies, policies and plans to achieve a more diverse workforce
- 1.2 Workplace *diversity* data is compared with data on the diversity of the organisation's client base and the community it serves to ensure strategies, policies and plans are responsive to all stakeholders
- 1.3 Diversity strategies are developed in consultation with stakeholders, including people from key equity groups and clients
- 1.4 *Effectiveness measures* are developed to evaluate the effectiveness and outcomes of workplace strategies, policies and plans in relation to diversity
- 1.5 Actions to address the implementation of workplace diversity objectives are included in workplace business plans in accordance with organisational requirements
- 1.6 Reporting and feedback processes are incorporated into strategies and plans in accordance with organisational policy and procedures

ELEMENT**PERFORMANCE CRITERIA****2. Attract, develop and promote a diverse workforce**

- 2.1 Diversity principles are integrated with and underpin *human resources policies and practices* in the work area in accordance with the organisation's diversity strategy
- 2.2 Strategies to increase the recruitment and retention of equity groups and others who don't fit the dominant organisational paradigm are promoted and implemented in the workplace in accordance with *legislation, policies and procedures*
- 2.3 Barriers that prevent the recruitment, retention and progression of staff from diverse backgrounds are identified, and strategies developed to address them
- 2.4 *Development opportunities* are identified and tailored to address the needs of a diverse workforce in accordance with diversity objectives and resourcing constraints
- 2.5 Individuals with the capacity to operate in a variety of business and cultural settings are identified and *mentored* to maximise their contribution to the organisation and its clients in accordance with organisational procedures and diversity objectives
- 2.6 A harmonious and supportive work environment is created by valuing and promoting the *benefits of a diverse workforce* to those working within the business unit and/or the organisation in accordance with diversity objectives

3. Monitor diversity outcomes

- 3.1 *Employee data* and feedback from staff or *interviews* are evaluated to identify changes and trends in diversity outcomes for the work area
- 3.2 Progress against workplace diversity effectiveness measures and policy/legal obligations is regularly monitored, outcomes reported and adjustments made to the diversity strategy or objectives in accordance with organisational procedures, to ensure its continued relevance and success

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- statistically analysing diversity data
- planning and developing diversity objectives and effectiveness measures
- developing, monitoring and reporting on the progress of diversity strategies
- communicating with people from diverse backgrounds
- responding to diversity, including disability and gender
- managing diverse teams
- applying intercultural management
- using communication involving exchanges of complex oral information
- using a variety of words and language structures to explain complex ideas to diverse audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and accuracy of expression
- using plain English in written documents

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- qualitative and quantitative data analysis
- cultural diversity, including issues of racism, discrimination, harassment and victimisation
- benefits of workplace diversity
- strategies to overcome challenges associated with workplace diversity
- equal employment opportunity, access and equity principles
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- the relationship between a culture of valuing diversity and the achievement of the organisation's core business plans and strategies
- institutional racism and resulting indirect discrimination
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPLEGN501B Promote compliance with legislation in the public sector

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV506A Support workplace coaching and mentoring

PSPGOV510A Undertake and promote career management

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV516A Develop and use emotional intelligence

PSPGOV523A Interrogate and analyse statistical data

PSPHR508A Coordinate career development

PSPPOL501A Develop organisation policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- promotion of diversity in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- definition and benefits of workplace diversity
- public sector values and codes of conduct
- organisational procedures and protocols
- legislation, regulations, policies, procedures and guidelines relating to/impacting on workplace diversity

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine
- promotion of diversity in a range of (3 or more) contexts (or occasions, over time) such as promoting the values and ethos of public service, promoting compliance with legislation, providing leadership, developing client services, developing policy, coordinating career development.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Quantitative and qualitative workplace diversity data may include

- distribution of equity groups by public sector level (number and proportion)
- barriers to progress illustrated by drop in numbers above a certain level in the hierarchy
- employment status
- changes over time in employment status
- comparison with client base
- representation of equity groups at senior executive level
- comparison with the rest of the public sector

Analysis of data may include

- comparison with historical data
- desegregation and cross-referencing of data on the basis of gender, disability, ethnicity and age (to identify inter-sectionality)

RANGE STATEMENT

Diversity may include

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- not fitting the dominant paradigm of the organisation
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

Diversity effectiveness measures may include

- an increase in the proportion of equity group members in relation to the workforce as a whole
- improved employment status
- increased representation at higher salary levels
- increased recruitment and retention of equity group members
- removal of barriers to progression
- reduction in complaints/grievances (eg harassment, racism)
- reduction in requests for review of actions/grievances from equity group members

RANGE STATEMENT

Human resource policies and practices may include

- planning
- selection and recruitment
- performance management
- performance appraisal
- training and development
- occupational health and safety
- workplace relations
- anti-harassment strategies
- diversity
- workplace standards

Legislation, policies and procedures may include

- Commonwealth and State/Territory legislation addressing diversity issues for example:
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Disability Discrimination Act 1992
 - Workplace Relations Act 1996
 - Privacy Act 1988
 - Human Rights and Equal Opportunity Commission Act 1984
- public service/public sector management acts
- organisational workplace diversity guidelines
- national and international codes of practice and standards
- the organisation's plans, strategies and policies relating to diversity
- policies relating to language services
- government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
 - Managing diversity in the Western Australian public sector, August 1995
 - Valuing cultural diversity, State of Victoria, 2002
- public sector ethics/values/codes of conduct
- public sector management standards (subordinate law)
- Commissioner's directions/instructions
- community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)

RANGE STATEMENT

Development opportunities may include

- mentoring
- sponsorship
- coaching
- work trials
- more challenging work
- shadowing
- demonstration
- role modelling
- acting opportunities
- job rotation
- formal study/training
- scholarships
- cadetships
- self-accessed learning

Mentoring may include

- equity groups such as:
- women
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- people with disabilities.
- current work skills development
- literacy and numeracy development
- personal development
- career development
- management talent development

RANGE STATEMENT

Benefits of diversity may include

- improved client service - internal and external
- improved service delivery
- promotion of equity and fairness
- improved access for clients from diverse backgrounds to government services and programs
- improved relationship with the community
- wider sources of recruitment
- greater responsiveness to change
- cultural enrichment/promotion of creativity
- creation of a harmonious and supportive work environment
- retention of staff
- facilitation of attainment of organisation goals
- increased skills and experience added to the workplace
- a workforce representative of the client base
- a balanced workforce in terms of age, gender, race and culture

Employee data may include

- employment status
- position level
- recruitment and retention patterns
- take-up of training
- flexible working arrangements
- length of service

Interviews may include

- exit interviews
- performance management interviews
- grievances or complaints
- manager interviews

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV506A Support workplace coaching and mentoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers promotion and support for coaching and mentoring in the organisation. It includes developing a coaching/mentoring strategy, establishing a coaching/mentoring framework, implementing and supporting coaching/mentoring, monitoring coaching and mentoring arrangements and consolidating opportunities for further coaching/mentoring.

In practice, supporting workplace coaching and mentoring in the organisation may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, etc.

This unit is one of 4 units of competency in the *Working in Government* Competency Field that deal with coaching/mentoring. Related units are:

PSPGOV311A Work with a coach or mentor

PSPGOV414A Provide workplace mentoring

PSPGOV415A Provide workplace coaching

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Develop coaching/mentoring strategy

- 1.1 The potential for *coaching* and *mentoring* within the work group/organisation is researched
- 1.2 A strategy is developed to implement and promote a coaching and mentoring framework, linked to other *human resource strategies* in the organisation
- 1.3 *Benefits* to all parties involved in coaching and mentoring are clearly outlined, consistent with the organisation's philosophy and goals
- 1.4 *Ground rules* established for coaching and mentoring in the organisation are contained within the strategy
- 1.5 Timelines for the implementation of the strategy are developed with key *stakeholders*
- 1.6 Organisational support and resources are obtained for the strategy in accordance with organisational procedures

ELEMENT**PERFORMANCE CRITERIA****2. Establish a coaching/
mentoring framework**

- 2.1 A range of coaching/mentoring models is identified to suit the organisation's needs
- 2.2 Training is arranged for those interested in being coaches, coached, mentors and/or mentored
- 2.3 The requirements of coaching and mentoring contracts/agreements are developed and monitored in accordance with the coaching and mentoring strategy
- 2.4 The range of stages in coaching and mentoring relationships is identified and flexibility is built in to the framework to manage the stages where necessary
- 2.5 Protocols for *matching participants* and dealing with difficulties, disputes and grievances are formalised in accordance with the organisation's existing procedures

**3. Implement and
support coaching and
mentoring**

- 3.1 The value of coaching and mentoring is promoted at all levels of the organisation in accordance with organisational policy and procedures
- 3.2 *Opportunities for mentoring* and coaching are identified and communicated to interested parties in accordance with the strategy
- 3.3 Internal and external *networks* are used to support coaching and mentoring in accordance with *legislation, policy and procedures*
- 3.4 *Techniques and practices* are suggested for resolving differences/problems without damaging relationships, or assistance/referral is provided in accordance with organisational policy and procedures

**4. Monitor coaching and
mentoring
arrangements**

- 4.1 People involved in coaching and mentoring are encouraged to reflect on organisational processes, organisational support and their activities to identify opportunities for improvement and innovation
- 4.2 Recommendations made for improvements in the coaching/mentoring strategy are evaluated and implemented as necessary in accordance with organisational policy and procedures

ELEMENT

PERFORMANCE CRITERIA

5. Consolidate opportunities for further coaching and mentoring

- 5.1 The positive contributions of individuals to coaching and mentoring arrangements are recognised and acknowledged
- 5.2 Positive changes created through coaching and mentoring arrangements are celebrated and rewarded in accordance with organisational policy and procedures
- 5.3 Ongoing opportunities for coaching and mentoring are identified and promoted in accordance with individual and organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to workplace coaching and mentoring
- undertaking research and analysis
- planning
- networking
- using effective communication with a diverse workforce including active listening, giving and receiving feedback
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of workplace coaching and mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace coaching and mentoring including privacy and freedom of information
- equal employment opportunity, equity and diversity principles
- codes of ethics
- code of conduct
- policy and procedures for specific environment
- human resource strategies that link to a coaching/mentoring strategy
- strategic goals and direction/plan
- principles and practices of coaching and mentoring that need to be addressed in the organisational strategy
- coaching/mentoring methodologies and strategies
- public sector legislation such as occupational health and safety and the environment in the context of workplace coaching and mentoring

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV516A Develop and use emotional intelligence

PSPHR503A Facilitate performance management processes

PSPHR504A Implement workforce planning and succession strategies

PSPHR508A Coordinate career development

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- coaching and mentoring supported in the organisation in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace coaching and mentoring
- current theory and practice for workplace coaching and mentoring
- case studies and workplace scenarios to capture the range of situations likely to be encountered when supporting coaching and mentoring in the organisation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supporting coaching and mentoring in the organisation, including coping with difficulties, irregularities and breakdowns in routine
- coaching and mentoring supported in the organisation in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Coaching

- has a focus on the acquisition of job skills and knowledge and is generally short-term
- is a defined relationship to enhance performance
- is results oriented
- is performance or goal directed
- emphasises action or improved performance in a specific area
- requires good interpersonal relations
- is identified on personal learning and development plans
- is provided by a coach who:
 - provides learning opportunities
 - monitors performance
 - provides constructive feedback
 - maintains confidentiality
 - may have undertaken training/development to undertake the role
- is not necessarily hierarchical

RANGE STATEMENT

Mentoring

- generally has a longer-term focus on personal growth and learning
- includes a wide range of learning oriented to:
- exchange of wisdom
- support
- guidance in personal or professional growth.
- is a relationship, not just a procedure or activity
- is one person professionally assisting the professional development of another
- is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude
- is provided by a mentor who:
- facilitates the growth of the person being mentored and professional development
- provides information, guidance and constructive comments
- evaluates the plans of the person being mentored, decisions, goals and objectives
- supports, encourages and, where necessary, highlights shortfalls in agreed performance
- maintains confidentiality in the relationship
- does NOT take over problems and try to solve them
- does NOT give advice, criticisms or solutions, but supports the person being mentored to make their own decisions
- is not the direct manager of the person being mentored

Other human resource strategies may include

- performance management
- learning and development
- succession planning
- career management

RANGE STATEMENT

Benefits may include

- for the organisation:
 - increased productivity
 - new competencies available
 - more committed, involved and responsible personnel at all levels
 - personal and trusting developmental relationships
 - knowledge sharing
 - safeguarding investment in high potential people
 - culture change.
- for the person being coached or mentored:
 - empowerment
 - opportunity to acquire competencies and professional experience
 - insights into the organisational culture, attitudes, protocols and expected behaviours
 - increased potential for career mobility and promotion
 - a supportive environment in which successes and failures can be evaluated
 - internal and external networking opportunities
 - development of professional abilities and self-confidence
 - recognition and job satisfaction
 - mutual respect.
- for the coach/mentor:
 - renewed enthusiasm for the role (if an experienced employee)
 - challenging discussions with people who may have fresh perspectives
 - satisfaction from contributing to another's development
 - opportunities to reflect upon and articulate the role of coach/mentor
 - improved ability to share experiences and knowledge
 - opportunities to test new ideas
 - being of service to others
 - increased self-esteem

RANGE STATEMENT

Ground rules may include

- relationship is voluntary, although the requirement to participate in coaching may not be
- mentoring partners should not be in the same chain of command
- supervisors of both partners must approve, if in-house rather than out-sourced arrangement
- guidance and counsel from a coach/mentor does not supersede that of the supervisor in work-related matters
- training for coaching and mentoring partners
- a formal agreement
- active involvement of both partners in the process
- commitment from the organisation and both parties to the arrangement
- effectiveness measures
- requirements to monitor/evaluate and report on outcomes
- provision for either party can end the relationship any time for any reason, or no reason

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
- employees at all levels of the organisation
- other public sector organisations
- private sector organisations/businesses
- non-government organisations
- union and association representatives
- boards of management
- government
- Ministers

RANGE STATEMENT

Matching participants may include consideration of

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- goals
- interests
- interpersonal approach
- language
- learning/thinking styles
- life experience
- marital status
- personality
- physical ability
- religious belief
- sexual orientation
- socio-economic background
- work experience
- working style
- coach/mentor with particular attributes depending on the purpose and objectives of the arrangement

Mentoring opportunities may include

- secondments
- relieving opportunities
- work shadowing
- project assignments
- intra- and inter-departmental release
- networks
- outsourced (paid) - business coach/mentor when none is available internally

Networks may include

- professional organisations
- informal common interest groups
- public sector management consultants

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols

Techniques and practices for resolving differences may include

- finding a mutually beneficial solution
- inviting discussion
- providing explanations
- not taking it personally when information is rejected
- not laying blame
- using 'I' messages
- self-disclosure

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV507A Undertake negotiations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers negotiations as an individual or as a member of a negotiating team. It includes planning for the negotiation, conducting the negotiation and finalising the outcome.

In practice, negotiations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing leadership, undertaking research and analysis, initiating projects, performing quasi-judicial functions, etc.

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan for negotiation

- 1.1 The *purpose* of the negotiation and the issue/s under consideration are clarified with affected personnel and through analysis of all related documentation/information
- 1.2 Primary needs and desired outcomes of all parties are identified
- 1.3 The organisation's position is determined in consultation with senior personnel, and a *negotiating approach* is devised based on an analysis of the strengths and weaknesses of the position
- 1.4 *Information* relating to the negotiation, including any precedents, is collected, analysed and organised to support the negotiating approach
- 1.5 Timeframe and logistics are agreed and a *negotiation plan* is developed in accordance with legislation, policy and procedures, and communicated to other staff, if any, involved in the negotiation team

2. Conduct negotiation

- 2.1 The issue/s under consideration and the negotiation process to be used are agreed by all parties and documented in accordance with legislation, policy and procedures
- 2.2 *Negotiating techniques* are used to persuade the other party of the strength of the argument in favour of the organisation's position
- 2.3 The negotiation plan is modified if necessary to respond to *contingencies*
- 2.4 *Techniques* for dealing with conflict or deadlocks are selected and used in accordance with the negotiation plan and the progress of the negotiation
- 2.5 Options for resolving the issue are discussed and the acceptability of these to the parties is determined

ELEMENT

PERFORMANCE CRITERIA

3. Finalise negotiation outcomes

- 3.1 An agreed conclusion is reached, documented and signed-off by the parties
- 3.2 Negotiation outcomes are reported in accordance with organisational policy and procedures and *stakeholders* are debriefed if required
- 3.3 Any further action required as a result of agreement is determined and undertaken in accordance with organisational requirements
- 3.4 The negotiation process and outcomes are reviewed, and lessons learnt are documented for future use in accordance with organisational recordkeeping practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to negotiating in the public sector
- communicating with diverse stakeholders such as the other party, team members, senior management, including listening, questioning, establishing rapport, responding, etc
- applying decision making and problem solving
- adjusting quickly to new information or unexpected questions and attitudes
- report writing
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of negotiations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to negotiations in the public sector, such as freedom of information, privacy, equal employment opportunity
- sources of organisational information
- delegations and lines of authority
- decision making
- negotiation techniques
- conflict resolution
- recordkeeping requirements for negotiations
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCART506A Perform quasi-judicial functions

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

PSPPM501B Design complex projects

PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- negotiations undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to negotiation, including freedom of information, privacy, equal employment opportunity, anti-discrimination, occupational health and safety
- case studies and workplace scenarios to capture the range of negotiation situations likely to be encountered as an individual or as a team member

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking negotiations, including coping with difficulties, irregularities and breakdowns in routine
- negotiations undertaken in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Purpose of negotiation may include

- required outcomes
- other possible outcomes
- organisational priorities
- consequences of negotiation failing

Negotiating approach may be

- consultative
- collaborative
- competitive
- confrontational
- soft
- passive

Information relating to the negotiation may include

- background to the dispute/issues under consideration
- background information on the parties
- organisational information
- legislative requirements
- organisational policy and procedures
- material to support bargaining position
- precedents

RANGE STATEMENT

Negotiation plan may include

- roles and responsibilities of negotiation team members, if any
- identification of team leader
- timing
- logistics
- key facts
- tactics
- personal strengths and weaknesses
- techniques to be used for negotiating, breaking deadlocks, dealing with conflict
- fallback position
- areas where compromise is possible
- process management strategies
- alternative dispute resolution processes

Negotiation techniques may include

- speaking skills
- presentation techniques
- effective listening
- questioning techniques
- verbal and non-verbal communication
- using personal attributes
- culturally and linguistically appropriate strategies
- constructive feedback
- issues identification
- exploring options
- identifying areas of agreement
- recording agreements

Contingencies may include

- changed circumstances
- changed tactics
- changed agenda
- new information
- decision to withdraw

RANGE STATEMENT

Techniques for breaking deadlocks may include

- clarifying
- restating position
- summarising progress
- deferring decision
- preparing a compromise
- using a mediator/third party

Stakeholders may include

- management
- union
- colleagues/other staff
- clients
- public

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV508A Manage conflict

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for managing conflict in the workplace. It includes identifying and assessing conflict situations, implementing strategies to resolve conflict and monitoring the situation. It does not include formal negotiation, counselling or conducting mediation.

In practice, managing conflict may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing leadership, facilitating change, negotiating, maintaining workplace safety, coordinating employment relations, etc.

This is one of 4 units of competency in the *Working in Government* and *Human Resource Management* Competency Fields that deal with conflict. Related units are:

PSPGOV314A Contribute to conflict management

PSPGOV411A Deal with conflict

PSPHR603B Provide advisory and mediation services

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify and assess conflict situations

- 1.1 Signs, stages and possible *causes of conflict* are identified and anticipated
- 1.2 Factors and issues relevant to *conflict* are clarified
- 1.3 Possible resolutions and/or compromises are explored using appropriate *communication techniques*
- 1.4 Responses are evaluated against workplace requirements, *legislation, policies and procedures*
- 1.5 *Resolution strategies* are developed that identify the timeframes involved and the form of reporting to be used

ELEMENT

PERFORMANCE CRITERIA

2. Implement strategies to resolve conflict

- 2.1 The strategy for resolution is selected to take account of *social and cultural differences* and is consistent with legislation, organisational policies and procedures
- 2.2 Situations requiring assistance are identified and *support* is sought as required, according to organisational policy and procedures
- 2.3 *Strategies* to address conflict are implemented promptly in accordance with *legislation, policy and procedures*
- 2.4 Records and reports are maintained in accordance with legislation, policy and procedures

3. Monitor conflict situations

- 3.1 Effectiveness of the resolution strategies is evaluated
- 3.2 Resolution methodology is monitored and remedial actions are initiated as required
- 3.3 Lessons learnt are recorded and used to improve service delivery, organisational policy and procedures as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse workforce and client base including use of assertiveness, active listening, non-verbal communication, appropriate language styles, teamwork
- using problem solving to deal with unexpected issues or attitudes
- dealing with difficult situations and people
- questioning, negotiating and problem solving
- mediation and counselling in the context of conflict management
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of conflict resolution

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to conflict in the public sector workplace
- types of conflict in the workplace and typical causes
- conflict theories including signs, stages, levels, factors involved, resolution
- group processes and roles people play
- organisational theory and workplace behaviour
- organisational structures
- different social and cultural practices
- conflict resolution skills and strategies including negotiation, empathy, communication to diffuse tension and achieve positive outcomes
- personal power and positional power
- grievance procedures in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment legislation in the context of conflict resolution

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- management of conflict in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- public sector legislation, and organisational policy, procedures and protocols relating to conflict management
- public sector and organisational grievance procedures
- strategies and guidelines for dealing with workplace conflict
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing conflict

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing conflict, including coping with difficulties, irregularities and breakdowns in routine
- management of conflict in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Causes of conflict may include

- differences of opinion
- different ways of working
- poor communication
- competing needs
- cross-cultural issues
- abuse of power
- workplace bullying
- customer dissatisfaction
- gender issues
- inter-generational issues

Conflict situations/events may include

- work pressures
- organisational restructures
- conflicts/incidents among work colleagues
- refusals to follow directions/guidance
- customer complaints/dissatisfaction
- disagreements between members of the public
- bystander behaviour, for example when policing compliance or dealing with service difficulties
- drug or alcohol affected persons
- persons suffering emotional distress

RANGE STATEMENT

Communication techniques may include

- verbal and non-verbal language
- questioning and listening
- cooperative language
- control of emotions, voice and body language
- constructive feedback
- reflection
- summarising
- re-phrasing
- paraphrasing
- presenting options
- using language and concepts suited to the occasion and the other party
- showing a willingness to compromise

Legislation, policies and procedures may include

- State/Territory or Commonwealth legislation, regulations and organisational policies, procedures and guidelines relating to conflict management in the public sector, including equal employment opportunity, equity diversity, occupational health and safety, privacy, confidentiality, anti-discrimination, harassment, dispute resolution
- public sector standards
- codes of practice
- codes of ethics
- code of conduct
- security standards

Resolution strategies may include

- relocation
- changed procedures
- office re-organisation
- change in reporting lines
- change in behaviour
- disciplinary action.

Social and cultural differences may include

- beliefs and values
- social conventions
- family relationships
- cultural observances
- verbal and non-verbal language

RANGE STATEMENT

Support may include

- mediators
- counsellors
- interpreters
- human resources staff
- grievance officers
- team leaders
- managers

Conflict management strategies may include

- mediation
- counselling
- assertiveness training
- time out
- reflective listening
- mapping the conflict
- seeking win/win outcome
- workable compromise
- confrontational coaching/mentoring

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV509A Conduct evaluations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers evaluation relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action.

In practice, conducting evaluations may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, providing client service, developing policy etc.

This is one of two competencies in the *Working in Government and Management*. Competency Fields that deal with evaluation in the public sector. The related unit is:

PSPMNGT611A Manage evaluations

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify the purpose of the evaluation

- 1.1 The *purpose, scope* and terms of reference of the evaluation are confirmed with key *stakeholders* and approvals are gained in accordance with organisational requirement
- 1.2 The range of documentary evidence, individuals and organisations who can provide specialist input are identified and commitment is gained for their contribution to the evaluation
- 1.3 Information critical to the evaluation is determined to inform the selection of the evaluation methodology and tools
- 1.4 Ownership of the evaluation data/outcomes and right of access to the reported results are determined in accordance with organisational policy and procedures

ELEMENT**PERFORMANCE CRITERIA****2. Identify evaluation methodology and tools**

- 2.1 *Criteria* for the evaluation and the audience for evaluation results are identified and communicated to stakeholders
- 2.2 Evaluation *methods* are selected from a range of alternatives to suit the scope, purpose and outcome requirements of the evaluation
- 2.3 *Measuring tools* and *media* are selected/developed to ensure valid and reliable evaluation results
- 2.4 An evaluation strategy is formulated in consultation with key stakeholders to ensure acceptance and commitment
- 2.5 Resource needs are determined in accordance with budgetary constraints and obtained in accordance with organisational policy and procedures
- 2.6 Evaluation *infrastructure* is established in accordance with evaluation requirements and resource constraints

3. Implement evaluation

- 3.1 Implementation tasks are defined and clarified with stakeholders in accordance with the evaluation methodology
- 3.2 Evaluation strategy is implemented and data collected, collated and recorded against evaluation criteria in accordance with planned methodology
- 3.3 Expectations are managed and barriers to the evaluation are identified and addressed or referred in accordance with organisational policy and procedures
- 3.4 Progress of the evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures
- 3.5 Data is analysed/referred for specialist analysis, and results are compared with evaluation criteria
- 3.6 Preliminary results are *presented* for stakeholder feedback in accordance with organisational policy and procedures
- 3.7 The evaluation is conducted in accordance with *legislative and organisational requirements*

4. Report outcomes

- 4.1 An evaluation report is prepared that compares outcomes to the evaluation criteria established at the outset, and provides supporting evidence in accordance with legislative and organisational requirements
- 4.2 *Recommendations for action* are made in accordance with the terms of reference and supported by the evaluation outcomes
- 4.3 Unbiased and objective evaluation outcomes are reported in a form and language to suit the intended audience of the report

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- implementing planning, research and analysis
- using negotiation and problem solving
- undertaking project management
- applying statistical analysis of evaluation data
- using a range of communication styles to communicate with different audiences and purposes
- responding to diversity, including gender and disability
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- developing objectives and evaluation criteria
- accessing legislation and codes of conduct electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- evaluation principles - time, cost, quality, quantity, efficiency
- qualitative and quantitative evaluation methodologies and data analysis
- reporting requirements of a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values and codes of conduct
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFIN501A Apply public sector financial policies and processes

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

PSPPOL501A Develop organisation policy

PSPPROC504A Finalise contracts

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conduct of a range of (3 or more) evaluations in different contexts

Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- access to an evaluation target
- case studies and workplace scenarios

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting evaluations, including coping with difficulties, irregularities and breakdowns in routine
- conduct of a range of (3 or more) evaluations in different contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

***Purpose of evaluation
may include***

- measuring merit/quality
- measuring worth or value for a particular purpose
- measuring results, outputs or outcomes
- decision making
- unintentional negatives

***Scope may include
evaluation of***

- planning
- delivery
- results
- needs
- objectives
- design
- processes
- inputs
- outputs
- outcomes
- impact

RANGE STATEMENT

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
- the owner/organisation that commissioned the evaluation
- those subject to the evaluation process
- research staff who conduct evaluation
- contractors/consultants contracted to conduct evaluation
- employees at all levels of the organisation
- community
- clients
- other public sector organisations
- private sector
- non-government organisations
- union and association representatives
- boards of management
- government
- Ministers

Criteria for evaluation may include

- whether objectives have been met
- standards against which to compare quality
- baseline studies for comparison
- performance measures
- key success areas
- key performance indicators
- results/outputs/outcomes
- value for money
- public interest

Evaluation methods may be

- qualitative
- quantitative
- anonymous

RANGE STATEMENT

Measuring tools may include

- surveys
- interviews
- questionnaires
- focus groups
- semi-structured interview techniques
- document analysis
- process analysis
- observation
- tests

Media for measuring tools may include

- paper-based
- Internet-based
- email
- electronic
- face-to-face
- telephone.

Evaluation infrastructure may include

- steering committee
- manager
- internal/external research staff
- internal/external administrative staff
- office
- telephone
- technology
- email
- web site
- equipment
- consumables
- resources including budget
- internal/external specialist or technical support
- contractors
- consultants

Research staff may include

- in-house staff
- contractors
- consultants

RANGE STATEMENT

Presentation of information may include

- interim reports
- progress reports
- draft reports
- executive summaries
- to meetings, groups, seminars
- Internet or email

Legislative and organisational requirements may include

- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law, for example:
 - Commonwealth Racial Discrimination Act
 - Commonwealth Human Rights and Equal Opportunity Act
 - Commonwealth Sex Discrimination Act
 - Commonwealth Disability Discrimination Act.
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- confidentiality
- privacy
- ethical practices and procedures
- intellectual property
- copyright

Recommendations for action may include

- new goals
- improvement strategies
- changes to services, products
- governance strategies
- change management strategies
- termination
- replacement

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV510A Undertake and promote career management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers active management of one's own career to meet goals and achieve life plans, as well as contributing to the career management of others. It includes identifying current career strengths, identifying and mapping career opportunities, developing and implementing career plans, monitoring progress and contributing to others' career management.

In practice, career management may overlap with a range of other generalist or specialist work activities, such as acting ethically, complying with legislation, providing client service, leading a group, using emotional intelligence, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deal with career planning/management. The related unit is:

PSPGOV410A Undertake career planning

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify current career strengths

- 1.1 A self-directed search is conducted of current knowledge, skills, abilities, interests and values
- 1.2 Life and work experiences, current and latent abilities are included and ranked in order of personal importance
- 1.3 Personal preferences are determined in broad terms, including areas of work/skills that are acceptable in the long term
- 1.4 A personal profile is prepared that identifies strengths, preferences and opportunities for learning and growth

2. Identify and map career opportunities

- 2.1 *Careers and occupations* are scanned to identify a list of possibilities and their requirements for skills, qualifications and experience
- 2.2 Economic and industry scan is continually undertaken to identify the outlook for possible careers/occupations and to identify emerging careers throughout work life
- 2.3 Opportunities for entering possible careers/occupations are *investigated* to ensure the feasibility of pursuing those options
- 2.4 Personal profile is matched to possible career opportunities and a decision made on the best option/s to pursue

ELEMENT**PERFORMANCE CRITERIA****3. Develop and implement career plan**

- 3.1 Career goals are established that cater for transition from existing career/work to preferred future career
- 3.2 A *career plan* is developed that identifies immediate priorities for learning and development as well as medium to long-term strategies to obtain additional skills and experience
- 3.3 Gap analysis is undertaken to identify dated/lost skills and skills that are common to both preferred future career and the organisation's requirements
- 3.4 *Career development activities* are initiated in accordance with the career plan and in accordance with organisational *legislation, policy and procedures*

4. Monitor progress

- 4.1 Acquisition of skills and experience is monitored and feedback is obtained on performance achievements
- 4.2 Feedback is considered and integrated as necessary into the career plan
- 4.3 *Organisational requirements* and future career requirements are monitored and the career plan is adjusted to take account of new information
- 4.4 Progress towards future career is monitored and career goals are adjusted as required

5. Contribute to others' career management

- 5.1 Others are assisted to take responsibility for their own careers, research career information and plan for future job placements, learning and development
- 5.2 Feedback on performance is provided and development opportunities suggested to address immediate performance gaps or build on performance strengths linked to career plans
- 5.3 Medium to long-term plans are agreed and implemented to address barriers to career development and meet individual and group learning and development needs
- 5.4 Staff are encouraged to monitor their progress against career goals and adjust long-term plans to integrate changed circumstances or new skill requirements
- 5.5 Staff are encouraged and supported in applying new skills and knowledge in the workplace

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- researching and questioning
- reflecting on own skills, abilities, values and performance
- conducting skills audits and skills gap analyses
- developing strategies for the management of one's own and others' careers
- providing performance feedback and capitalising on new skills developed by others in the workplace
- communicating with a diverse workforce including facilitating, questioning, consulting, active listening
- responding to diversity, including disability and gender

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- strategic approach to career management for self and others
- performance management
- career development options
- workforce trends
- scenario planning in the context of career management
- succession planning
- changing demographics and workforce skill needs
- organisational planning for human resources at a strategic level
- principles of equal employment opportunity and diversity
- legislation, policies and procedures relating to career management including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV506A Support workplace coaching and mentoring

PSPGOV507A Undertake negotiations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV515A Develop and use political nous

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- career management undertaken and promoted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation policies, procedures and guidelines relating to career management
- workplace scenarios and case studies

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking and promoting career management, including coping with difficulties, irregularities and breakdowns in routine
- career management undertaken and promoted in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Sources of career/occupation information may include

- public sector/organisational sources/documents such as:
- organisational chart
- business plans/strategies
- vision statements
- future plans
- cultural climate data
- manuals, handbooks
- policy and practices
- person specifications, job profiles, job descriptions
- reports
- social and political information
- ethics, values and conduct requirements
- colleagues, supervisors, mentors.
- books
- workshops
- notice of vacancies
- Internet sites
- local, national and international publications
- statistical workforce data
- Australian Bureau of Statistics data
- labour market statistics
- futurists' papers on career and demographic changes
- career expos
- personal networks
- word-of-mouth
- 'hidden job market' where more than 50% of jobs are won
- job search/personnel placement agencies
- graduate career counselling organisations
- feedback from job interviews
- newspapers or other media (such as radio)

RANGE STATEMENT

Investigation of opportunities may include

- actual availability of work
- number of jobs available
- remuneration
- how jobs are advertised
- how people enter the career/occupation
- difficulty of entering

Career plan may include

- person/organisation match/values match
- updating career portfolio/curriculum vitae on a regular basis
- learning and development related to job search and interview practice
- learning and development of career-related skills

Career development activities may include

- accredited courses/other courses
- action learning
- career counselling
- coaching
- competency development processes
- education and training programs
- feedback
- higher duties
- induction and orientation programs
- industry experience
- job exchange - local, national, international
- mentoring
- networking
- opportunities to act in other positions (higher or lower)
- project assignments/experiences
- secondments
- shadowing
- temporary positions
- working parties

RANGE STATEMENT

- Legislation, policy and procedures may include***
- Commonwealth and State/Territory legislation including equal employment opportunity, privacy, confidentiality, anti-discrimination and employment law
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy
 - codes of conduct
 - codes of ethics
- Sources of information on organisational requirements may include***
- strategic human resource plan
 - strategic workforce plan
 - statements of workforce capability requirements
 - workforce planning and analysis data/reports
 - new positions advertised

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV511A Provide leadership

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers achievement of operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers, interagency members, etc. It includes facilitating commitment to objectives and required standards; contributing to the development of a cooperative, high performance workgroup; giving and receiving feedback on performance; supporting and participating in development activities; and providing leadership, direction and guidance in the workgroup.

In practice, leading a workgroup may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, developing policy, building community relationships, improving workplace legislative performance, providing technical expertise, etc.

This is one of 6 units in the *Working in Government and Management* Competency Fields that deal with working with others. Related units are:

PSPGOV302B Contribute to workgroup activities

PSPGOV404B Develop and implement work unit plans

PSPGOV516A Develop and use emotional intelligence

PSPGOV604A Foster leadership and innovation

PSPMNGT701B

This unit replaces, and for qualification purposes is equivalent to *PSPGOV501A Coordinate a workgroup*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Facilitate commitment to objectives and required standards

- 1.1 The organisation's vision, strategic objectives and required standards of performance are discussed and clarified with others in accordance with the needs, communication and learning styles of workgroup members
- 1.2 Establishment of the purpose, objectives, roles and responsibilities in the *workgroup* is facilitated in accordance with organisational requirements and objectives
- 1.3 Commitment to objectives and standards is modelled to provide leadership and develop workgroup commitment
- 1.4 Equal employment opportunity, occupational health and safety, diversity management and participative work practices are modelled and promoted within the workgroup in accordance with *legislation, policy and procedures*

ELEMENT

PERFORMANCE CRITERIA

2. Contribute to the development of a co-operative, high performance workgroup

- 2.1 Work contributions or suggestions are encouraged, acknowledged and considered constructively
- 2.2 Workgroup members are supported to use, share and develop their skills according to work requirements
- 2.3 *Work allocation* is facilitated within the group on the basis of current skills and development needs
- 2.4 Implementation of new work practices is undertaken in consultation with workgroup members
- 2.5 Conflict and other issues which affect the performance of the workgroup are resolved within the workgroup wherever possible, or referred in accordance with organisational policy and procedures

3. Give and receive feedback on performance

- 3.1 Feedback is obtained from others outside the workgroup on personal and workgroup performance, and open and constructive responses to feedback are given
- 3.2 Regular constructive feedback on all aspects of work performance is gathered from and provided to the workgroup
- 3.3 Performance is assessed and addressed in a fair and timely manner and where possible notable performance is recognised/rewarded in accordance with organisational policy and procedures
- 3.4 Under-performance of self and others is addressed in accordance with relevant legislation, guidelines and procedures
- 3.5 Feedback is used to continuously improve performance and outcomes

ELEMENT**PERFORMANCE CRITERIA****4. Support and participate in development activities**

- 4.1 An action plan to meet *individual* and group learning and development needs is developed, agreed and implemented
- 4.2 Individuals are supported to identify their specific learning/development needs
- 4.3 Workgroup members are encouraged and supported to take advantage of development opportunities in accordance with their needs and organisational requirements
- 4.4 *Learning and development opportunities* are accessed to continuously improve own leadership skills and other identified development needs
- 4.5 On-the-job learning opportunities are provided for in accordance with individual needs and to the required standard
- 4.6 Workgroup members are encouraged and supported in applying new skills and knowledge in the workplace

5. Provide leadership, direction and guidance in the workgroup

- 5.1 Participative decision making is used routinely in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate
- 5.2 Opportunities and encouragement are given to workgroup members to develop new and innovative work practices and strategies
- 5.3 Workgroup members are provided with the support, leadership, advice and policy direction necessary to perform work safely and effectively
- 5.4 Tasks are allocated in accordance with the competencies of workgroup members, and autonomy and authority are delegated as appropriate
- 5.5 Leadership and guidance strategies are varied to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations, policies, procedures and guidelines
- providing leadership, supervision and performance feedback
- undertaking problem solving in a team environment
- using transparent decision making
- communicating with a diverse workplace including listening, facilitating, negotiating, mentoring
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector
- principles of effective team operation
- principles of facilitation and empowerment
- group processes
- group dynamics
- range of leadership styles and the application of these to suit different groups and tasks
- learning and development in the workplace
- equal employment opportunity, equity and diversity principles
- occupational health and safety and environment legislation in the context of leading a workgroup

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV506A Support workplace coaching and mentoring

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

PSPWPI502B Facilitate improvement in workplace legislative performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- provision of leadership in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing leadership to a workgroup

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing leadership to a workgroup, including coping with difficulties, irregularities and breakdowns in routine
- provision of leadership in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Workgroup may include

- an existing team
- business unit
- group formed for a special purpose or project
- group of community members
- volunteers
- interagency members
- client group, such as employees on a safety committee
- group of employers
- members of the public in a special interest group etc

Information affecting the workgroup/organisation may include

- legislation
- plans
- industrial awards and agreements
- organisation policies, plans, procedures and protocols
- performance management systems
- quality standards
- efficiency indicators

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation
- consumer legislation
- environment legislation.
- risk management guidelines
- ethics and accountability standards
- public sector standards
- fraud control standards
- government security standards
- organisational policy, procedures and protocols

Work allocation may include

- procedures and systems for team functioning
- procedures to identify development requirements

Individual learning needs includes

- needs of self and others
- self-awareness

Learning and development opportunities may include

- formal course participation
- on-the-job training
- work experience
- staff exchanges
- mentoring
- coaching
- external study
- conference and seminar attendance
- induction
- job rotation
- projects
- secondment
- opportunities to act in higher positions

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV512A Use complex workplace communication strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

In practice, using complex workplace communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

PSPGOV202B Use routine workplace communication techniques

PSPGOV312A Use workplace communication strategies

PSPGOV412A Use advanced workplace communication strategies

PSPGOV605A Persuade and influence opinion

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for complex communication

- 1.1 *Communication objectives* are clarified, those to be *present* are confirmed and communication *mode* is identified
- 1.2 Analysis is undertaken to anticipate the likely positions to be taken by those present on the matters under discussion
- 1.3 Subject matter is researched/*organised*, key points to be conveyed are identified and recorded, and information to counter other positions is summarised
- 1.4 Requirements of *legislation, policy and guidelines* relevant to the discussion are identified and incorporated

ELEMENT**PERFORMANCE CRITERIA****2. Analyse and respond to opinions**

- 2.1 Discussion is evaluated to identify impartiality, bias or unsupported argument
- 2.2 Points of view of other speakers are noted and information to counter opposing views is presented objectively in accordance with required position
- 2.3 *Reaction* to speakers and their point of view is analysed to identify and manage emotional reactions and maintain objectivity
- 2.4 Opposing/challenging views are examined for their value in achieving the same ends
- 2.5 Active listening and questioning are used to clarify own understanding, challenge or justify other points of view

3. Present a convincing argument

- 3.1 *Communication approach* is chosen and used to suit the given audience
- 3.2 Prepared position is asserted with conviction and purpose
- 3.3 *Verbal and non-verbal behaviour* are adjusted to maintain listener interest if the audience is unresponsive
- 3.4 Questions are used to elicit feedback and check audience understanding
- 3.5 Audience questions and argument are responded to objectively, and answers are backed by reasoned explanation
- 3.6 Agreement is negotiated where possible, concluding with a summary of agreed items

4. Develop a range of communication strategies

- 4.1 Feedback from others is obtained and the outcomes of communication are assessed
- 4.2 Lessons learnt are recorded and used to underpin future interactions
- 4.3 *Language structures and features* that influence audiences to a preferred point of view are developed and practised
- 4.4 Communication strategies are explored and practised for a range of workplace applications in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- speaking with confidence and listening critically
- clarifying meaning, exploring issues and problem solving
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of high-level communication

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences, such as workgroup, organisational, inter-agency
- ways to influence the interpretation of spoken communication
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of high-level communication

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV514A Facilitate change

PSPGOV515A Develop and use political nous

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of complex communication strategies in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public sector communication
- current theory and practice on influencing skills for the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using complex communication strategies

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using complex communication strategies, including coping with difficulties, irregularities and breakdowns in routine
- complex communications strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Communication objectives may be to

- share information
- reach consensus
- contribute to policy
- represent the business unit's position/interests in internal negotiations
- resolve differences
- negotiate a joint position/compromise
- build reputation (of self and organisation/business unit)
- market services

Those to be present may include

- peers
- colleagues
- those senior or junior to the position
- staff from other agencies

RANGE STATEMENT

- Mode of communication may include***
- telephone
 - teleconference
 - video conference
 - Internet (online forums)
 - face-to-face
 - one-on-one, or in a group
 - forum, seminar or conference
- Organisation of subject matter may include***
- identifying features, advantages and benefits and aligning evidence/examples
 - anticipating likely disagreements and structuring material to address these
- Legislation, policy and guidelines may include***
- State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to exchange of information in the public sector, such as:
 - ethics and accountability guidelines/codes of practice
 - information security standards
 - principles of equal employment opportunity, equity and diversity
 - freedom of information and privacy.
 - intellectual property
 - fraud standards
 - professional liability
- Reaction to speakers may include***
- own reaction
 - others present

RANGE STATEMENT

- Communication approach may include***
- catering to political sensitivities
 - working within government processes and operational frameworks
 - balancing debate and action
 - consideration of wider organisational/public sector issues
 - speaking with confidence
 - cultural, ethnic, diversity or equity considerations
 - consultative
 - collaborative
 - assertive
 - reasonable
 - humorous
- Verbal and non-verbal behaviour may include***
- inclusive language, ideas and information
 - congruent speech and body language
 - speaking with confidence
 - impartiality
 - responsiveness
 - drawing on different sources of information
- Language structures and features may include***
- use of metaphors and similes
 - use of analogy, imagery and other comparisons
 - use of passive voice
 - using personal names repeatedly to convey intimacy or sincerity
 - tone, style and point of view

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV513A Refine complex workplace documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers written workplace communication at a level where preliminary research or documents may have been prepared by others as input, and final documents are being prepared. It includes critical analysis of workplace information, composition, revision and refinement to meet workplace requirements.

In practice, refinement of complex workplace documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

PSPGOV208A Write routine workplace materials
PSPGOV313A Compose workplace documents
PSPGOV413A Compose complex workplace documents
PSPGOV606A Prepare high-level/sensitive written materials

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Critically analyse information

- 1.1 *Information* is tested for relevance, reliability, consistency and usefulness to the task/organisation
- 1.2 Fact is separated from opinion and underlying values and beliefs are identified
- 1.3 Cultural context of the information is taken into account in the analysis
- 1.4 Stereotypes, bias, prejudice and motive are recognised
- 1.5 Conclusions are drawn and a critical analysis with supporting evidence is prepared and submitted in accordance with organisational requirements

ELEMENT

2. Compose/refine complex documents

PERFORMANCE CRITERIA

- 2.1 The *purpose*, audience and objectives of *complex documents* are confirmed in accordance with organisational requirements
- 2.2 *Structure and content* of document is approved in line with the purpose and intended audience
- 2.3 Risk assessment is undertaken and risk management is implemented in relation to document preparation and content, in accordance with the nature and classification of the material
- 2.4 Information/documents provided by others are analysed for bias, gaps, the influence of values, attitudes and context, conflicting advice/evidence and political implications
- 2.5 Information is synthesised and complex documents are prepared and *submitted* in accordance with *organisational requirements, legislation, policy and procedures*
- 2.6 Feedback is provided to contributors of information/documents to improve future input in a manner that provides learning opportunities for the researchers/authors

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of complex and sensitive workplace materials
- critically analysing and synthesising information to compose complex written documents
- refining content, structure and sequence according to the required purpose of written material
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- responding to diversity, including gender and disability
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright, intellectual property
- critical analysis of complex information
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing written materials

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV515A Develop and use political nous

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- complex workplace documents composed/refined in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written communication in the public sector
- examples of complex workplace documents
- government style guide
- case studies and workplace scenarios to capture the range of situations likely to be encountered when composing/refining complex workplace documents

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when refining complex workplace documents, including coping with difficulties, irregularities and breakdowns in routine
- complex workplace documents composed/refined in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information for critical analysis may include

- applications
- briefing papers
- discussion papers
- expert opinion
- literature
- plans
- policy advice
- project briefs
- reports
- research
- speeches
- submissions
- web site information

Purpose may include

- influencing opinion
- reporting on achievement
- recommending options and corresponding actions
- meeting regulatory requirements
- meeting public sector reporting requirements
- documenting policy
- developing policy
- obtaining funding
- providing briefing material
- contributing to strategic planning
- responding to enquiries/complaints

RANGE STATEMENT

Complex documents may include

- funding submissions
- briefing papers
- speeches
- media briefs
- position papers
- discussion papers
- business cases
- reports
- project briefs
- strategic and operational plans
- functional area strategy
- justification for policy development
- policy guidance
- counter argument to submission

Structure and content may include

- executive summary
- division into sections or chapters
- tables of contents and indexes
- conclusions
- glossaries
- footnotes/end notes
- references
- critical analysis
- facts and observations
- submissions
- creative ideas
- recommendations and supporting arguments
- opinion
- anticipated arguments and rebuttals
- case studies

Submission of document may include

- approvals
- sign-off procedures

RANGE STATEMENT

Organisational requirements may include

- use of plain English
- style formats
- acknowledgements
- particular terminology to be used/not used:
- acronyms
- technical terms
- bureaucratic language
- abbreviations.
- requirements for minimising jargon in written materials
- requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette
- guidelines for illustrative items
- standards for references, acknowledgements, citations, footnotes, endnotes
- using particular communication channels

Legislation, policy and procedures may include

- State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety
- risk assessment
- information security requirements
- public sector standards
- fraud control standards
- codes of practice
- codes of ethics
- private or confidential materials
- embargoed material
- politically sensitive materials
- security standards for government information

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV514A Facilitate change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers facilitation of workplace change in public sector environments where role ambiguity and uncertainty often accompany the change process. It includes planning for the introduction of change, dealing with emerging challenges and opportunities and handling ambiguity in the change process.

In practice, facilitating change may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, leading a workgroup, coordinating resources, undertaking research and analysis, etc.

This is one of 6 units of competency in the *Working in Government* and *Management* Competency Fields that deal with change.

Related units are:

PSPGOV205B Participate in workplace change

PSPGOV306B Implement change

PSPGOV405B Provide input to change processes

PSPMNGT604B Manage change

PSPMNGT703A Lead and influence change

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan for the introduction of change

- 1.1 Research for the introduction of *change* is undertaken in order to consider the broader context of the organisation and emerging and future trends in the public sector
- 1.2 Own knowledge and understanding are supplemented through advice from and consultation with others
- 1.3 The interconnectedness of people, systems and structures is recognised and taken into account in planning for change
- 1.4 Plans are made in consultation with *stakeholders* in accordance with *legislation, policy and procedures*
- 1.5 The organisation's rationale for introducing change is communicated effectively to individuals/workgroups
- 1.6 Information needs of all stakeholders are anticipated and facilitated as part of change management

ELEMENT

PERFORMANCE CRITERIA

2. Deal with emerging challenges and opportunities

- 2.1 Strategies to engage stakeholders in the change process are developed and implemented
- 2.2 Internal and external clients are informed about the change process, possible inconveniences and the benefits intended from the change
- 2.3 *Risk factors* affecting change are identified, monitored and addressed in accordance with the organisation's risk management plan
- 2.4 Sensitivity is shown to people's individual responses to change and a range of *support mechanisms* is provided in line with specific needs
- 2.5 Learning from the implementation of change are identified and shared with others

3. Handle ambiguity in the change process

- 3.1 Ambiguity in the change process is identified and the need to work with issues that cannot be resolved immediately is communicated to others as part of any change process
- 3.2 Strategies to assist others to cope with apparent ambiguities are developed and implemented in accordance with specific needs and organisational requirements
- 3.3 Recommendations for improving the methods/techniques to manage change are identified, evaluated and negotiated in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a diverse range of individuals at different levels in the organisation
- responding to diversity, including gender and disability
- problem solving in the context of managing ambiguity and change
- giving and receiving feedback, including 'managing up'
- influencing others
- monitoring and observation
- coaching and mentoring others in the change process
- managing the effects of change in the workplace, including occupational health and safety issues such as workplace stress

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policy and procedures relating to public sector workplaces
- a range of change management models and tools and the application of these in the workplace
- organisational structure and culture
- group dynamics
- emotional intelligence
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV506A Support workplace coaching and mentoring

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV515A Develop and use political nous

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- facilitation of change in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector environment
- a range of change management models and tools
- case studies and workplace scenarios to capture the range of situations likely to be encountered when facilitating change processes

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating change, including coping with difficulties, irregularities and breakdowns in routine
- facilitation of change in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Change may include

- imposed, self-initiated or through identifying opportunities
- implementation of new work practices
- legislative change
- changes in the machinery of government
- structural and functional change
- technology transfer to the workplace
- changing work practices and procedures
- staffing changes
- shared services environment

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - employees at all levels of the organisation
 - clients
 - other public sector organisations
 - private sector organisations
 - community groups
 - union and association representatives
 - boards of management
 - government
 - Ministers

RANGE STATEMENT

Legislation, policy and procedures may include

- Commonwealth, State/Territory and Local Government legislation
- government policy.
- public sector code of ethics
- national standards
- environmental and sustainability practices
- the organisation's policies and practices
- organisational code of conduct

Risk factors may include

- disturbances to workflow
- resistance
- ineffective communication
- confusion/loss of confidence
- cost blowout
- supplier problems
- product/service delivery problems
- time delays

Support mechanisms may include

- explaining
- clarifying
- coaching
- mentoring
- problem solving
- counselling
- referral to available services
- debriefing

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV515A Develop and use political nous

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and use of political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes.

In practice, developing and using political nous may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy etc.

This is one of 3 units of competency in the *Working in Government* Competency Field that deal with government processes. Related units are:

PSPGOV422A Apply government processes PSPGOV601B Apply government systems

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify the political terrain

- 1.1 *Stakeholder* positions are *identified* and taken account of
- 1.2 Corporate politics are analysed to identify agendas and players
- 1.3 Awareness of and sensitivity to political agendas, both open and hidden, are developed and utilised.
- 1.4 The current agenda is located in the wider context to appreciate the big picture and provide more than one perspective
- 1.5 The impact of the agenda on the work area is identified and confirmed in accordance with organisational protocols

2. Evaluate the political environment

- 2.1 Information is sourced from inside and outside the organisation, and its authenticity and reliability are confirmed
- 2.2 An analysis of the political, social and economic environment is undertaken that takes into account emerging trends and current and possible future goals of the organisation

ELEMENT

PERFORMANCE CRITERIA

3. Form alliances

- 3.1 Power structure and sources of *power* are identified in the organisation and the wider public sector
- 3.2 People prepared to trade mutual support are identified and the benefits assessed
- 3.3 Risks and benefits of possible alliances are weighed
- 3.4 Interested groups/individuals are lobbied to gain support and acceptance of ideas/courses of action
- 3.5 Influence is built with key policy makers, *decision makers* and key influencers, in accordance with public sector standards and legislation

4. Bargain and negotiate to achieve outcomes

- 4.1 Sound positions are developed with supporting arguments
- 4.2 Responses to possible contradictory positions are formulated
- 4.3 Positions are negotiated and refined with feedback from the negotiation process
- 4.4 Consensus with others is achieved for one's position
- 4.5 Outcomes are implemented in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the public sector
- undertaking research and analysis
- using a range of communication activities such as negotiating, consulting, influencing, bargaining, resolving conflict, networking, etc
- responding to diversity, including gender and disability
- applying risk management strategies
- applying procedures relating to occupational health and safety and environment in the context of the political environment.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies and procedures
- organisational and public sector power structures and sources of power
- macro view of agendas, positions, and power
- government directions and agendas
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPLEGN501B Promote compliance with legislation in the public sector

PSPGOV510A Undertake and promote career management

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV516A Develop and use emotional intelligence

PSPPOL501A Develop organisation policy.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- development and use of political nous in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational and public sector power structures and sources of power
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and using political nous

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and using political nous, including coping with difficulties, irregularities and breakdowns in routine
- development and use of political nous in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- people within the organisation and the public sector
- public sector organisations
- non-government organisations
- community organisations
- peak bodies
- lobby groups
- statutory bodies
- industry groups
- local government

Identification of positions may include

- knowing who to talk to
- recognising informal as well as formal structures
- using personal profile within the organisation

Power may include

- positional power
- coercive power
- power in relationships
- control of scarce resources
- information and knowledge
- interpersonal alliances

RANGE STATEMENT

- Key decision makers may include*
- senior executive officers
 - government bodies
 - special interest groups
 - policy officers

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV516A Develop and use emotional intelligence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

In practice, developing and using emotional intelligence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, facilitating change, leading a group, developing policy etc.

This is one of 6 units in the *Working in Government and Management* Competency Fields that deal with working with others. Related units are:

PSPGOV302B Contribute to workgroup activities

PSPGOV404B Develop and implement work unit plans

PSPGOV511A Provide leadership

PSPGOV604A Foster leadership and innovation

PSPMNGT701B Provide strategic

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify the impact of own emotions on others in the workplace

- 1.1 Own emotional strengths and weaknesses are identified
- 1.2 Personal stressors and own emotional states related to the workplace are identified
- 1.3 Awareness of own emotional triggers is developed and used to enable control to be exercised over emotional responses
- 1.4 Workplace behaviours that demonstrate management of *emotions* are modelled
- 1.5 Self-reflection is utilised and feedback from others is obtained to improve development of *emotional intelligence*

ELEMENT	PERFORMANCE CRITERIA
2. Recognise and appreciate the emotional strengths and weaknesses of others	<p>2.1 The emotional states of co-workers are assessed and emotional cues responded to</p> <p>2.2 The varying cultural expressions of emotions are identified and utilised to respond to emotional cues in a diverse workforce</p> <p>2.3 Flexibility and adaptability are demonstrated in dealing with others</p> <p>2.4 The emotions of others are taken into account when making decisions</p>
3. Promote the development of emotional intelligence in others	<p>3.1 Opportunities are provided for others to express their thoughts and feelings</p> <p>3.2 Others are assisted to understand the effect of their behaviour and emotions on others in the workplace</p> <p>3.3 Self-management of emotions is encouraged in others</p> <p>3.4 Others are encouraged to <i>develop</i> their own emotional intelligence to build productive relationships and maximise workplace outcomes</p>
4. Utilise emotional intelligence to maximise team outcomes	<p>4.1 A positive emotional climate is encouraged in the workplace</p> <p>4.2 The strengths of workgroup members are used to achieve workplace outcomes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the public sector
- keeping check of emotions when challenges arise and maintaining composure
- perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimise organisational performance
- using a variety of words and language structures to explain complex ideas to different audiences
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector
- emotional intelligence principles and strategies
- the relationship between effective people and the attainment of business unit objectives
- communication with a diverse workforce
- varying cultural expressions of emotion
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of using emotional intelligence

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM502A Develop and implement community engagement strategies

PSPCOM503A Build and maintain community relationships

PSPETHC501B Promote the values and ethos of public service

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPOL501A Develop organisation policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- development and use of emotional intelligence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- emotional intelligence background material and workplace strategies
- case studies and workplace scenarios to capture the range of situations likely to be encountered where the use of emotional intelligence is relevant

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and using emotional intelligence, including coping with difficulties, irregularities and breakdowns in routine
- development and use of emotional intelligence in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Emotions may include

- anger
- anxiety
- apathy
- apprehension
- caring
- confidence
- depression
- elation
- enthusiasm
- excitement
- fear
- happiness
- inadequacy
- joy
- nervousness
- over-confidence
- pride
- stress
- under-confidence
- unhappiness

Emotional intelligence is

- widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions
- characterised by:
 - self-awareness (personal)
 - self-management (personal)
 - social awareness (social)
 - relationship management (social)

RANGE STATEMENT

*Development of
emotional intelligence
may include*

- mentoring
- shadowing
- coaching
- training
- simulation

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV517A Coordinate risk management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers coordination of risk management in the business unit/organisation. It includes maintaining infrastructure and processes, supporting staff to manage risk, facilitating risk recovery, and monitoring and reviewing risk management.

In practice, coordinating risk management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy etc.

The unit has been drawn from a draft Business Services unit of competency *BSBMGT508A Manage risk management system*, which is equivalent to this unit, but not vice versa.

This is one of 4 units of competency in the *Working in Government* and *Management* Competency Fields that deal with risk. Related units are:

PSPGOV417A Identify and treat risks

PSPMNGT608B Manage risk

PSPMNGT704A Undertake enterprise risk management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Maintain infrastructure and processes

- 1.1 *Resources* are allocated to enable staff to carry out responsibilities in managing risk
- 1.2 Currency of required information related to risk management and access for staff are maintained in accordance with organisational requirements
- 1.3 Information, costs and statistics on risk management are collected for monitoring and review purposes in accordance with *legislation, policy and procedures*
- 1.4 Current information/training is accessed to maintain currency of own knowledge and skills in risk management
- 1.5 Risk management *audits* are undertaken or contributed to in accordance with legislative and organisational requirements

ELEMENT

PERFORMANCE CRITERIA

2. Support staff to manage risk

- 2.1 Staff are provided with *information* relating to risk management and its implementation
- 2.2 *Advice* is provided to staff in relation to risk management
- 2.3 Staff *learning and development* in risk management is managed and recorded according to organisational requirements
- 2.4 Problems arising in risk management are addressed with relevant staff
- 2.5 Projects and workgroups addressing issues in risk management are coordinated to facilitate treatment of risk
- 2.6 Application of the organisation's risk management processes is *promoted* to all staff

3. Facilitate risk recovery

- 3.1 Contingency plans are implemented in the event of identified risks eventuating
- 3.2 *Processes for recovery* are implemented
- 3.3 Continuity of operations is facilitated in accordance with contingency plans
- 3.4 Following recovery, analysis is undertaken to determine strategies for minimising likelihood of recurrence and minimising impact

4. Monitor and review risk management system

- 4.1 A valid and reliable *monitoring methodology* is developed and implemented
- 4.2 Effectiveness of policy and procedures for managing risk is analysed against expected *outcomes*
- 4.3 Review results are used to make recommendations for improvement to policy and practices, and approval/s are gained for implementing changes
- 4.4 Revised policy and practices are implemented in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- undertaking research and analysis of the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- applying problem solving using conceptual and reasoning skills
- using formal language and style for written plans
- undertaking discussion using exchange of complex oral information
- using a variety of words and language structures to explain complex, formal documents and assisting others to apply them in the workplace
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk management
- risk management strategy
- organisational structure, functions and operation
- audit requirements
- Australian and New Zealand risk management standard - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- risk management cycle
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- approval processes
- range of evaluation methodologies
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed* units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV509A Conduct evaluations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV515A Develop and use political nous

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPOL501A Develop organisation policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- coordination of risk management in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk management
- Australian and New Zealand risk management standard - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- other national and international risk management standards such as SIRCA 8001:2003
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing risk management system, including coping with difficulties, irregularities and breakdowns in routine
- coordination of risk management in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Resources may include

- information in paper-based or electronic format
- risk analysis tools
- briefings, information sessions, training

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation relating to risk management
- national and international risk management codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics
- Australian and New Zealand risk management standard - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- international guidelines such as ISO/IEC Guide 73:2002 Risk management - vocabulary, guidelines for use in standards
- professional standards for risk management, for example certified practising risk manager (CPRM)
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

Audits may be

- undertaken by trained staff and/or external auditors according to documented schedules in risk management strategy

Information provided to staff may include

- paper-based or electronic information such as via intranet
- information sessions
- briefings
- training programs
- arrangements such as coaching and mentoring

RANGE STATEMENT

Advice to staff may include

- verbal advice
- documented advice
- references to existing information in paper-based or electronic format

Learning and development may include

- formal training through a Registered Training Organisation
- in-house training
- on-the-job learning
- coaching or mentoring
- information sessions provided internally or by external consultants

Methods of promotion may include

- information sessions
- briefings
- written materials
- training

Recovery processes may include

- repair or replacement of equipment
- retraining
- alternative suppliers, production sources or methods
- temporary outsourcing

Monitoring methodology may include

- observations
- physical inspections
- incident reports
- questionnaires
- interviews with stakeholders
- regular reviews of risk treatment procedures
- repeat of the risk management process

Expected outcomes may be documented in

- risk management strategy
- key performance indicators
- risk management policies and procedures

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV518A Benchmark performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers benchmarking performance of a functional area or business unit of an organisation. It includes designing a benchmarking approach, establishing benchmarks, establishing and managing a benchmarking exercise, gathering and analysing information and reporting on/acting on benchmarking outcomes.

In practice, benchmarking performance may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, etc.

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Design benchmarking approach

- 1.1 The organisation's core business, functions, and purpose are confirmed to provide a context for the *benchmarking* exercise
- 1.2 The organisation's strategic and organisational context is analysed to identify factors with current or future impact on the organisation
- 1.3 The *scope* of the benchmarking exercise is established and objectives, desired outcomes, timeframes and *resources* are determined
- 1.4 A *benchmarking approach* is designed in accordance with the scope, desired objectives/outcomes and available resources
- 1.5 A project plan is prepared and approved in accordance with organisational policy and procedures

2. Establish benchmarks

- 2.1 *Key result areas* are identified for benchmarking in accordance with determined scope and objectives
- 2.2 *Research* is conducted to establish the *benchmarks* to be used for the measurement of organisational performance
- 2.3 Consultation to consider and confirm the validity and usefulness of the benchmarks is conducted with key *stakeholders*
- 2.4 Benchmarks are confirmed and obtained, or arrangements made to develop/use them in accordance with *legislation, standards, policies and guidelines*

ELEMENT

PERFORMANCE CRITERIA

3. Establish and manage benchmarking exercise

- 3.1 *Staffing arrangements* are established and resourced in accordance with project plan
- 3.2 Consultation, communication with stakeholders and ongoing progress reports are included as a feature of the management of the exercise to ensure the engagement and cooperation of those people in the areas being benchmarked
- 3.3 Benchmarking exercise is managed in accordance with timeframes and budgetary constraints

4. Gather and analyse information

- 4.1 Networking and consultation are undertaken with staff in the areas to be benchmarked, to gather *tacit knowledge*
- 4.2 Encouragement of open and honest input is provided to ensure outcomes are valid, reliable and useful for improving performance
- 4.3 Organisational data is gathered, collated with information from consultation and analysed against benchmarks in accordance with the project plan
- 4.4 Benchmarking findings are discussed with staff and management, and feedback is incorporated into final results

5. Report on/act on benchmarking outcomes

- 5.1 Benchmarking report is written to meet audience needs and is presented in accordance with organisational requirements
- 5.2 Areas of excellence/strengths and recommendations for improvement are identified in the report in accordance with pre-determined objectives and outcomes
- 5.3 When required, a strategy is developed for phased implementation of recommendations that meet organisational requirements
- 5.4 Research information is preserved and stored in accordance with organisational and security requirements to provide historical data for subsequent benchmarking exercises
- 5.5 Benchmarking outcomes are acted upon/recommendations implemented in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to benchmarking
- planning and managing projects
- collecting, recording and collating information
- undertaking research and analysis
- using records management systems
- interpreting organisational information
- communicating/consulting with a range of diverse stakeholders
- responding to diversity, including gender and disability
- writing recommendations and reports requiring formality of expression
- using numeracy skills for data analysis
- applying procedures relating to occupational health and safety and environment in the context of benchmarking

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to benchmarking
- principles of benchmarking performance
- organisational structure and functions, systems and processes
- public sector standards including ethics and security relating to organisational information
- project management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of benchmarking

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPIM503A Maintain and monitor service standards

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

PSPSEC502A Develop security risk management plans

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- performance benchmarked in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to benchmarking
- industry best practice standards for benchmarks
- access to similar organisations/areas/functions for comparison
- case studies and workplace scenarios to capture the range of situations likely to be encountered when benchmarking performance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when benchmarking performance, including coping with difficulties, irregularities and breakdowns in routine
- performance benchmarked in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Benchmarking is

- an activity undertaken by an organisation to gauge its performance against a set of internal or industry-specific best practice standards
- applied organisation-wide, to departments or business units or to areas such as finance, human resources, customer service/satisfaction, etc

Scope may include

- organisation-wide
- functional area
- business unit
- skill area, such as management behaviours and practices
- procedures, policies, guidelines, work instructions
- resource deployment and usage
- business practices
- performance outcomes
- organisational processes

RANGE STATEMENT

- Resources may include***
- personnel
 - funding
 - downtime when benchmarking is underway
 - equipment and supplies
 - research materials
 - technology
- Benchmarking approach may include***
- a project team approach
 - comparison with similar organisation/function
 - visit to and critique of a similar organisation
 - collaboration in 'critical friends' program
 - comparison with pre-determined standard
 - identifying and setting targets for improved performance
 - change management
 - resourcing commensurate with the size and perceived importance of the exercise
 - training/education about benchmarking
 - benchmarking networks
- Key result areas may include***
- service delivery
 - finance
 - people management
 - client service
 - administration
 - safety
 - security
 - fraud control
 - process improvement, especially key business processes
- Research may include***
- key stakeholders
 - current literature
 - industry research
 - internal, local, national or international search for benchmarks
 - ensuring benchmarks are valid (comparing apples with apples) and reliable
 - identifying confounding variables

RANGE STATEMENT

- Benchmarks may include***
- internal standards/performance indicators
 - historical data - past performance
 - external standards
 - industry standards
 - best/leading practice standards
 - national standards
 - international standards
- Stakeholders may include***
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - boards of management
 - clients
 - community organisations
 - contractors
 - employees at all levels of the organisation
 - government
 - Ministers
 - other public sector organisations
 - service providers
 - suppliers
 - the public
 - union and association representatives
 - volunteers
- Legislation, standards, policies and guidelines may include***
- public sector management acts
 - financial management acts
 - audit acts
 - public sector standards
 - fraud control standards
 - government security standards
 - risk management guidelines
 - Australian standards, such as accounting standards, audit standards, risk management standards, knowledge management standards, quality standards
 - ethics and accountability standards
 - codes of conduct
 - confidentiality agreements

RANGE STATEMENT

*Staffing arrangements
may be*

- internal
- external
- contracted expertise

Tacit knowledge is

- knowledge that is not written down/recorded that resides in the mind and may include aspects of culture or 'ways of doing things'

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV519A Manage performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers supervision and performance management in accordance with the organisation's performance management system. It includes linking individual/workgroup activities to organisational goals, setting performance expectations, measuring performance achievements, and renegotiate performance and development plans.

In practice, performance management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, leading a group, managing projects, supervising inspections, benchmarking performance, etc.

This is one of 4 units in the *Working in Government and Management* Competency Fields that deal with performance.

Related units are:

PSPGOV315A Give and receive workplace feedback
PSPGOV416A Monitor performance and provide feedback
PSPMNGT603B Facilitate people management

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Link individual/workgroup activities to organisational goals

- 1.1 The organisation's mission, vision and goals are identified, linked and explained in accordance with each individual's needs
- 1.2 Individual and *workgroup* activities are aligned with organisational goals in consultation with workgroup members
- 1.3 Individual and workgroup activities are prioritised in accordance with *organisational directions*

2. Set performance standards expectations

- 2.1 *Performance standards* are identified and clarified in accordance with organisational policy and procedures
- 2.2 Performance standards are consulted upon, negotiated and agreed
- 2.3 Performance and learning/development plans are developed and agreed, to document team and individual performance targets, standards and professional development objectives
- 2.4 Performance targets and key performance indicators are developed that are specific, realistic and measurable
- 2.5 Performance plans are implemented in accordance with organisational requirements

ELEMENT

PERFORMANCE CRITERIA

3. Measure performance achievements

- 3.1 Individual performance is monitored, *appraised* and measured against performance goals and required business outcomes
- 3.2 Performance is assessed and addressed in a fair and timely manner in accordance with *legislation, policy and procedures*
- 3.3 Disagreement or conflict is managed and documented in accordance with organisational policy and procedures
- 3.4 Where possible, outstanding performance is recognised/rewarded in accordance with organisational policy and procedures
- 3.5 Under-performance is addressed promptly in accordance with organisational guidelines, procedures and the principles of natural justice
- 3.6 Areas/strategies for improvement are identified and implemented to continuously improve performance and outcomes

4. Renegotiate performance and learning/ development plans

- 4.1 The results of performance management are documented in accordance with legislative and organisational requirements and used to identify strengths and performance gaps
- 4.2 Learning is captured to inform knowledge management strategies and transfer skills to other staff
- 4.3 Performance standards are renegotiated and agreed in accordance with organisational procedures
- 4.4 *Learning and development* objectives are identified and agreed to enhance performance and meet developing organisational and workgroup goals
- 4.5 Agreed performance standards and related professional development are documented in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to performance management
- giving feedback on performance
- maintaining confidentiality
- communicating with a diverse workforce including listening, questioning, clarifying, negotiating and managing conflict
- responding to diversity, including gender and disability
- identifying future learning and development requirements
- applying time management
- recordkeeping
- applying procedures relating to occupational health and safety and environment in the context of performance management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to performance management such as:
- equal employment opportunity
- grievance procedures
- disciplinary procedures
- code of conduct
- privacy legislation
- freedom of information.
- organisation's performance management system
- organisation's learning and development system
- impact of learning and development opportunities on performance
- remuneration systems
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of performance management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV516A Develop and use emotional intelligence

PSPGOV518A Benchmark performance

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- performance management in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to performance management
- performance management processes
- access to previous performance assessments
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing performance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing performance, including coping with difficulties, irregularities and breakdowns in routine
- performance management in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include a combination of 2 or more of:

- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Workgroup may include

- an existing team
- group formed for a special purpose or project
- business unit

Organisational directions may relate to

- strategic plan
- business plan
- operational plan
- sector-wide requirements
- organisational capability framework
- succession planning

Information affecting the workgroup/organisation may include

- legislation
- plans
- industrial awards and agreements
- organisation policies, plans, procedures and protocols
- performance management system
- quality standards
- efficiency indicators
- capability frameworks
- leadership capabilities
- standards/conditions outlined in performance contracts

RANGE STATEMENT

Performance standards may include

- selection criteria
- best practice standards
- quality standards
- organisational practice standards
- competencies
- service level standards
- standards in codes of ethics/conduct/confidentiality
- standards in legislation/regulations/policy/guidelines
- agreed goals and outcomes at workgroup (business) and organisation (strategic) level

Appraisal processes may include

- 360° feedback
- performance data
- supervisor/employee feedback
- peers
- client/customer feedback
- assessor feedback
- evaluation of job position statement against current job role
- validation feedback
- feedback from subject matter experts
- results of training needs analyses for workgroup/individual
- previous performance and development plans with agreed goals

RANGE STATEMENT

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- freedom of information
- equal employment opportunity, anti-discrimination and harassment legislation
- employment legislation
- occupational health and safety legislation.
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour
- enterprise bargaining agreements
- award conditions/requirements
- strategic and business plans

Learning and development opportunities may include

- formal course participation
- on-the-job training
- work experience
- staff exchanges
- mentoring
- coaching
- external study
- conference and seminar attendance
- induction
- job rotation
- higher duties
- work shadowing opportunities

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV520A Scope statistical data collection

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the process of clearly identifying the scope of a statistical data collection project and the expected outputs to meet user requirements. It includes defining the purpose/outputs, defining the scope, researching and identifying possible sources of data, developing project documentation, determining resource requirements and confirming project feasibility.

In practice, scoping data collection may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, working safely, initiating a project, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with statistics. Related units are:

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Define purpose/outputs

- 1.1 Required deliverables are confirmed with relevant personnel/stakeholders
- 1.2 Tasks are reviewed to identify requirements
- 1.3 Requirements are specified and confirmed in accordance with organisational policy and procedures

2. Define scope

- 2.1 The *population* for the study is defined
- 2.2 The audience for the project's outputs is defined
- 2.3 Proposed hypotheses are defined and any anticipated issues identified
- 2.4 The duration, sequence and inter-dependence of tasks are determined in consultation with stakeholders
- 2.5 The scope is specified and agreed in accordance with organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
3. Research and identify possible sources of data	<p>3.1 <i>Data sources</i> and statistics already in existence are identified</p> <p>3.2 Alternative sources of data are identified</p> <p>3.3 Data is sourced to test hypotheses</p>
4. Develop project documentation	<p>4.1 Information is collated and examined to determine the detail required in project brief and specifications</p> <p>4.2 <i>Statistical processes</i> are identified for later use in conjunction with a suitably qualified person</p> <p>4.3 <i>Legal and ethical issues</i> relating to the collection of data are identified and addressed</p> <p>4.4 The final reporting medium is identified</p> <p>4.5 Anticipated communication strategies are determined</p> <p>4.6 Risk management strategies are developed in accordance with organisational policy and procedures</p>
5. Determine resource requirements	<p>5.1 Project/survey costs are estimated to enable budgets to be developed and implemented in accordance with <i>legislation, policy and procedures</i></p> <p>5.2 Information technology requirements are identified</p> <p>5.3 Any special equipment or resource requirements are identified</p> <p>5.4 Equipment and material requirements are accessed according to the project/survey requirements</p>
6. Confirm feasibility	<p>6.1 Identified variations to the feasibility of the project/survey are determined and documented to enable adjustments to be made</p> <p>6.2 Adjusted feasibility of the project/survey is evaluated to confirm progress of the project</p> <p>6.3 Feasibility is confirmed and the project is approved in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to statistical data collection in the public sector
- using numeracy skills to estimate costs, assess data sources and schedule tasks
- managing statistical projects
- communicating with a diverse range of stakeholders including consultation and negotiation
- applying time management
- applying problem solving
- using information technology including databases and spreadsheets
- differentiating between primary and secondary data sources
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of statistical data collection

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical data collection in the public sector, such as freedom of information, privacy
- the limitations of the statistics being worked on
- the way statistics can be used to inform policy development
- statistical standards and classification systems
- the differences between primary and secondary data sources
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of statistical data collection

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- statistical data collection projects scoped in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to statistical data collection
- access to existing sources of statistical data
- case studies and workplace scenarios to capture the range of statistical data collection projects likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when scoping statistical data collection projects, including coping with difficulties, irregularities and breakdowns in routine
- statistical data collection projects scoped in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Population is

- the group to which the study's conclusions are to apply

Data sources may include

- online sources, such as Australian Bureau of Statistics
- text sources

Statistical processes may include

- survey design
- methods of accessing, storing and analysing data

Legal and ethical issues may include

- confidentiality
- copyright
- privacy

RANGE STATEMENT

- Legislation, policy and procedures may include*
- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity and anti-discrimination legislation
 - occupational health and safety legislation.
 - ethics and accountability standards
 - public sector standards
 - risk management standards
 - fraud control standards
 - government security standards
 - knowledge management standards
 - organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV521A Collect statistical data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the process of developing a data collection plan and then collecting new data. It includes preparing for data collection, defining data requirements, preparing data collection tools for direct collection, conducting data collection using direct collection, conducting data collection from existing source/s and collating and organising information/data.

In practice, collecting statistical data may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, working safely, managing a project, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government Competency Field* that deal with statistics. Related units are:

PSPGOV520A Scope statistical data collection

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

This is a new unit of competency, added to the *Working in Government Competency Field* of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for data collection

- 1.1 The project/survey question is studied and where necessary clarified
- 1.2 *Expected data outputs* are defined in accordance with the project scope
- 1.3 Proposed technology is familiarised and customised where necessary
- 1.4 The population for the source of data is confirmed
- 1.5 The survey design (if necessary) is assessed for suitability

ELEMENT	PERFORMANCE CRITERIA
2. Define data requirements	<p>2.1 The accuracy requirements (precision) of the data to be collected are determined</p> <p>2.2 The requirements of proposed information management system with regard to storage and processing of data are defined</p> <p>2.3 Information requirements are defined and communicated to all staff involved in data collection</p> <p>2.4 <i>Data sources</i> are identified and assessed for accessibility and reliability</p> <p>2.5 The type and extent of data required is defined</p> <p>2.6 <i>Classification standards</i> are applied to the proposed data</p>
3. Prepare data collection tools for direct collection	<p>3.1 Data collection methods and techniques are clearly defined relative to data requirements</p> <p>3.2 The optimum method for gathering the proposed data is identified after research of alternatives has occurred</p> <p>3.3 The <i>survey vehicle</i>/questionnaire is designed in conjunction with a suitably qualified person</p> <p>3.4 The survey vehicle is tested and evaluated</p>
4. Conduct data collection using direct collection	<p>4.1 The proposed <i>sampling</i> frame is identified and/or constructed</p> <p>4.2 A sample is selected and a pilot study implemented</p> <p>4.3 Re-evaluation of the proposed survey design is undertaken based on the results of the pilot study</p> <p>4.4 The main survey is conducted according to accepted professional and/or organisational standards</p> <p>4.5 Opportunities are taken to establish and maintain contacts with those who may provide useful information, with due consideration of respondent burden</p>
5. Conduct data collection from existing source/s	<p>5.1 Data for the project is sourced</p> <p>5.2 A range of statistics necessary for the project is identified in conjunction with a suitably qualified person</p> <p>5.3 Sources of information are regularly reviewed for usefulness, reliability and cost</p> <p>5.4 Channels and sources of information are used effectively in accordance with organisational standards</p>

ELEMENT

PERFORMANCE CRITERIA

**6. Collate and organise
information/data**

- 6.1 Statistics are identified to support the project question
- 6.2 Data is researched and/or collated from sources in accordance with *legislation, policy and guidelines*
- 6.3 Data is collated electronically
- 6.4 The accuracy and appropriateness of data are evaluated
- 6.5 Data is recorded in the desired format in accordance with professional, organisational and project requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to statistical data collection
- deciding which survey method to use
- designing questionnaires
- using a range of communication methods including consultation, establishing and maintaining contacts
- reading information and data requirements
- writing survey questions that are unambiguous and reflect intended meaning
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of statistical data collection

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical data collection
- legislation and policies governing privacy and confidentiality
- the advantages and disadvantages of different data sources
- the differences between census and survey data
- the importance of identifying a good frame
- the quality of the statistics and for what purpose the data can be used
- the limitations of the statistics used
- different data collection methodologies and how they affect results
- data collection and sampling methodologies
- the effects of non-response on survey estimates
- the impact of types of errors
- national and international classification standards
- information management systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of statistical data collection

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV520A Scope statistical data collection

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- collection of statistical data in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the collection of statistical data
- case studies and workplace scenarios to capture the range of situations likely to be encountered when collecting statistical data

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when collecting statistical data, including coping with difficulties, irregularities and breakdowns in routine
- collection of statistical data in a range of (3 or more) contexts (or occasions, over time) where contexts may include data collection via both primary and secondary sources.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Expected data outputs may include

- variable names
- attributes

Data sources may include

- Australian Bureau of Statistics data
- government agency sources

Classification standards may include

- national and international definitions for collating and coding information

Survey vehicle may include

- opinion polls
- mail-out questionnaires
- computer-aided telephone interviewing (CATI)
- face-to-face interviews

Sampling methods may include

- simple random sampling
- systematic sampling
- multi stage sampling

RANGE STATEMENT

Legislation, policy and guidelines may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- equal employment opportunity and anti-discrimination legislation
- occupational health and safety legislation
- ethics and accountability standards
- public sector standards
- risk management standards
- fraud control standards
- government security standards
- knowledge management standards
- organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV522A Process statistical data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the process of recording, storing and managing data prior to analysis. It includes preparing raw data for electronic storage, using software tools to collect and/or store data, processing raw data and maintaining records.

In practice, processing statistical data may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working safely, managing a project, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with statistics. Related units are:

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare raw data for electronic storage

1.1 Data is coded and recorded in accordance with organisational and/or professional standards

2. Use software tools to collect and/or store data

- 2.1 Computer technologies are used in accordance with organisational licensing, manufacturers' specifications and organisational procedures
- 2.2 *Software* is used to collect, store and retrieve data in accordance with *legislation, policy and guidelines*
- 2.3 Computer input/output is checked and verified by a suitable person
- 2.4 Data is stored and retrieved in accordance with accepted standards with meta-data included
- 2.5 Geographic Information System (GIS) and database tools are used to access and retrieve a range of data

3. Process raw data

- 3.1 Data is validated in accordance with statistical standards
- 3.2 GIS and spreadsheet tools are used to retrieve data and present it in a suitable format
- 3.3 Spurious and/or inaccurate data is identified
- 3.4 Data is made confidential according to standard operational and privacy procedures

ELEMENT

PERFORMANCE CRITERIA

4. Maintain records

- 4.1 The *management of the dataset* is undertaken in accordance with accepted standards
- 4.2 The design of long-term storage/archiving systems is effected in accordance with accepted standards
- 4.3 Workplace processes are performed in accordance with relevant quality assurance standards
- 4.4 Validation of data is undertaken to ensure accuracy and consistency of data in the dataset in accordance with statistical standards

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations, policies and standards relating to statistical data processing
- using at least one database management tool
- using information technology, for example spreadsheets, databases
- accessing the Internet
- undertaking critical analysis and problem solving
- recordkeeping
- reading and interpreting information
- using numeracy skills for data analysis/validation
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of data processing

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical data processing
- legislation and policies governing privacy and confidentiality
- statistical standards and classifications
- data processing concepts and systems
- workplace quality assurance standards
- management information policies
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of data processing

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPGOV524A Interpret data and related statistics

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- statistical data processed in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to statistical data processing
- technology and statistical tools
- case studies and workplace scenarios to capture the range of situations likely to be encountered when processing statistical data

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when processing statistical data, including coping with difficulties, irregularities and breakdowns in routine
- statistical data processed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Software may include.

- database tools
- spreadsheets
- web-based tools (online survey tools)
- statistical packages

Legislation, policy and guidelines may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity and anti-discrimination legislation.
 - occupational health and safety legislation
 - ethics and accountability standards
 - public sector standards
 - risk management standards
 - fraud control standards
 - government security standards
 - knowledge management standards
 - organisational policy, procedures and protocols

RANGE STATEMENT

Management of the dataset may include

- updating of records
- maintenance of the security of records

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV523A Interrogate and analyse statistical data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the process of applying techniques to analyse statistical data. It includes planning the analysis, applying statistical concepts and processes, determining strengths and weaknesses of the analysis and producing further statistics.

In practice, interrogating and analysing statistical data may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working safely, undertaking a project, conducting research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with statistics. Related units are:

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV524A Interpret data and related statistics

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Plan analysis

- 1.1 *Analysis* and descriptive tools and techniques are chosen appropriate to the nature of the information and the required outcome/s
- 1.2 Priority of data to be interrogated is determined in consultation with relevant suitably qualified people, and work is organised accordingly
- 1.3 An understanding of the nature of the program or activity from which the data is obtained is reflected in the analysis of material
- 1.4 An understanding of the way in which the data is structured in the system is reflected in the analysis
- 1.5 The likely statistical indicators of the results are reflected in the analysis

ELEMENT

PERFORMANCE CRITERIA

2. Apply statistical concepts and processes

- 2.1 *Software* is used to retrieve data and present it in the required format
- 2.2 Quantitative and/or qualitative analyses are performed to obtain required outcomes
- 2.3 Analysis and descriptive tools and techniques are used appropriately given the nature of the information and the required outcomes
- 2.4 Preliminary results are expressed in accordance with the required detail, format and timeframe of the project
- 2.5 Analysis is performed in accordance with *legislation, policy and guidelines*

3. Determine strengths and weaknesses of analysis

- 3.1 *Sources of error* are identified and described as required
- 3.2 Limitations in the methodology are identified and described as appropriate
- 3.3 The conduct and results of analysis are verified by a suitably qualified person

4. Produce further statistics

- 4.1 *Summary statistics* are calculated from the given dataset as required in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to statistical analysis
- using at least one statistical analysis package
- utilising the most relevant data capture (software)
- using GIS and web mapping/web GIS tools to access and/or manipulate a range of data
- using a spreadsheet or database package for data analysis
- using statistical tools to collect, store and analyse data
- calculating growth rates and percentage change over time
- applying analytical problem solving
- communicating statistical concepts
- being able to 'listen' to data needs and use appropriate statistics such as mean, median, mode, standard deviation
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of statistical analysis

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical analysis
- the limitations of the data and statistics used
- the concept of variation
- changes occurring over time
- relevance of the calculated statistics and the meta-data associated with these statistics
- the importance of selecting the appropriate statistical analysis
- the method of selecting the appropriate statistical analysis
- sources of expertise within the organisation
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of statistical analysis

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV524A Interpret data and related statistics

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- statistical data interrogated and analysed in a range of (3 or more) contexts (or occasions, over time).

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to statistical analysis
- technology and statistical tools
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking statistical analysis

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when interrogating and analysing statistical data, including coping with difficulties, irregularities and breakdowns in routine
- statistical data interrogated and analysed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Analysis techniques may include

- re-coding data into a form appropriate for analysis
- construction of graphs
- calculation of summary statistics
- implementation of statistical tests

Software may include.

- Geographic Information System (GIS)
- spreadsheet tools

RANGE STATEMENT

Legislation, policy and guidelines may include

- State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- financial management acts
- privacy legislation
- equal employment opportunity and anti-discrimination legislation
- occupational health and safety legislation
- ethics and accountability standards
- public sector standards
- risk management standards
- fraud control standards
- government security standards
- knowledge management standards
- organisational policy, procedures and protocols

Sources of error may include

- error due to sampling variation
- error due to non-response or poor survey design
- measurement error

Summary statistics may include

- mean
- median
- mode
- standard deviation
- standard error
- relative standard error

Unit Sector(s)

Not applicable.

Competency field

Competency field

Working in Government

PSPGOV524A Interpret data and related statistics

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the interpretation of data and related statistics. It includes interpreting graphs or tables, interpreting data and its summarised highlights, interpreting a range of official statistics in a policy environment, presenting statistical results and guiding others in the interpretation of data.

In practice, interpreting data and related statistics may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working safely, conducting research and analysis, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with statistics. Related units are:

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Interpret a graph or table

- 1.1 Reports based on the data are written which identify relevant relationships within the data
- 1.2 Row and column percentages are calculated from a table
- 1.3 A table/graph is interpreted in accordance with data reflected

2. Interpret data and its summarised highlights

- 2.1 Data summaries and trends are defined and explained in a manner suited to the audience
- 2.2 Survey data is interpreted according to *accepted standards*
- 2.3 Data is interpreted and its highlights are summarised
- 2.4 Interpretation is verified with a suitably qualified person

3. Interpret a range of official statistics in a policy environment

- 3.1 Data summaries and trends are identified and explained
- 3.2 *Statistical tests* are interpreted and this interpretation explained
- 3.3 The sampling method/survey design is critiqued
- 3.4 Interpretation of the data is undertaken in such a way as to inform decision making
- 3.5 Interpretation is verified with a suitably qualified person
- 3.6 The shortcomings of statistical applications in the policy environment are identified

ELEMENT

PERFORMANCE CRITERIA

4. Present statistical results

- 4.1 Data is *presented* in tables, charts and maps so that the reader does not misconstrue it
- 4.2 Glossaries, technical notes and referencing are included where required
- 4.3 Reports that include *statistical concepts*, tables, charts and maps are prepared and presented in accordance with organisational policy and procedures
- 4.4 *Findings* are presented in a way that is most appropriate for the audience
- 4.5 Charts are used appropriately in presentations for the variables being charted and conform to *accepted standards*

5. Guide others in the interpretation of data

- 5.1 Data summaries and trends are clearly defined and communicated to staff involved in the project
- 5.2 Report findings are presented in a way that is most appropriate for the audience
- 5.3 The assumptions on which the interpretation is based are communicated in accordance with audience needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to statistical work
- explaining the results of an analysis in writing
- constructing graphs, tables and maps using software
- using presentation software
- communicating with diverse audiences including explaining, interpreting, presenting results
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of statistical interpretation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical work
- summary statistics
- statistical tests and related assumptions
- different methodologies and related assumptions
- the quality of a statistic
- sources of error including standard error
- data collection methodologies
- sources of expertise within the organisation
- 'how numbers relate' or the associations between statistics
- the ethical issues associated with presenting statistical results
- intellectual property issues and how they might relate to the data
- confidentiality issues relating to the data
- relevant style manuals
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of statistical work

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV520A Scope statistical data collection

PSPGOV521A Collect statistical data

PSPGOV522A Process statistical data

PSPGOV523A Interrogate and analyse statistical data

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- interpretation of data and related statistics in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to interpretation of statistics
- tools/equipment for interpreting and explaining statistics
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking statistical interpretation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when interpreting data and related statistics, including coping with difficulties, irregularities and breakdowns in routine
- interpretation of data and related statistics in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Accepted standards for survey data may include

- showing awareness of data accuracy and reliability
- identifying other related issues, such as sample size

Statistical tests include

- equivalence of means and proportions
- tests of association and prediction

Data presentation may include

- the use of footnotes, caveats and references.

Statistical concepts include

- the results of statistical tests
- trends over time
- statistical associations
- variability
- sampling error

Presentation of findings may include

- a mix of text, tables, charts, maps etc

RANGE STATEMENT

Accepted standards for charts may include

- appropriately labelled
- appropriate scale selection
- clear formatting

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV601B Apply government systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the effective application of government systems to work in the public sector. It includes applying knowledge of linkages between government/other organisations and between governments, and applying knowledge of the broader political context.

In practice, knowledge of government systems is applied in the context of other generalist and specialist work activities such as managing client services, managing financial resources, providing strategic HR services, managing regulatory compliance, managing contracts etc.

This is one of 3 units of competency in the *Working in Government* Competency Field that deal with government processes. Related units are:

PSPGOV422A Apply government processes
PSPGOV515A Develop and use political nous

This unit replaces and is equivalent to *PSPGOV601A Apply knowledge of government systems*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Apply knowledge of organisational linkages

- 1.1 *Organisational linkages* between government organisations and with quasi-government organisations and non-government organisations are identified and regularly reassessed to maintain currency of information
- 1.2 Decisions, advice and actions are taken making effective use of a comprehensive and up-to-date knowledge of these organisational linkages

2. Apply knowledge of inter-governmental linkages

- 2.1 *Linkages between governments* are identified and regularly reassessed to maintain currency of information
- 2.2 A comprehensive and up-to-date knowledge of the linkages between governments is used in taking decisions, advice and actions

3. Apply knowledge of political context

- 3.1 Information is sourced from inside and outside the organisation, and its authenticity and reliability confirmed.
- 3.2 An analysis of the *political*, social and economic environment is undertaken that takes into account emerging trends, and current and possible future goals of the organisation.
- 3.3 A comprehensive and up-to-date knowledge of the current political environment is reflected in decisions, advice and actions taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- locating, accessing and authenticating information
- acquiring, retaining, recalling and communicating information
- applying information and protocols
- discarding redundant information/version control
- dealing with ambiguity and machinery of government changes
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of work in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisations in the public and private sector
- public sector policy, legislation, regulations, guidelines, practices
- ethical standards
- governance practices
- systems thinking
- inter-organisational communications strategies/protocols
- organisational and public sector power structures and sources of power
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability in the context of applying knowledge of government systems

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPFIN603A Develop public sector financial strategies

PSPFRAU601B Develop fraud control strategy

PSPGOV602B Establish and maintain strategic networks

PSPGOV603B Develop a tender submission response

PSPHR621A Manage organisational design strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT606B Manage quality client service

PSPMNGT609B Formulate business strategies

PSPPM601B Direct complex project activities

PSPPROC602B Direct the management of contracts

PSPSEC602A Manage security awareness

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- application of knowledge of government systems in a range of (3 or more) contexts (or occasions, over time) that may include generalist or specialist work activities such as managing client services, developing financial strategies, managing regulatory compliance, directing contracts etc

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- public sector legislation and regulations relating to the work area
- organisational structures, procedures and protocols
- machinery of government information
- communication technology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when applying government systems

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying government systems, including coping with difficulties, irregularities and breakdowns in routine
- application of knowledge of government systems in a range of (3 or more) contexts (or occasions, over time) such as generalist or specialist work activities such as managing client services, managing financial resources, providing strategic human resource services, managing regulatory compliance, directing contracts etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisational linkages may include performance partnerships between

- government and
- government organisations and
- quasi-government organisations and
- non-government organisations

Inter-governmental linkages may include those between

- international governments and
- Australian Federal Government and
- State and Territory Governments and
- Local Governments

Political environment may include

- political parties and policies
- political evolution and reform
- political powers, processes and activities
- community organisations, lobby groups and other interested parties
- world/regional politics, pacts and agreements
- internal politics of an organisation

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV602B Establish and maintain strategic networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers establishing, expanding and utilising strategic networks. It includes identifying features of required strategic networks, identifying or establishing network links with key stakeholders and building strategic relationships.

In practice, establishing and maintaining strategic networks may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This unit is one of 3 units of competency in the Working in Government Competency Field that deal with networks. Related units are:

PSPGOV303B Build and maintain internal networks

PSPGOV418A Develop internal and external networks

This unit replaces and is equivalent to PSPGOV602A Establish and maintain external networks

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify features of required strategic networks

- 1.1 The strategic value and likely outcomes of participating in *networks* are identified at an individual and organisational level
- 1.2 The benefits of existing networks are researched and assessed
- 1.3 *Key stakeholders* and their needs, expectations and roles are identified

2. Identify or establish network links with key stakeholders

- 2.1 Existing network links between key stakeholders are identified, and strategies to maintain or expand them are identified and initiated
- 2.2 New network links between self and key internal and external stakeholders are established and used effectively
- 2.3 Strong working relationships are developed and maintained among network members

ELEMENT

PERFORMANCE CRITERIA

3. Build strategic relationships

- 3.1 Effective communication channels are established to exchange strategic information for the mutual benefit of network members
- 3.2 Interaction and consultation with key stakeholders are used to anticipate developments that may impact on the organisation and require a strategic approach to dealing with them
- 3.3 Misunderstandings and conflict situations are identified and constructively addressed in accordance with principles of conflict resolution
- 3.4 Opportunities are sought and acted upon to improve communication processes and achieve mutually beneficial outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public sector environment
- using a range of communication methods with diverse strategic networks including consultation, liaison, negotiation, building influence and reputation, transparency
- using formal and informal industry communication channels
- responding to diversity, including gender and disability
- resolving conflict in a strategic networking context
- applying procedures relating to occupational health and safety and environment in the context of strategic networking

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in a public sector environment
- local/national/international public sector structures/protocols
- industry/professional communication channels and networks
- principles of interpersonal, group and inter-agency communication
- principles of conflict resolution in a strategic context
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of strategic networking

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT609B Formulate business strategies

PSPMNGT613A Develop partnering arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- strategic networks established/maintained in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector environment
- organisational charts
- case studies and workplace scenarios to capture the range of situations likely to be encountered when establishing and maintaining strategic networks

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when establishing and maintaining strategic networks, including coping with difficulties, irregularities and breakdowns in routine
- strategic networks established/maintained in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Networks may include

- formal or informal networks
- circulation lists
- e-networks
- bulletin boards
- virtual communities
- mailing lists

Key stakeholders may include

- officers from other government organisations
- Ministerial advisers
- community members
- council members
- industry representatives
- professional associations
- international public sector staff
- international associations

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV603B Develop a tender submission response

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the preparation of a written submission responding to a tender to provide goods or services on a cost-recovery or for profit basis. It includes identifying opportunities to provide goods or services, analysing tender requirements, determining proposal methodology, preparing estimates, submitting a tender and reviewing the tender process.

In practice, developing a tender submission response may overlap with other generalist or specialist public sector work activities such as applying government systems, acting ethically, complying with legislation, managing resources, managing risk, etc.

This is one of 2 units of competency in the *Working in Government* Competency Field dealing with quoting/tendering for work. The related unit is:

PSPGOV407B Provide a quotation

This unit replaces and is equivalent to *PSPGOV603A Develop a tender submission*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities to provide goods or services	<p>1.1 The <i>business</i> unit's or organisation's place in the market is identified</p> <p>1.2 Organisational resources/expertise available for purchase by others are identified and matched to opportunities</p> <p>1.3 <i>Business case</i> is developed to demonstrate viability of opportunities and is submitted for approval in accordance with organisational policy and procedures</p>
2. Analyse tender requirements	<p>2.1 Scope of the <i>tender</i> requirement is identified</p> <p>2.2 Requirements are confirmed with the funder/purchaser in accordance with organisational policy and procedures</p> <p>2.3 Cultural issues are identified and clarified where necessary particularly when responding to international opportunities to sell services</p>
3. Determine proposal methodology	<p>3.1 Methodology is selected based on available resources, available expertise and client requirements</p> <p>3.2 Methodology is selected in accordance with organisational and public sector requirements for probity and accountability</p>

ELEMENT

PERFORMANCE CRITERIA

4. Prepare estimate

- 4.1 Estimate is prepared to take account of all requirements and allows for contingencies
- 4.2 Estimate is structured to provide for cost recovery or return a profit according to *legislation, policy and procedures*
- 4.3 Costs are estimated to enable provision of goods or *services* to the standards required by the *client*
- 4.4 Estimate is checked for accuracy and detailed in accordance with organisational procedures and client requirements

5. Submit a tender

- 5.1 Tender is prepared in accordance with organisational policy and procedures
- 5.2 Required details are addressed and client requirements met in preparing tender response
- 5.3 Tender is submitted within required timeframe
- 5.4 Organisational recordkeeping requirements for tender responses are met

6. Review tender process

- 6.1 Changes and variations to the tender are negotiated to meet the needs of the client and the organisation in accordance with contractual arrangements, organisational policy, procedure and delegated authority
- 6.2 Tender response, outcome and preparation process are evaluated using feedback from a range of *stakeholders* and the results are used to improve subsequent quotations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, policy and guidelines
- using numeracy in selecting and applying mathematical concepts, estimating, checking reasonableness of results
- using a range of mathematical language to communicate mathematical information
- managing financial and other resources
- using literacy for oral and written clarification of issues and for negotiating variations and changes with clients
- using required language and style for written submissions
- using technical and other vocabulary
- networking strategically with clients, suppliers and stakeholders
- evaluating and reviewing information
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- State/Territory or Commonwealth legislation and guidelines that apply to selling government services locally, nationally and internationally
- organisational guidelines, policies and practices
- financial accountability requirements
- legal requirements of selling government services
- implications of different contracting agreements
- whole-of-life considerations
- delegations
- approval processes
- range of evaluation methods
- tender management processes
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of developing tender responses

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV605A Persuade and influence opinion

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPMNGT610A Manage public sector financial resources

PSPMNGT613A Develop partnering arrangements

PSPPM601B Direct complex project activities

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- development of tender submission responses in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to development of tender responses
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing tender submission responses

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing tender submission responses, including coping with difficulties, irregularities and breakdowns in routine
- development of tender submission responses in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Business unit may refer to

- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Business case may be in the form of

- memo
- report
- email (for electronic signature)
- letter
- formal business case format

Tender may include

- expression of interest
- request for proposal
- request for offer
- request for tender

RANGE STATEMENT

- Legislation, policy and procedures may include***
- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - privacy legislation
 - freedom of information
 - equal employment opportunity, anti-discrimination and harassment legislation
 - employment legislation
 - occupational health and safety legislation.
 - ethics and accountability standards
 - public sector standards
 - organisational policy, procedures and protocols
 - international legislation/codes of behaviour
 - enterprise bargaining agreements
 - award conditions/requirements
 - strategic and business plans
 - delegation guidelines
- Services quoted may include***
- electronic
 - computerised
 - bureau services
 - procedural systems
 - training
 - mechanical
- Clients may include***
- private sector organisations
 - Commonwealth, State/Territory or Local Government organisations
 - intra-agency units

RANGE STATEMENT

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
- employees at all levels of the organisation
- clients
- other public sector organisations
- union and association representatives
- boards of management
- government
- Ministers

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV604A Foster leadership and innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to foster leadership and innovative work practices in others. It includes providing a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroup to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development.

In practice, fostering leadership and innovation may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy, managing projects, etc.

The unit has been developed from ICS01 Generic Guideline Units - Innovative Work Skills, guideline competency standard ICS5, with leadership added.

This is one of 6 units of competency in the *Working in Government* Competency Field that deal with working with others.

Related units are:

PSPGOV302B Contribute to workgroup activities

PSPGOV404B Develop and implement work unit plans

PSPGOV511A Provide leadership

PSPGOV516A Develop and use emotional intelligence

PSPMNGT701B Provid

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Provide a model of innovative practice

- 1.1 The value placed by the organisation on leadership and *innovation* is promoted and reinforced
- 1.2 Effective leadership styles and the use and benefits of innovative work practices within workgroups are identified and shared with workgroup members
- 1.3 Effective leaders reflective of a range of leadership styles are identified and workgroup members are provided with opportunities to learn from them
- 1.4 Innovative work practices are modelled and *encouraged* in the workgroup
- 1.5 *Barriers to innovation* are identified and addressed with the workgroup

ELEMENT**PERFORMANCE CRITERIA****2. Organise workgroups to develop innovation and leadership**

- 2.1 Performance requirements for the workgroup are analysed
- 2.2 *Information* is gathered about workgroup members in accordance with *legislation, policy and procedures*
- 2.3 Strengths and weaknesses of individual workgroup members are identified in a manner that takes account of cultural and individual differences
- 2.4 Workgroup roles are assigned to match individual capacities and leadership styles to work requirements
- 2.5 Selection and assignment of workgroup members is made to foster sharing of ideas

3. Organise work assignments to facilitate innovation

- 3.1 Work is structured and allocated to support rather than hamper innovation
- 3.2 Work assignments are communicated to workgroup members in ways that encourage and reinforce workgroup-based innovation
- 3.3 Tasks and activities are allocated to ensure the best use of workgroup skills
- 3.4 Timeframes and resources that allow for innovation are included in work assignments

4. Support workgroup to develop leadership and innovation

- 4.1 Workgroup members are encouraged to work collaboratively on work assignments
- 4.2 Workgroup members are encouraged to share work information, knowledge and experiences in their day-to-day work
- 4.3 Workgroup members are encouraged to seek *external stimuli and knowledge* and to set up and maintain networks that support the development of leadership and innovation
- 4.4 *Guidance* is provided to workgroup members in ways suited to their current knowledge and experience on the use of innovation skills
- 4.5 Workgroup members are encouraged to take a leadership role at different times throughout work assignments in accordance with their strengths or development needs
- 4.6 Workgroup members are coached to ensure they have the enabling skills to underpin the development of leadership and innovation skills

ELEMENT

PERFORMANCE CRITERIA

5. Monitor innovation and leadership development

- 5.1 Workgroup members are actively encouraged to reflect on *activities* and opportunities for innovation
- 5.2 Workgroup activities are *evaluated* based on feedback from workgroup members, management, clients and other interested people
- 5.3 Suggestions for work improvements made by workgroup members are encouraged and implemented in line with organisational requirements
- 5.4 Reviews of the application of innovation and leadership skills are recorded and presented as required
- 5.5 The development process is reviewed and both positive and negative outcomes are discussed and constructively analysed

6. Provide feedback on innovation and leadership development

- 6.1 Feedback from review processes is discussed within the group and used to inform future innovation and leadership planning
- 6.2 Different *leadership styles* and their value in providing inspiration or closure at various points in the innovative process are acknowledged
- 6.3 Successful innovations are *celebrated* in accordance with organisational policy and procedures
- 6.4 Problems in the use of innovation skills are discussed and resolved in a constructive way

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the public sector
- providing leadership and delegation
- applying innovation in own work
- communicating with a diverse workforce including listening, giving and receiving feedback and conflict resolution
- mentoring and motivating others
- undertaking evaluation
- matching staff competence to task requirements
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of fostering leadership and innovation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector
- innovation and its application in the workplace
- leadership principles
- techniques for evaluating performance
- group dynamics
- mentoring and learning principles
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability practices in the context of fostering leadership and innovation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV602B Establish and maintain strategic networks

PSPGOV605A Persuade and influence opinion

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPMNGT613A Develop partnering arrangements

PSPMNGT615A Influence workforce effectiveness

PSPLEGN601B Manage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- leadership and innovation fostered in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when fostering leadership and innovation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when fostering leadership and innovation, including coping with difficulties, irregularities and breakdowns in routine
- leadership and innovation fostered in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Innovation is***
- the capacity to come up with and develop new ideas or the new use of an old idea
 - conceptualisation
 - generation of ideas
 - risk taking
 - interpretation
 - collaboration
 - representation
 - reflection
 - evaluation.
- Encouraging innovation may include***
- providing supportive communication
 - allowing follow through with ideas
 - providing enough but not too much guidance and structure
 - providing training and learning opportunities
 - encouraging risk taking
 - providing time and resources
- Barriers to innovation may include***
- conservative organisational culture
 - risk averse rather than risk management approaches
 - lack of time and resources available to assess the impact of possible innovations

RANGE STATEMENT

Information about team members may include

- work preferences
- past jobs
- interests
- working styles
- lifestyle preferences
- skills and expertise

Legislation, policy and procedures may include

- State/Territory and Commonwealth legislation and regulations such as:
 - public sector management acts
 - financial management acts
 - privacy legislation
 - equal employment opportunity, anti-discrimination and harassment legislation
 - occupational health and safety legislation
 - consumer legislation
 - environment legislation.
 - sustainability practices
 - risk management guidelines
 - ethics and accountability standards
 - public sector standards
 - fraud control standards
 - government security standards
 - organisational policy, procedures and protocols
 - work agreements

External stimuli and knowledge might come from

- technical experts
- other organisations
- fellow team members
- life experience
- journals
- the Internet
- networks

RANGE STATEMENT

- Guidance may include***
- action learning
 - coaching
 - mentoring
 - counselling
 - skills training
 - modelling
- Work activities that can benefit from innovation may include***
- products
 - processes
 - services
 - systems
 - tools
 - work practices in all fields of work
- Evaluation may include***
- feedback from team members or other staff
 - feedback from clients or work-based managers
 - work related statistics and reports
- Leadership styles may include***
- capacity to:
 - delegate
 - think laterally
 - communicate
 - trust team members.
 - capacity to be:
 - open-minded
 - fair
 - responsible
 - collaborative
 - inspirational
 - reflective
 - empathetic
 - equitable
 - visionary
- Innovation may be celebrated through***
- positive feedback from fellow staff and clients
 - presentation to peers and higher management
 - articles in newsletters
 - improved work practices

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV605A Persuade and influence opinion

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers high-level workplace communication for working at a senior level with internal and external clients, colleagues and other staff. It includes preparing for high-level communication, critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies.

In practice, persuading and influencing others may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

PSPGOV202B Use routine workplace communication techniques

PSPGOV312A Use workplace communication strategies

PSPGOV412A Use advanced workplace communication strategies

PSPGOV512A Use complex workplace communication skills

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Prepare for high-level communication | <p>1.1 <i>Communication objectives</i> are clarified, those to be <i>present</i> are confirmed and communication <i>mode</i> is identified</p> <p>1.2 Analysis is undertaken to anticipate the likely attitudes of and positions to be taken by those present on the matters under discussion</p> <p>1.3 <i>Communication styles</i> of those to be present are considered and their effect on the tone and likely direction/progress of the discussion is assessed</p> <p>1.4 Critical self-evaluation of communication strengths and vulnerabilities is undertaken and compared with other participant/s knowledge, styles and likely approaches in planned encounters</p> <p>1.5 Subject matter is researched/<i>organised</i>, key messages to be conveyed are distilled and tactics planned to utilise personal strengths and maximise outcomes for the organisation in accordance with <i>legislation, policy and guidelines</i></p> |
|--|--|

ELEMENT

PERFORMANCE CRITERIA

2. Critically analyse and respond to opinions

- 2.1 Others are listened to critically and responsively to evaluate complex levels of meaning in spoken communication and to identify impartiality, bias or unsupported argument
- 2.2 Tone, style, non-verbal elements and points of view of speakers are noted and their use in influencing and affecting particular outcomes is considered
- 2.3 *Reaction* to speakers and their point of view is analysed to identify and manage emotional triggers and maintain objectivity
- 2.4 Opposing/challenging views are welcomed and examined for their value in achieving the same ends
- 2.5 Communication is examined for subtext, significant inclusions and exclusions, socio-cultural values, attitudes and assumptions
- 2.6 Complex concepts and ideas are explored to clarify understanding, and to challenge and justify interpretations based on underlying assumptions, beliefs and values

3. Persuade and influence others

- 3.1 *Communication approach* is chosen and used to maximise effect with the given audience
- 3.2 Sustained points of view are asserted with determination and conviction
- 3.3 Content and approach are modified when speaking to an unresponsive audience, and diversions and unexpected questions handled confidently
- 3.4 A variety of *verbal and non-verbal behaviour* is used to explain abstract ideas and expand on complex issues to maintain listener interest
- 3.5 Complex questions and arguments are responded to quickly and saliently, backed by reasoned explanation
- 3.6 Disagreements or conflicting personalities are handled objectively and agreements are negotiated where possible, concluding with positive summaries of achievement

ELEMENT

PERFORMANCE CRITERIA

4. Reflect on and hone communication strategies

- 4.1 Feedback from others is obtained, outcomes are assessed and underlying interactions and motivations analysed
- 4.2 Own vulnerability to emotional and other seductive appeals is analysed dispassionately
- 4.3 Lessons learnt are articulated and used to underpin future interactions
- 4.4 *Sophisticated language structures and features* that influence audiences to a preferred point of view are developed and practised
- 4.5 Creative and innovative communication strategies are explored and practised for a range of workplace applications in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting responsively, critically and confidently with both familiar and unfamiliar groups on specialised topics in formal and informal workplace situations
- speaking with confidence and listening evaluatively and critically
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of high-level communication

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- stylistic devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures, and non-verbal elements combine to influence the interpretation of spoken communication
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of high-level communication

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV604A Foster leadership and innovation

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT613A Develop partnering arrangements

PSPMNGT614A Facilitate knowledge management

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- opinion influenced in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public sector communication
- current theory and practice on influencing skills for the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when persuading and influencing opinion

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when persuading and influencing opinion, including coping with difficulties, irregularities and breakdowns in routine
- opinion influenced in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Communication objectives may include

- share information
- brief Minister
- reach consensus
- shape opinion
- influence policy
- represent the organisation's position
- represent the business unit's interests in internal negotiations
- resolve differences
- negotiate a joint position/compromise
- build reputation (of self and organisation)
- market services

Those to be present may include

- peers
- colleagues
- those senior or junior to the position
- staff from other agencies
- senior executives/chief executive
- ministerial liaison personnel
- Minister
- Minister's chief of staff

Mode of communication may include

- telephone
- teleconference
- video conference
- Internet (online forums)
- face-to-face
- one-on-one, or in a group
- forum, seminar or conference

RANGE STATEMENT

Communication styles may include

- inter-cultural, equity or diversity considerations
- consultative
- collaborative
- competitive
- confrontational
- soft
- passive
- assertive
- aggressive
- reasonable
- bombastic
- humorous

Organisation of subject matter may include

- identifying features, advantages and benefits and aligning evidence/examples
- anticipating likely disagreements and structuring material to address these

Legislation, policy and guidelines may include

- State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to exchange of information in the public sector, such as:
- ethics and accountability guidelines/codes of practice
- information security standards
- principles of equal employment opportunity, equity and diversity
- freedom of information and privacy acts
- intellectual property guidelines and policy
- fraud standards
- professional liability requirements

Reaction to speakers may include

- own reaction
- others present

RANGE STATEMENT

Communication approach may include

- catering to political sensitivities
- working within government processes and operational frameworks
- balancing intellectual debate and action
- considering wider organisational/public sector issues
- using language calculated to appeal emotionally to a particular audience, such as humorous, serious, cajoling, authoritarian
- speaking with confidence and authority
- covering cultural, ethnic, diversity or equity considerations
- selecting a communication style appropriate to the occasion/audience such as consultative, collaborative, assertive, reasonable etc

Verbal and non-verbal behaviour may include

- inclusive language, ideas and information
- congruent speech and body language
- speaking with confidence
- impartiality
- responsiveness
- drawing on different sources of information

Sophisticated language structures and features may include

- use of metaphors and similes
- use of analogy, imagery and other comparisons
- stylistic devices such as using pronounced downward inflection to convey 'the final word', or upward inflection to invite opinion/agreement
- use of passive voice
- using personal names repeatedly to convey intimacy or sincerity
- using 'we' rather than 'I' to infer corporate rather than personal position
- tone, style and point of view
- rhetorical devices
- irony

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGOV606A Prepare high-level/sensitive written materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers high-level written communication including the preparation of complex, sensitive materials. It includes preparing for high-level written communication, critically analysing other positions and preparing persuasive written communication.

In practice, preparing high-level/sensitive written materials may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

PSPGOV208A Write routine workplace materials PSPGOV313A Compose workplace documents PSPGOV413A Compose complex workplace documents PSPGOV513A Refine complex workplace documents

This is a new unit of competency, added to the *Working in Government* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for high-level written communication

- 1.1 *Communication objectives* are clarified, stakeholders are identified and political or other sensitivities are determined
- 1.2 Research is undertaken to anticipate the likely attitudes of and positions of *stakeholders* on the matter/s under consideration
- 1.3 Subject matter is researched/*organised*, key messages to be conveyed are distilled and tactics are planned to utilise written materials to maximise outcomes for the organisation in accordance with *legislation, policy and guidelines*

ELEMENT**PERFORMANCE CRITERIA****2. Critically analyse other positions**

- 2.1 Other positions are considered critically to evaluate complex levels of meaning in written communication and to identify impartiality, bias or unsupported argument
- 2.2 Written materials are examined for subtext, significant inclusions and exclusions, socio-cultural values, attitudes and assumptions
- 2.3 Complex concepts and ideas are explored to clarify understanding, and justify, or challenge interpretations based on underlying assumptions, beliefs and values
- 2.4 Evidence is compared and contrasted and sources referred to are evaluated for reliability and authenticity
- 2.5 Evidence is used to test other positions and draw conclusions about their validity and strengths

3. Prepare persuasive written communication

- 3.1 *Communication approach* is chosen and used to positively influence and remove barriers to understanding for the given audience
- 3.2 Risk assessment is undertaken and risk management is implemented in relation to document preparation and content
- 3.3 Input information/documents provided by others are analysed for fit with the chosen approach and to ensure consistency of values, attitudes and opinions
- 3.4 Information is synthesised and *complex documents* are prepared in accordance with *organisational requirements*, legislation, policy and procedures
- 3.5 Feedback from others is obtained on the documents' effectiveness for the purpose intended, outcomes are assessed and lessons learnt are articulated and used to underpin future writing
- 3.6 Feedback is provided to contributors of information/documents to improve future input in a manner that provides learning opportunities for the contributors

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of complex and sensitive workplace materials
- critically analysing and synthesising information to compose complex written documents
- researching other pertinent information, such as supporting/opposing position papers
- refining content, structure and sequence according to the required purpose of written material
- analysing and using language structures and features that influence the interpretation of written communication
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- cross-cultural communication requirements
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright, intellectual property
- critical analysis of complex information in a government context
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- persuasive written language devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures combine to influence the interpretation of written information
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing complex/sensitive written materials

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- preparation of high-level/sensitive written materials in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written communication in the public sector
- examples of complex workplace documents
- government style guide
- organisational writing guides
- case studies and workplace scenarios to capture the range of situations likely to be encountered when preparing high-level/sensitive written materials

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing high-level/sensitive written materials, including coping with difficulties, irregularities and breakdowns in routine
- preparation of high-level/sensitive written materials in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Communication

objectives may include

- influencing opinion
- share information
- brief Minister
- reach consensus
- shape opinion
- influence policy
- represent the organisation's position
- represent the business unit's position
- build reputation (of self and organisation)
- market services
- obtain funding

RANGE STATEMENT

Stakeholders may include

- all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, such as:
- employees at all levels of the public sector
- government
- Ministers
- clients
- the public
- other public sector organisations
- other jurisdictions
- union and association representatives
- boards of management
- international governments
- international bodies
- community groups
- non-government organisations
- special interest groups
- key individuals of influence

Organisation of subject matter may include

- identifying features, advantages and benefits and aligning evidence/examples
- anticipating likely disagreements and structuring material to address these

Legislation, policy and guidelines may include

- State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to high-level written communication in the public sector, such as:
- ethics and accountability guidelines/codes of practice
- information security standards
- principles of equal employment opportunity, equity and diversity
- confidentiality
- freedom of information
- privacy
- intellectual property
- fraud standards
- copyright
- risk management

RANGE STATEMENT

Communication

approach may include

- consideration of wider organisational/public sector issues
- consideration of political sensitivities
- language calculated to appeal emotionally to a particular audience, such as authoritative, serious, informal, informative
- cultural, ethnic, diversity or equity considerations
- working within government processes and operational frameworks
- consultative
- collaborative
- assertive
- reasonable

Complex documents may include

- Cabinet submissions
- briefing papers
- speeches
- media briefs
- position papers
- discussion papers
- business cases
- reports
- public policy strategies
- justification for policy development
- policy guidance

RANGE STATEMENT

Organisational requirements may include

- use of plain English
- style formats
- acknowledgements
- particular terminology to be used/not used:
- acronyms
- technical terms
- bureaucratic language
- abbreviations.
- requirements for minimising jargon in written materials
- requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette
- guidelines for illustrative items
- standards for references, acknowledgements, citations, footnotes, endnotes
- use of particular communication channels
- private or confidential materials
- embargoed material
- politically sensitive materials
- security standards for government information

Unit Sector(s)

Not applicable.

Competency field

Competency field Working in Government

PSPGSD401A Identify and select government service delivery options

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers selection and offer of government service delivery options to meet the needs of eligible applicants. It includes assessing the need for government services, identifying available options, addressing issues, and matching service delivery to the best service option or making referrals if required.

In practice, identification and selection of service delivery options may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, delivering client service, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the need for government services	<p>1.1 <i>Self-introduction</i> is made in accordance with organisational protocols</p> <p>1.2 Applicant <i>circumstances and needs</i> are assessed for complexity, urgency and eligibility so that priorities for service delivery can be identified</p> <p>1.3 <i>Barriers</i> are identified and assessed</p> <p>1.4 Professional rapport and mutual respect are established and maintained</p> <p>1.5 All relevant information is provided about the <i>range of services</i> available</p>
2. Identify government service delivery options	<p>2.1 Personal details and relevant information about circumstances and environment are obtained, recorded and validated, within established guidelines</p> <p>2.2 <i>Statutory or legislative provisions</i> related to government services are identified and explained</p> <p>2.3 Accepted practice, duty of care obligations and the code of conduct of the organisation are followed and explained as required by organisational procedures</p> <p>2.4 Internal expectations about how the team plans to deliver government services are identified and reflected when interacting with the public</p> <p>2.5 Service options that match documented needs are identified</p>
3. Match service delivery to needs	<p>3.1 Documented needs are used to identify the service option of best fit</p> <p>3.2 Individual differences, safety and <i>diversity</i> issues are identified and addressed</p> <p>3.3 Consent to receive services and <i>exchange</i> personal information is obtained in accordance with organisational policy and procedures</p> <p>3.4 A <i>service offer</i> is made based on up-to-date information on available options, consistent with entitlements under <i>legislation, internal policy and guidelines</i></p> <p>3.5 Own roles and responsibilities and the rights and obligations of those receiving government services are communicated in accordance with organisational requirements</p>
4. Address concerns/issues	<p>4.1 Questioning and conversation is conducted in a manner which promotes positive participation</p> <p>4.2 <i>Active listening</i> is employed to encourage open expression of thoughts and ideas</p> <p>4.3 <i>Negotiation</i> is undertaken when necessary and differences in</p>

ELEMENT

PERFORMANCE CRITERIA

views are accepted and considered in a way that values individual difference and encourages continuing dialogue

4.4 Advice about communication difficulties is obtained from supervisor/appropriate officer and implemented

4.5 *Strategies to deal with aggression* are applied in accordance with organisational policy and procedures

5. Make referrals

5.1 Where there is a *complexity of needs* or there are issues outside the area of responsibility, support is obtained and *referrals* are made in accordance with organisational policy and procedures

5.2 Networks are established and maintained, to ensure referrals to appropriate services

5.3 Assistance is provided with access to services from within and outside the organisation in accordance with identified needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using active listening to gather information and clarify circumstances
- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to match needs to services
- determining eligibility, entitlements and allowances
- using strategies to deal with aggression in the government service delivery context
- identifying when referrals are required and making them to the appropriate agency
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the organisation's protocols for introducing oneself to customers/clients
- the range of applicant circumstances and complexity of needs in the context of government service delivery
- barriers to effective service delivery
- service offers
- range of services available through the organisation
- legislation, policy and procedures relating to government service delivery, including occupational health and safety and environment and sustainability practices
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD402A Administer government service delivery requirements

PSPGSD403A Conduct government service delivery interviews

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the matching of government service delivery to user needs in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of people, circumstances and attitudes likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and selecting government service

EVIDENCE GUIDE

delivery options, including coping with difficulties, irregularities and breakdowns in routine

- the matching of government service delivery to user needs in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Self-introduction may include

- self-identification
- purpose of meeting
- organisational information

Applicant circumstances and needs may include

- access to financial assistance
- access to job network providers

Barriers may include

- homelessness
- domestic violence
- diversity issues
- disability
- substance abuse
- English language, literacy and numeracy skills
- access to technology
- skills and training requirements

Range of services may include

- benefits
- referrals to external service providers
- referrals to community groups
- assistance in applying for training courses
- access to Centrelink programs

Statutory or legislative provisions may include

- Social Security Act 1991
- Social Security Administration Act 1999
- Social Security International Agreements Act 1999
- Australian Public Services Act 1999
- Family Assistance Act 1999
- Family Assistance Administration Act 1999
- Student Assistance Act

Diversity may include

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender

RANGE STATEMENT

- interests
 - interpersonal approach
 - language
 - life experience
 - marital status
 - personality
 - physical ability
 - political orientation
 - religious belief
 - sexual orientation
 - socio-economic background
 - thinking/learning styles
 - work experience
 - working styles
- Exchange of personal information may be**
- from referring agency
 - for referral to other agencies
- A service offer refers to**
- appropriate government benefit and/or service
- Legislation, internal policy and guidelines may include**
- statutory or legislative provisions
 - Centrelink Development Agreement 2002 - 2005, or as revised
 - client agency partnerships and agreements
- Active listening may include**
- reading body language
 - summarising
 - questioning techniques
 - re-phrasing
 - paraphrasing
 - active feedback
- Negotiation techniques may include**
- questioning techniques
 - effective listening
 - verbal and non-verbal communication
 - culturally appropriate strategies
 - constructive feedback
 - issues identification
 - exploring options
 - identifying areas of agreement
 - recording agreements
- Strategies to deal with aggression may be found in**
- local response guidelines
 - area and national strategies
 - occupational health and safety legislation and reference material

RANGE STATEMENT

Complexity of needs may include

- literacy
- disability
- homelessness
- at risk of violence
- mutual obligations requirements

Referrals may be made for

- family services
- housing assistance
- drug and alcohol support
- crisis assistance
- health professionals
- internal specialists, such as social workers, psychologists, etc
- job network providers

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD402A Administer government service delivery requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers administration of government service offers, agreements and records. It includes administering and reviewing service offers or agreements, and reviewing and updating records.

In practice, administration of service delivery requirements may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, delivering client service, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Administer service offers or agreements	1.1 The <i>need for assistance</i> is identified and acted on in accordance with legislative requirements and organisational policy and procedures
	1.2 <i>Mutual obligations, rights and responsibilities</i> associated with government service delivery are identified and explained
	1.3 <i>Services</i> are delivered in a timely manner and matched to the circumstances
2. Review service offers or agreements	2.1 <i>Service offer</i> decisions are reviewed as required
	2.2 Appeals against service offer decisions are processed according to <i>legislation, policy and guidelines</i>
	2.3 Ongoing resources and support required to progress the service offer are identified and negotiated as required
	2.4 Records are updated to reflect changes in circumstances
3. Review and update government service delivery records	3.1 Service delivery records are reviewed for accuracy and currency
	3.2 Information about individuals' needs is recorded and updated as circumstances change
	3.3 Information systems and records related to services provided to individuals are updated
	3.4 The privacy and security of personal information and records is protected

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to review and update records
- granting and adjusting payments
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of applicant circumstances and complexity of needs in the context of government service delivery
- range of services available through the organisation
- mutual obligations, rights and responsibilities
- service offers
- appeal processes
- administration systems and requirements for payments and benefits
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment and sustainability practices
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD401A Identify and select government service delivery options

PSPGSD403A Conduct government service delivery interviews

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administration of government service delivery requirements in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of people, circumstances and attitudes likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering government service delivery

EVIDENCE GUIDE

requirements, including coping with difficulties, irregularities and breakdowns in routine

- administration of government service delivery requirements in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

- Need for assistance may include**
- income support
 - rent assistance
 - family support
 - supported/crisis accommodation
- Mutual obligations, rights and responsibilities may be included in**
- service level agreements with client departments
 - participation agreements between personal advisers and clients
 - legislation, policy and government directions
- Services may include**
- benefits
 - referrals to external service providers
 - referrals to community groups
 - assistance in applying for training courses
 - access to Centrelink programs
- A service offer refers to**
- appropriate government benefit and/or service
- Legislation, policy and guidelines may include**
- statutory or legislative provisions
 - Centrelink Development Agreement 2002 - 2005, or as revised
 - Client agency partnerships and agreements.

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD403A Conduct government service delivery interviews

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers conduct of interviews relating to government service delivery. It includes undertaking pre-interview preparation, undertaking interviews and obtaining compliance with legislative requirements.

In practice, conducting interviews for government service delivery may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, using advanced communication strategies, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Undertake interviews

- 1.1 *Pre-interview preparation* is undertaken in accordance with organisational requirements
- 1.2 Meeting structures, timeframes and protocols are mutually agreed and adhered to
- 1.3 A range of *communication strategies* and questioning techniques is employed according to the progress of the interviews and the information obtained
- 1.4 Problem solving skills are used to test and confirm the reliability of the information as it is provided, and information is reviewed and clarified to ensure its relevance and sufficiency prior to concluding the interview
- 1.5 Interviews are conducted in accordance with legal and organisational requirements and take account of cultural and ethical issues
- 1.6 Outcomes of interactions with interviewees are *communicated* in accordance with *legislation, policy and procedures*

2. Gain compliance

- 2.1 Legislation requirements and entitlements are identified and explained using language, *materials and support* as required to suit the needs of interviewees
- 2.2 *Consequences* of non-compliance are explained
- 2.3 Interviewees' understanding of compliance requirements and the consequences of non-compliance is checked and any required issues are clarified
- 2.4 If interviewees do not accept and comply with legislative requirements, referral to more senior staff is made in line with organisational procedures
- 2.5 Records of interviews are made and maintained in accordance with organisational procedures and legislation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information using a range of communication strategies and questioning techniques
- clarifying information and checking understanding
- preparing a record of interview
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of government service delivery interviews

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of applicant circumstances and complexity of needs in the context of government service delivery
- legal requirements relating to interviewing in a government service delivery context
- legislation requirements and entitlements
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD401A Identify and select government service delivery options

PSPGSD402A Administer government service delivery requirements

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

the conduct of government service delivery interviews in a range of (3 or more) contexts (or occasions over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to government service delivery

case studies and workplace scenarios to capture the range of people, circumstances and attitudes likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered

EVIDENCE GUIDE

when conducting government service delivery interviews, including coping with difficulties, irregularities and breakdowns in routine

- the conduct of government service delivery interviews in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

demonstration

observation

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Pre-interview preparation may include	making phone contact research into customer/client records reviewing of files
Communication strategies may include	<ul style="list-style-type: none"> • summarising • re-phrasing • paraphrasing open and closed questions
Communication of interview outcomes may include	documenting reporting
Legislation, policy and procedures may include	customer service charters and guidelines customer aggression policies statutory or legislative provisions Centrelink Development Agreement 2002 - 2005, or as revised
Materials and support may include	diagrams and pictures brochures in languages other than English interpreter/translator access to internal specialists, social workers, psychologists, etc
Consequences may include	breach of service offer agreement debt recovery action criminal/legal action

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD404A Administer delivery of financial and other benefits

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers administration of financial and other benefits relating to government service delivery. It includes determining entitlements and allowances, administering ongoing entitlements and obligations, administering payments and benefits, and processing payments.

In practice, administration of financial and other benefits relating to government service delivery, may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine entitlements and allowances	1.1 Individuals' eligibility for <i>government products or services</i> is determined within the bounds of legislation and government policy
	1.2 Eligibility tests or checks are applied to confirm payment stream, entitlements and allowances
	1.3 <i>Special needs</i> are identified and accommodated, within the bounds of legislation and government policy
	1.4 A package of <i>services and benefits</i> is offered which matches needs and entitlements under legislation and government policy
2. Administer ongoing entitlements and obligations	2.1 The government's obligations are fulfilled in accordance with the service agreement
	2.2 The recipients' obligations to the government are supported
	2.3 Breaches, suspensions and restorations are actioned as needed in accordance with <i>legislation, policy</i> and procedures
	2.4 Payments or benefits are granted in accordance with legislation and policy guidelines
3. Administer payments and benefits	3.1 Payments or benefits are granted in accordance with legislation and policy guidelines
	3.2 Adjustments to payments and benefits are made consultatively with the individuals concerned and in accordance with legislation and policy guidelines
	3.3 Payments and benefits made are confirmed and reviewed in accordance with established procedures
	3.4 Errors and debts are identified and recovered in accordance with established procedures
4. Process payments	4.1 Entitlements are established and obligations are recorded, if required
	4.2 Transactions are initiated having confirmed individuals' preferred option for payment delivery
	4.3 Payments are authorised and sent in accordance with legislative and organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to determine eligibility and investigate payments and debts
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs in the context of government service delivery
- special needs of applicants
- special assistance available
- mutual obligations, rights and responsibilities
- legislative requirements for entitlements and allowances
- methods of preventing or minimising debt
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD402A Administer government service delivery requirements

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administering delivery of financial and other benefits in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering delivery of financial and other benefits, including coping with difficulties, irregularities and breakdowns in routine
- administration of delivery of financial and other benefits in a

EVIDENCE GUIDE

range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Products or services may include

- income support
- rent assistance
- family support
- supported/crisis accommodation

Special needs may include

- special or crisis assistance
- disability
- homelessness
- at risk of violence
- English language and literacy
- cultural diversity issues

Services and benefits may include

- financial and other assistance
- access to job network
- referrals to external service providers
- referrals to community groups
- assistance in applying for training courses
- accommodation
- medical benefits
- Centrelink programs

Legislation may include

- Social Security Act 1991
- Social Security Administration Act 1999
- Social Security International Agreements Act 1999
- Australian Public Services Act 1999
- Family Assistance Act 1999
- Family Assistance Administration Act 1999
- Student Assistance Act

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD405A Introduce the government service delivery model

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers introduction of the government service delivery model by staff working as the first point of contact between applicants and the government. It includes agreeing on the initial service offer, establishing or updating of accounts, and providing personalised service.

In practice, introduction of the government service delivery model may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Agree on initial service offer

- 1.1 *Needs* are profiled and entitlement eligibility, outcome and *compliance risk* are assessed in accordance with *legislation, policy and procedures*
- 1.2 *Service options* are identified to suit applicant needs and entitlements and preferred business delivery channel is established
- 1.3 Personal information is recorded in accordance with legislation and organisational procedures
- 1.4 Applicant options are researched and *advice* is obtained when necessary in accordance with organisational policy and procedures
- 1.5 Handover of applicants' accounts is negotiated with other staff

2. Establish and/or update accounts of service recipients

- 2.1 System tools and business management systems are used to record and process services requested and delivered
- 2.2 *Information for statutory or performance reporting* is provided in the required format and timeframes
- 2.3 Action is taken to prevent and identify any debts to and initiate withholdings for recovery in accordance with legislation and organisational procedures

3. Provide personalised service

- 3.1 Initial encouragement is provided to those identified as having a *participation requirement*
- 3.2 *Adverse decisions* are communicated in a professional manner in line with organisational policy and procedures
- 3.3 Motivational interviewing and questioning is employed
- 3.4 Referrals are made to *external service providers*, and services relevant to the life event are brokered in a timely manner
- 3.5 Liaison is undertaken with other staff to ensure the best service commencement outcome

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs in the context of government service delivery
- special needs of applicants
- mutual obligations, rights and responsibilities
- the range of service options
- system tools and business systems for establishing and updating accounts
- methods of preventing or minimising debt
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Skill requirements

Look for evidence that confirms skills in:

- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to assess eligibility and research service options
- communicating with a range of audiences for purposes such as liaison, referral, handover of information, communicating adverse decisions etc
- undertaking motivational interviewing and questioning of people from diverse backgrounds
- responding to diversity, including gender and disability
- identifying and responding to debt
- using system tools and business systems
- applying workplace safety procedures in the context of government service delivery

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD401A Identify and select government service delivery options

PSPGSD403A Conduct government service delivery interviews

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- introduction of the government service delivery model in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when introducing the government service delivery model, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- introduction of the government service delivery model in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Needs may include</i> | <ul style="list-style-type: none"> • income support • rent assistance • family support • supported/crisis accommodation |
| <i>Compliance risk may include</i> | <ul style="list-style-type: none"> • assessment of barriers to compliance • previous history |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • service level agreements with client departments • participation agreements between personal advisers and clients • statutory or legislative provisions • Centrelink Development Agreement 2002 - 2005, or as revised |
| <i>Service options may include</i> | <ul style="list-style-type: none"> • income support • rent assistance • family support |
| <i>Advice may include</i> | <ul style="list-style-type: none"> • interpretation of legislation • process • expert information |
| <i>Information for statutory or performance reporting may include</i> | <ul style="list-style-type: none"> • data relating to agency key performance indicators • proof of identity |
| <i>Participation requirement may include</i> | <ul style="list-style-type: none"> • looking for work • completing job seeker diary |
| <i>Adverse decisions may include</i> | <ul style="list-style-type: none"> • non-eligibility for income support or other government services • breaches • debt recovery |
| <i>External service providers may include</i> | <ul style="list-style-type: none"> • health professionals • social workers • psychologists |

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD406A Facilitate participation in government service delivery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers facilitation of participation in government service delivery by staff working as participation advisers. It includes establishing the service offer, developing and managing personalised service, and working with individuals and the community.

In practice, facilitating participation in government service delivery may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the service offer	1.1 <i>Barriers</i> to social and economic participation are assessed
	1.2 Continuing entitlements, including payments and other assistance, are reviewed and assessed in accordance with <i>legislation, policy and guidelines</i>
	1.3 Liaison is undertaken with other staff to ensure appropriate changes to service offers are made and to arrange handovers when required
	1.4 Accounts are created and maintained to meet established quality and accuracy standards of the organisation
2. Develop and manage personalised service	2.1 <i>Personalised intervention strategies</i> are offered and goal-based solutions are proposed
	2.2 Effective service agreements and participation plans are negotiated and managed
	2.3 Preparations and <i>mutual obligation</i> interviews are managed
	2.4 Referrals to <i>internal specialists</i> or <i>external service providers</i> relevant to individuals' current circumstances are brokered
	2.5 Strategies and activities are identified and offered to facilitate achievement of agreed participation goals and to maximise outcomes for the individual and the organisation
3. Work with individuals and the community	3.1 Opportunities for participation within the local community are identified within established requirements
	3.2 The interests of <i>external groups</i> providing opportunities for individuals are considered in brokering referrals
	3.3 Information is provided to community groups on the objectives and outcomes of participation programs
	3.4 The effectiveness of participation strategies is monitored at the individual and community level

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to assess eligibility and research service options
- communicating with a range of audiences for purposes such as liaison, referral, handover of information, etc
- interviewing and questioning of people from diverse backgrounds
- responding to diversity, including gender and disability
- developing and managing personalised service
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs in the context of government service delivery
- barriers to social and economic participation
- mutual obligations, rights and responsibilities
- personalised intervention strategies
- service agreements and participation plans
- external groups providing opportunities for participation
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD401A Identify and select government service delivery options

PSPGSD403A Conduct government service delivery interviews

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- facilitation of participation in government service delivery in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating participation in government service delivery, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- the facilitation of participation in government service delivery in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Barriers to social and economic participation may include

- substance abuse
- homelessness
- disability
- English language, literacy and numeracy skills
- skills and training requirements

Legislation, policy and guidelines may include

- statutory or legislative provisions
- Centrelink Development Agreement 2002 - 2005, or as revised
- service level agreements with client departments
- participation agreements between personal advisers and clients
- service level agreements with client departments
- participation agreements between personal advisers and clients

Personalised intervention strategies may be included in

- service level agreements with client departments
- participation agreements between personal advisers and clients

Mutual obligations may include

- multicultural service officers
- indigenous service officers
- disability officers
- complex assessment officers
- financial information service officers
- jobs education and training advisers

Internal specialists may include

External service providers may include

- community organisations
- job network agencies
- social workers
- psychologists
- health professionals

External groups may include

- Salvation Army
- volunteer groups
- employers offering work placements
- accommodation services
- literacy groups
- soup kitchens
- Technical and Further Education (TAFE) Colleges

RANGE STATEMENT

- community support groups, etc

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD407A Assist self-management of government service offers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers provision of assistance to recipients of government benefits and entitlements with managing their own service offers. This assistance is typically provided by customer service officers. The unit includes providing personalised service, maintaining detailed service plans, managing mutual obligations and breaching, and responding to changes in need.

In practice, assisting with self-management of government service offers may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, gathering and analysing information etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide personalised service	<p>1.1 Personal interaction is employed to ensure that <i>service offers</i> remain relevant to circumstances</p> <p>1.2 Enquiries related to the service offers are dealt with in accordance with organisational policy and procedures</p> <p>1.3 General information about payments and services is provided on request</p> <p>1.4 <i>Streaming</i> and referrals to other <i>internal advisers</i> are provided in accordance with needs and organisational guidelines</p>
2. Maintain detailed service plans	<p>2.1 Accurate and up-to-date information about individuals, service options and the service being delivered, is used as the basis of service delivery</p> <p>2.2 <i>Payment-related issues</i> are identified and resolved in accordance with <i>legislation, policies and guidelines</i></p> <p>2.3 Interventions are initiated, as indicated by history or need</p> <p>2.4 Established quality and accuracy standards are applied for all records</p>
3. Manage mutual obligations and breaching	<p>3.1 Progress against agreed plans is monitored</p> <p>3.2 Government service information is recorded, maintained and applied to future dealings so service developments are well-informed and appropriate</p> <p>3.3 Debts are raised, and waived or finalised, when required, in accordance with legislation, policy and procedures</p>
4. Respond to changes in need	<p>4.1 Service offers are routinely reassessed in the light of changing circumstances and needs</p> <p>4.2 <i>Situations of risk, potential risk or urgent need</i> are identified and reported promptly in accordance with organisational procedures</p> <p>4.3 Liaison is undertaken with other staff to ensure changes to service offers are made in line with agreed requirements and to arrange handovers when required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex, formal documents such as legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to re-assess service offers
- communicating with a range of audiences for purposes such as liaison, referral, handover of information, etc
- interviewing and questioning of people from diverse backgrounds
- responding to diversity, including gender and disability
- providing personalised service
- dealing with payment-related issues, breaches and debts
- identifying and dealing with risk, potential risk and urgent needs
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs in the context of government service delivery
- barriers to social and economic participation
- rights, responsibilities, mutual obligations and breaching
- personalised intervention strategies
- service agreements and plans
- internal advisers available
- quality and accuracy standards for records
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD401A Identify and select government service delivery options

PSPGSD403A Conduct government service delivery interviews

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assistance with self-management of government service offers in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assisting with self management of government service delivery, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- assistance with self-management of government service offers in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- A service offer refers to** • appropriate government benefit and/or service
- Streaming refers to** • workload and case management arrangements applied to similar service delivery functions
- Internal advisers may include**
- multicultural service officers
 - indigenous service officers
 - disability officers
 - complex assessment officers
 - financial information service officers
 - jobs education and training advisers
- Payment-related issues may include**
- late payments
 - over-payments
 - under-payments
- Legislation, policies and guidelines may include** statutory or legislative provisions
Centrelink Development Agreement 2002 - 2005, or as revised
- Situations of risk, potential risk or urgent need may include**
- homelessness
 - domestic violence
 - prison release
 - substance abuse
 - illiteracy
 - differing cultural expectations
 - severe disability

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD408A Assist government service recipients with complex needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assistance to users of government services who have complex needs. It includes engaging users, and developing and maintaining working partnerships with others who may assist users to increase their level of economic and social participation.

In practice, assisting government service recipients with complex needs may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, applying government processes, etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Engage government service recipients with complex needs

- 1.1 *Complex barriers* to participation are identified and addressed in accordance with *legislation, policy and guidelines*
- 1.2 Goals and opportunities are identified in consultation with government service recipients
- 1.3 Service recipients are supported to participate as fully as possible
- 1.4 Individualised plans are negotiated and developed with recipients and progress is monitored and supported
- 1.5 Collaborative working relationships with *specialists* are established to assess barriers and capacity to participate
- 1.6 Liaison/collaboration is facilitated between internal specialists to deliver an integrated service in complex situations

2. Develop and maintain working partnerships

- 2.1 Personal liaison with *local providers, service delivery agents or partners* is established in accordance with organisational requirements, and personal referrals are made to them in accordance with needs
- 2.2 Relationships are developed and maintained with external providers who can assist government service recipients increase their level of economic and social participation
- 2.3 Community partnerships are established and maintained, including the undertaking of ongoing outreach work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- working with government service recipients with complex needs
- communicating with a range of audiences for purposes such as liaison, referral, determining goals, etc
- working with people from diverse backgrounds
- responding to diversity, including gender and disability
- providing individualised service
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs in the context of government service delivery
- complex barriers to social and economic participation
- partnerships that will assist government service recipients with complex needs
- individualised plans
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPGSD401A Identify and select government service delivery options

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assistance to government service recipients with complex needs in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assisting government service recipients with complex needs, including coping with difficulties, irregularities and breakdowns in routine
- assistance to government service recipients with complex needs

EVIDENCE GUIDE

in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Complex barriers may include

- one or more of:
- homelessness
- domestic violence
- background of abuse
- diversity issues
- disability
- substance abuse
- English language, literacy and numeracy skills
- refugee status

Legislation, policy and guidelines may include

- statutory or legislative provisions
- Centrelink Development Agreement 2002 - 2005, or as revised
- client agency partnerships and agreements

Specialists may include

- case workers
- advocates
- multicultural service officers
- indigenous service officers
- disability officers
- complex assessment officers
- financial information service officers
- jobs education and training advisers

Local providers, service delivery agents or partners may include

- community organisations
- job network agencies
- social workers
- psychologists
- health professionals
- Salvation Army
- volunteer groups
- employers offering work placements
- accommodation services
- literacy groups
- soup kitchens
- Technical and Further Education (TAFE) Colleges
- community support groups, etc

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD409A Deal with incorrect payments and debts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers detection and investigation of incorrect payments and debts and strategies to deal with them. It includes preventing or minimising debt, investigating payments and debts and negotiating repayments.

In practice, dealing with incorrect payments and debts may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, using government processes, working with diversity, gathering and analysing information, etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prevent or minimise debt	1.1 Systems and procedures are implemented to prevent or minimise the impact of incorrect payments on those in receipt of government benefits, and the organisation 1.2 Sources of incorrect payments or causes of debt are investigated and processes or procedures reviewed 1.3 Risks and penalties associated with fraud and default are communicated to the team and service recipients to deter overpayments
2. Investigate payments and debts	2.1 Incorrect payments and recoverable debts are identified promptly and corrective actions are recorded 2.2 <i>Legislation</i> is researched to guarantee its correct application to outstanding debts 2.3 Service delivery records are reviewed to identify under- and over-payments
3. Instigate recovery action	3.1 Personal details and relevant information about recipients' circumstances and environment are confirmed, within established guidelines 3.2 Repayment strategies are negotiated that are mutually acceptable and meet legislative and policy requirements 3.3 Repayments are monitored to ensure compliance with the strategy and allow early intervention and negotiation on non-compliance to ensure a satisfactory outcome

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to benefits, payments and debt recovery
- recoverable debts
- payment strategy options
- fraud control principles
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environmental requirements in the context of dealing with incorrect payments and debts

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to payments, benefits, debt recovery and fraud control
- applying mathematical techniques for developing payment strategies
- communicating with diverse clients including consulting, negotiating, interviewing and dealing with conflict
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environmental issues in the context of debt recovery

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV417A Identify and treat risks

PSPGOV422A Apply government processes

PSPGSD404A Administer delivery of financial and other benefits

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- incorrect payments and debts dealt with in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to relating to benefits, payments and debt recovery
- examples of repayment schedules for a range of circumstances
- case studies and workplace scenarios to capture the range of situations likely to be encountered when dealing with incorrect

EVIDENCE GUIDE

Where and how to assess evidence

payments and debts

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when dealing with incorrect payments and debts, including coping with difficulties, irregularities and breakdowns in routine
- incorrect payments and debts dealt with in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Legislation may include**
- Social Security Act 1991
 - Social Security Administration Act 1999
 - Social Security International Agreements Act 1999
 - Australian Public Services Act 1999
 - Family Assistance Act 1999
 - Family Assistance Administration Act 1999
 - Student Assistance Act

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD501A Develop and implement procedures for government service delivery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers quality service delivery through the development and implementation of systems, strategies and procedures. It includes developing, implementing and monitoring procedures to maximise the quality of government service delivery.

In practice, developing and implementing procedures may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, monitoring and maintaining workplace safety, developing client services, undertaking research and analysis etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Develop procedures to maximise the quality of service delivery

- 1.1 Procedures are put in place to ensure that decisions about targeting of *government services* are based on up-to-date information about available services and users
- 1.2 Systems and procedures are established and maintained so teams can access *specialist information and assistance* when working with organisations and individuals with particular needs
- 1.3 Procedures are developed and implemented to monitor and address changing trends in circumstances, legislation, *environmental factors* or urgency of needs
- 1.4 Client/customer *contact strategies and protocols* are developed and implemented
- 1.5 Procedures are developed to ensure organisational standards and procedures are applied consistently within organisational teams
- 1.6 Strategies for internal and external distribution of information are developed and implemented to ensure individual and organisational effectiveness is maximised
- 1.7 Strategies to deal with contingencies, identified gaps and inadequacies in service provision are developed and implemented

2. Implement and monitor procedures to maximise the quality of service delivery

- 2.1 Organisational standards and procedures are monitored to ensure they are applied consistently within the team
- 2.2 Programs are implemented to ensure that the skills required to work with a *diverse* client/customer group are developed within the team
- 2.3 Timely responses to operational issues requiring prompt action are made in accordance with *legislation, policy and guidelines*
- 2.4 Networks are established and maintained, to ensure appropriate referrals to services from within and outside the organisation
- 2.5 Information and strategies relating to the government service delivery role are shared through interaction and consultation with colleagues and users of the services
- 2.6 The quality and efficiency of processes are monitored and improvements are identified where necessary to maximise service delivery outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- developing systems, processes, strategies and procedures to support staff in the provision of quality government service delivery
- writing procedures requiring precision of expression
- reading complex documents such as legislation and policies and translating them into action through the development of systems, procedures and processes
- working with government service users with complex needs
- working with people from diverse backgrounds
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs of individuals accessing government service delivery
- information needs of teams and team leaders in government service delivery
- quality standards relating to government service delivery
- available specialist service providers
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity of staff and clients/customers in a government service delivery environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGSD502A Manage the emergent dynamics of government service delivery

PSPGSD503A Provide specialist technical service delivery

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development and implementation of procedures in a range of (3 or more) government service delivery contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government service delivery
- case studies and workplace scenarios to capture the range of areas where procedures are required to underpin service delivery

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when developing and implementing procedures, including coping with difficulties, irregularities and breakdowns in routine

- development and implementation of procedures in a range of (3 or more) government service delivery contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Government services may include

- disability support services
- resource facilitation and case management
- community protection
- tenancy support
- property management
- disaster and emergency management
- clinical therapy services

Specialist information and assistance may include

- psychologists
- social workers
- community workers
- job network members
- counsellors

Environmental factors may include

- life events
- national emergencies
- industrial action
- industry collapse
- commencement or cessation of employment
- change of address

Contact strategies and protocols may include

- structured interviews
- phone calls
- scheduled contacts
- home visits

Diverse client/customer group includes differences in

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language

RANGE STATEMENT

- life experience
 - marital status
 - not fitting the dominant paradigm of the organisation
 - personality
 - physical ability
 - political orientation
 - religious belief
 - sexual orientation
 - socio-economic background
 - thinking/learning styles
 - work experience
 - working styles
- Legislation, policy and guidelines may include**
- statutory or legislative provisions
 - Centrelink Development Agreement 2002 - 2005, or as revised
 - other government agencies' standards and expectations

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD502A Manage the emergent dynamics of government service delivery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers contingency management in a government service delivery environment. It includes managing government service reception, dealing with complaints and aggression, and assuring public safety in a government service delivery environment.

In practice, managing emergent dynamics may overlap with other generalist and specialist work activities, such as working ethically, complying with legislation, monitoring and maintaining workplace safety, etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage government service reception	1.1 Reception and/or front office <i>functions</i> and efficiency are established and monitored in accordance with organisational policy and procedures
	1.2 The effectiveness of <i>queuing strategies</i> is monitored and evaluated, and <i>responses</i> are made to peak demand periods to minimise impact on individuals
	1.3 Items and information available to the public in <i>government service delivery</i> sites are maintained in accordance with organisational policy and procedures
2. Deal with complaints and aggression	2.1 The <i>complex needs and challenges</i> facing individuals accessing government service delivery are recognised and catered for
	2.2 Ongoing satisfaction is monitored and the concerns of dissatisfied and aggrieved individuals are identified
	2.3 Established frameworks for resolving conflict and aggression in government service delivery are identified and applied
	2.4 <i>Action</i> to resolve identified issues is reviewed and agreed with individuals, within the bounds of <i>legislation, processes and guidelines</i>
	2.5 Referrals are made, in consultation with the individual and <i>specialist service providers</i>
3. Assure public safety in a government service delivery environment	3.1 A risk management and response plan for potential emergencies or crises is developed and implemented as required
	3.2 Relevant <i>emergency services</i> are accessed when required
	3.3 Affected parties are debriefed in accordance with operational policy and procedures
	3.4 A record of any incidents is completed in accordance with legal and organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- working with government service users with complex needs
- communicating with a range of audiences for purposes such as liaising, referring, questioning, resolving conflict etc
- working with people from diverse backgrounds
- responding to diversity, including gender and disability
- dealing with aggression
- debriefing affected parties after an incident
- preparing records of incidents
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs of individuals accessing government service delivery
- risk management and response
- established frameworks for resolving conflict and aggression
- available emergency services
- available specialist service providers
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV516A Develop and use emotional intelligence

PSPGOV517A Coordinate risk management

PSPGSD501A Develop and implement procedures for government service delivery

PSPGSD503A Provide specialist technical service delivery

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

management of emergent dynamics in a range of (3 or more)

government service delivery contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to government service delivery

case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing emergent dynamics, including coping with difficulties, irregularities and breakdowns in routine
- management of emergent dynamics in a range of (3 or more) government service delivery contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Front office functions may include	reception bookings switchboard operation face-to-face client contact first point of contact
Queuing strategies may include	local/area office guidelines and processes
Response in peak demands may be affected by	staffing schedules implementation of queuing strategies
Government service delivery may be	single agency multi-site whole of government (one tier, or all three)
Complex needs and challenges may include	homelessness domestic violence diversity issues disability substance abuse English language, literacy and numeracy skills
Action to resolve issues may include	mediation implementation of local customer aggression practices intervention
Legislation, processes and guidelines may include	Social Security Act 1991 Social Security Administration Act 1999 Social Security International Agreements Act 1999

RANGE STATEMENT

Australian Public Services Act 1999

Family Assistance Act 1999

Family Assistance Administration Act 1999

Student Assistance Act

Centrelink Development Agreement 2002 - 2005, or as revised

Specialist service providers may include

- psychologists
- social workers
- community workers
- job network members

counsellors

health professionals

- job network providers

Emergency services may include

- police
- ambulance
- building security personnel
- government security advisers

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPGSD503A Provide specialist technical service delivery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the application of technical, policy and administrative knowledge to handle complex cases in a government service delivery environment. It includes facilitating application of complex legislation, policy and guidelines; establishing and managing the relationship between the organisation and other service sectors; and handling complex cases.

In practice, managing a technical specialist workload may overlap with other generalist and specialist work activities, such as doing research, working ethically, complying with legislation, developing client services, leading a workgroup, etc.

This is a new unit of competency, added to the *Government Service Delivery* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate application of complex legislation, policy and guidelines	<p>1.1 <i>Legislation</i> is interpreted in relation to complex income and asset determinations, qualifications and eligibility</p> <p>1.2 <i>Policy and guidelines</i> are reviewed in relation to legislated requirements relating to complex investment and financial arrangements</p> <p>1.3 High-level investigative and decision making skills are applied in the application of legislation, policy and guidelines</p> <p>1.4 <i>Consultancy services</i> regarding complex issues are tailored and provided to <i>service delivery staff</i> in accordance with their needs and experience</p> <p>1.5 Training is provided in <i>business structures</i> and related income and assets test issues to other service delivery staff</p>
2. Establish and manage the relationship between the organisation and other service sectors	<p>2.1 Relationships are developed and maintained with <i>other service sectors</i> that can assist government service users</p> <p>2.2 Advice is obtained on the interpretation of policy, instructions and legislation regarding issues relating to income and assets tests, as applied in complex financial and business arrangements</p> <p>2.3 Advice is provided to government service users, their representatives and the welfare services sector on the interpretation of policy, instructions and legislation on issues relating to income and assets tests as applied in complex financial and business arrangements</p> <p>2.4 Contact is brokered between government service users, their representatives and the financial services sector on issues which involve the income and assets test as applied in complex financial and business arrangements</p>
3. Handle complex cases	<p>3.1 Technical, policy and administrative knowledge is applied to assess the entitlements of government service users with <i>complex needs</i></p> <p>3.2 Complex issues are analysed and investigated in accordance with organisational policy and procedures</p> <p>3.3 Service offers for individuals with complex needs are routinely assessed and reviewed under organisational mechanisms and legislation</p> <p>3.4 Delegations are exercised to make determinations of entitlements and obligations</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking high-level investigation and decision making related to specialist technical service delivery
- working with government service users with complex needs
- communicating with a range of audiences for different purposes
- working with people from diverse backgrounds
- responding to diversity, including gender and disability
- developing and maintaining relationships with other service sectors such as welfare services and financial services
- providing training in business structures and related income and assets test issues to other service delivery staff
- applying workplace safety procedures in the context of government service delivery

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of circumstances and complexity of needs of individuals accessing government service delivery
- complex investment and financial arrangements of government service users
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- policy, instructions and legislation on issues relating to income and assets tests
- principles of equal employment opportunity and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM503A Build and maintain community relationships

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV511A Provide leadership

PSPGSD501A Develop and implement procedures for government service delivery

PSPGSD502A Manage the emergent dynamics of government service delivery

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

provision of specialist technical services in a range of (3 or more) government service delivery contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and guidelines relating to specialist technical service delivery

case studies and workplace scenarios to capture the range of circumstances and cases likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing specialist technical service delivery, including coping with difficulties, irregularities and breakdowns in routine
- provision of specialist technical services in a range of (3 or more) government service delivery contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

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	<ul style="list-style-type: none">• communication of security awareness in a range of (3 or more) contexts
Resources required to carry out assessment	<p>These resources include:</p> <p>legislation, policy and procedures relating to government security management</p> <p>activities for minimising security breaches</p> <p>security guidelines</p> <ul style="list-style-type: none">• government security management standards• public sector values and codes of conduct• case studies and workplace scenarios to capture the range of situations likely to be encountered when communicating security awareness
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none">• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when communicating security awareness, including coping with difficulties, irregularities and breakdowns in routine• communication of security awareness in a range of (3 or more) contexts <p>Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:</p> <p>people with disabilities</p> <p>people from culturally and linguistically diverse backgrounds</p> <p>Aboriginal and Torres Strait Islander people</p> <p>women</p> <p>young people</p> <p>older people</p> <p>people in rural and remote locations</p> <p>Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:</p> <p>case studies</p> <p>portfolios</p> <p>projects</p>

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questioning

scenarios

authenticated evidence from the workplace and/or training courses, such as session plans, evaluation and feedback documentation

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policy and guidelines may include

Social Security Act 1991
 Social Security Administration Act 1999
 Social Security International Agreements Act 1999
 Australian Public Services Act 1999
 Family Assistance Act 1999
 Family Assistance Administration Act 1999
 Student Assistance Act
 Centrelink Development Agreement 2002 - 2005, or as revised

Consultancy services may include

external service providers and businesses such as:

- psychologists
- social workers
- community workers
- job network members

counsellors

health professionals

job network providers

Service delivery staff may include

customer service officers

authorised review officers

financial information officers

personal advisers

other specialists

Business structures may include

internal organisation structures

external service providers and businesses

Other service sectors may include

financial services sector

welfare sector

RANGE STATEMENT

Complex needs may include

- homelessness
- domestic violence
- diversity issues
- disability
- substance abuse
- English language, literacy and numeracy skills

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Service Delivery

PSPHR402A Administer human resource processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers administration of human resource processes related to workforce planning, recruitment, remuneration, learning and development, employment relations, redeployment, retention and separation. It includes receiving and providing administrative information; processing workforce data, entry and exit information; and administering learning and development arrangements.

In practice, administering human resource processes overlaps with other generalist and specialist workplace activities such as, applying government processes, providing client service, gathering and analysing information, acting ethically, complying with legislation etc.

This is a new unit of competency, added to the Human Resource Management Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and provide administrative information	<p>1.1 <i>Administrative information</i> is provided on employment matters in line with delegated authority and expertise, or referral is provided in accordance with organisational policy and procedures</p> <p>1.2 Human resource policies and procedures are updated as required and provided in response to requests in accordance with organisational policy and procedures</p> <p>1.3 <i>Forms</i> are developed/provided as required and assistance is given to ensure complete information is included before processing in accordance with organisational procedures</p> <p>1.4 <i>Claims and applications</i> are processed in accordance with the requirements of the human resource management information system</p> <p>1.5 Records relating to <i>human resource activities</i> are maintained in line with organisational reporting requirements</p>
2. Process workforce data	<p>2.1 <i>Workforce data</i> is entered, extracted and manipulated in accordance with organisational requirements</p> <p>2.2 Quality assurance reviews are conducted of workforce data provided for input, and the forms used to collect the data</p> <p>2.3 Problems/issues with data capture and quality are reported in accordance with organisational procedures</p> <p>2.4 Reports are prepared and checked and errors are corrected to ensure results and forecasts are valid and reliable</p> <p>2.5 Data is <i>presented</i> in a manner suited to the needs of the user and the audience for the presentation</p>
3. Process entry and exit information	<p>3.1 Positions are advertised and applications are processed in accordance with <i>legislation, policy and procedures</i></p> <p>3.2 Records of the recruitment and selection process are maintained in accordance with legislation, organisational policy and procedures</p> <p>3.3 Successful and non-successful applicants are notified in accordance with recruitment procedures and required paperwork is completed and processed for the successful applicant</p> <p>3.4 Entitlements are checked for staff leaving the organisation and final documentation is completed and processed in accordance with legislative requirements, organisational policy and procedures</p> <p>3.5 Entry and exit process are reviewed and reported on for continuous improvement</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- finding and matching human resource information to the needs of those requesting it
- using a variety of words and language structures to explain ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- using technology for presentation of data and information in a range of styles and formats to suit different audiences
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental and sustainability requirements relating to human resource administration

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of human resource policies and practices that apply in the organisation
- regulations and protocols governing human resource forms, documents, records
- the range of employment arrangements in the organisation in the context of human resource administration
- political and organisational knowledge relating to human resource practices
- public sector standards, in particular those related to human resources
- equity and diversity management
- jurisdictional legislation applying to human resources
- public sector legislation such as occupational health and safety and environmental and sustainability practice requirements in the context of administering human resource processes

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV421A Exercise delegations

PSPGOV422A Apply government processes

PSPHR403A Provide a consultancy service for human resource management

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

administration of human resource processes in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation policies, procedures and guidelines relating to

EVIDENCE GUIDE

administration of human resource processes
workplace scenarios and case studies
human resource management guidelines and other relevant
workplace materials

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering human resource processes, including coping with difficulties, irregularities and breakdowns in routine
- administration of human resource processes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities
people from culturally and linguistically diverse backgrounds
Aboriginal and Torres Strait Islander people
women
young people
older people
people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies
demonstration
portfolios
questioning
scenarios
authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Administrative information may relate to

awards
 classifications
 contracts
 enterprise bargaining
 entitlements
 equity and diversity policies
 flexible working arrangements
 human resource policies and procedures
 learning and development
 leave
 legislative requirements
 occupational health and safety
 public sector standards
 environmental and sustainability practices
 security requirements
 support services
 workplace agreements

Forms may include

accident reports
 annual leave
 complaints/grievances
 course registrations
 exit interviews
 flexi-sheets
 higher duties
 job applications
 learning and development:

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applications
evaluation sheets
records
leave without pay
overseas postings
performance management
personal leave
personnel information
rehabilitation
resignation
security information
sick leave
study leave
superannuation
time sheets
transfer
workers compensation

Claims may include

- workers compensation and rehabilitation
- public liability
- breach of public sector standards
- complaints/grievances
- travel reimbursements
- higher duties allowance
- regional/overseas allowance

Applications may relate to

assignment
car allowances
job-sharing
job vacancies
learning and development opportunities
leave
opportunities to act in other positions
overtime
part-time work

RANGE STATEMENT

	security clearances
	study fees reimbursement
	transfer
	travel
	workers compensation
	working from home
Human resource activities may include	induction
	learning and development
Workforce data may include	absenteeism
	age profile of staff
	complaints
	conference leave
	costs associated with under-staffing
	current functions, services and workplace practices
	disciplinary action
	grievances
	hard to fill jobs
	learning and development
	leave - annual, sick, recreation, personal
	leave liability
	leave without pay
	number, gender, age and diversity of staff at each classification level and across business units
	part-time work
	permanent versus temporary versus contract versus casual workforce
	recruitment and retention
	security clearances
	staff nearing retirement
	staff on secondment
	staff retention rates
	staff satisfaction/dissatisfaction

RANGE STATEMENT

staff turnover
study leave
sustainability practices
use of employee assistance program
vacancies
working from home

Data presentation may include

- tables
- graphs
- narrative
- electronic presentation

Legislation, policy and procedures may include

Commonwealth and State/Territory legislation including equal employment opportunity, privacy, anti-discrimination and employment law
national and international codes of practice and standards
organisational policies and practices
government policy
environmental policy
ethics
codes of conduct

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR403A Provide a consultancy service for human resource management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of human resource information and advice to assist managers and others to deal with human resource matters. It includes identifying consultancy requirements, providing support to line managers and individual staff, and advising on linkages between human resource policy and organisational objectives.

In practice, providing consultancy services in human resources overlaps with other generalist and specialist workplace activities such as applying government processes, acting ethically, complying with legislation, delivering client services, etc.

This unit replaces PSPHR401A Provide a human resources consultancy service. The units are not equivalent. The revised unit has additional requirements, is no longer restricted to devolved human resource services and no longer addresses evaluation of consultancy services. Evaluation is addressed in PSPGOV509A Conduct evaluations, added to the Working in Government Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify consultancy requirements	<p>1.1 Consultation with key stakeholders is conducted to identify support needs of those who provide human resource services in the organisation</p> <p>1.2 An analysis of information needs, learning requirements and resources required for provision of human resource services is conducted</p> <p>1.3 Advice is given to management and key stakeholders on requirements for the delivery of human resource services that meets legislative and policy requirements</p> <p>1.4 The objectives, parameters, and performance standards for human resource services delivered through others are established, disseminated and explained</p>
2. Provide human resource support	<p>2.1 Information, advice, training and support are provided on a range of human resource policies and procedures to meet legislative and organisational requirements</p> <p>2.2 Support is provided in a clear, accurate, readily accessible and timely manner, and complies with legislation and organisational policies</p> <p>2.3 Information and support strategies are tailored to meet the needs of diverse audiences</p> <p>2.4 The available expertise and extent of human resource consultancy services are promoted to facilitate organisational awareness and access</p> <p>2.5 The provision of information, advice, training and support is monitored and issues are dealt with or referred in accordance with organisational policy and procedures</p> <p>2.6 Limits of own authority and expertise are applied and referrals are made based on knowledge of resources across and outside the organisation</p>
3. Advise on organisation-level linkages	<p>3.1 Organisational business plans are consulted and linkages to the organisation's strategic human resource policy and procedures are identified</p> <p>3.2 Information and advice are regularly obtained to ensure knowledge of broad organisational development issues is current</p> <p>3.3 Relevant strategic human resource information is communicated to line managers and individuals to keep them abreast of changes in human resource policy and practice</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice requiring reasoning and precision of expression
- undertaking consultation, discussion and advice using exchange of complex oral and written information
- undertaking conflict resolution and negotiation
- providing counselling and mediation
- responding to diversity, including gender and disability
- presenting information
- coaching others in human resource policy and procedures
- applying occupational health and safety procedures and sustainability practices in the context of human resource consultancy services

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the full range of human resource functions where line managers and other non-specialists have a human resource role
- human resource policies and practices
- relevant awards, legislation and agreements pertaining to employment framework and conditions
- employment contracts/organisational certified agreements
- organisational goals, policies and procedures
- jurisdictional legislation applying to human resources including occupational health and safety and environment and sustainability practices
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV414A Provide workplace mentoring

PSPGOV422A Apply government processes

PSPHR402A Administer human resource processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- the provision of consultancy service for human resource management in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, organisational policies, procedures, corporate and strategic documents

workplace scenarios and case studies

EVIDENCE GUIDE

Where and how to assess evidence

human resource management guidelines and other relevant workplace materials, such as human resource documents and plans

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing human resource consultancy services, including coping with difficulties, irregularities and breakdowns in routine
- the provision of consultancy service for human resource management in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include all those individuals and groups both inside and outside the organisation that have having some direct interest in the organisation's behaviour, actions, products and services such as:

- users of the human resource service
- employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- Ministers

Legislation and policy requirements may include Commonwealth and State/Territory legislation including equal employment opportunity, privacy legislation, anti-discrimination law and employment law

- public sector management acts and regulations
- national and international codes of practice and standards
- organisational policies, practices and guidelines
- government policy
- environmental and sustainability policies
- codes of conduct

Information and advice may relate to

- award interpretation
- career development
- changes to policies and practices
- classifications
- compensation and rehabilitation
- data collection
- disciplinary procedures
- employee conditions and entitlements

RANGE STATEMENT

employee health
employment contracts
employment relations
employment support
equity and diversity management
flexible work practices
grievance resolution
induction processes
information relating to illness, injury, workplace stress
job design
learning and development
legislative matters
organisational development strategies
performance appraisal
performance management
position requirements including competencies
privacy issues
probation
recruitment, selection, appointment and induction
redeployment
remuneration and benefits
reporting requirements
separation
sustainability practices
workforce analysis and planning
work organisation
workplace bargaining
workplace safety

Support may be

provided to:
supervisory staff
line managers
senior managers

RANGE STATEMENT

other human resource practitioners
professional/technical specialists
individuals
through:
written documentation
manuals
policy and procedure statements
guides
information brochures and pamphlets
oral advice and guidance
one-on-one meetings
small group meetings
telephone contact and/or electronic mail
training programs
coaching or mentoring
provision of feedback
mediating
counselling

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR503A Facilitate performance management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers facilitation of the organisation's performance management processes to review and enhance employee performance. It includes identifying organisational performance requirements, supporting performance management processes and reporting on performance. This is not the line management function of performance management, which is addressed in *PSPGOV519A Manage performance*.

In practice, facilitation of performance management processes overlaps with other generalist and specialist workplace activities such as promoting ethical behaviour and compliance with legislation, capitalising on diversity, providing client service etc.

This is a new unit of competency, added to the *Human Resource Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in bold italics is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify organisational performance requirements	1.1 <i>Position profiles</i> are confirmed as up-to-date, comprehensive and reflecting business requirements 1.2 Performance standards are identified and clarified where necessary with individuals, supervisors and managers in accordance with position requirements 1.3 Where relevant, individual performance agreements are assessed to confirm agreed requirements 1.4 Organisational policies and agreements relating to <i>performance management</i> are analysed to identify requirements and any performance incentives/rewards
2. Support performance management processes	2.1 Goals, objectives and required <i>outcomes</i> for the organisation's performance management framework are confirmed and agreed 2.2 Staff and other <i>stakeholders</i> are <i>educated</i> on performance management <i>processes</i> , benefits and the links between performance management and organisational policies 2.3 Ongoing two-way communication/performance feedback between the performance manager, the employee, key stakeholders and clients is promoted and supported to ensure that performance is managed on a day-to-day basis and not only during formal <i>performance reviews</i> 2.4 Support and advice are provided to performance managers to ensure processes are ethical, objective and inclusive in responding to the needs of the range of business units, position types and diverse employee working/learning styles represented within the organisation 2.5 Information and advice are provided to performance managers to assist in <i>responding</i> to inappropriate, under- or over-performance in accordance with <i>legislation, policy and procedures</i> 2.6 Performance managers are supported to respond to grievances and appeals in accordance with organisational policy and procedures
3. Report on performance	3.1 <i>Aggregated data</i> relating to performance management across the organisation is obtained and analysed to identify organisational outcomes and trends 3.2 Trends requiring intervention are recorded with supporting evidence, and reported in accordance with organisational policy and procedures 3.3 The impact of performance outcomes on career management, retention and succession strategies is identified and reported 3.4 Organisational performance reports are integrated into the

ELEMENT

PERFORMANCE CRITERIA

business planning cycle to ensure outcomes are considered in forward planning, learning and development, and resourcing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

working with a range of stakeholders in the performance management process
undertaking conflict resolution and negotiation
using a variety of words and language structures to explain ideas to different audiences
interpreting and explaining formal documents and assisting others to apply them in the workplace
providing written advice and reports requiring reasoning and precision of expression
responding to diversity, including gender and disability
applying occupational health and safety procedures in the context of implementing performance management processes

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

key components of performance management processes
organisational goals, policies and procedures related to performance management
performance standards
grievance procedures
equal employment opportunity, equity and diversity principles
requirements for content and standards of organisational performance reporting
jurisdictional legislation applying to human resources, including freedom of information, privacy, confidentiality, occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPHR506A Coordinate employment relations

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- facilitation of performance management processes in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policies and procedures
- workplace scenarios and case studies
- performance management guidelines and other relevant workplace materials

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when facilitating organisational performance management, including coping with difficulties, irregularities and breakdowns in routine

- facilitation of performance management processes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Position profiles may include*
- job descriptions
 - competencies
 - behavioural requirements
 - key performance indicators
 - duty statements
 - work plans
 - work level standards
 - classification descriptors
 - business unit plans
- Performance management refers to*
- planning, review and development of the on-the-job performance of individuals and/or groups of employees
- Outcomes of performance management may include*
- job satisfaction
 - reward
 - recognition
 - learning and development
 - counselling
 - discipline
 - salary progression
 - job rotation
 - higher duties
- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource services
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Educating stakeholders on performance*
- oral advice and guidance
 - telephone contact and/or electronic mail

- management may include*
- information/training programs such as those addressing negotiation skills
 - policy and procedure statements, guides
 - information brochures and pamphlets
 - written documentation
 - one-on-one meetings
 - small group meetings
 - manuals
- Performance management processes may include*
- planning
 - measurement
 - reviews and appraisals
 - monitoring
 - evaluation
 - feedback
 - coaching
 - learning agreements
- Performance review feedback may be provided through*
- manager
 - supervisor/employee
 - customer/client
 - peers
 - 360 degree feedback
 - upward appraisal systems
- Responses to inappropriate, over- and under-performance may include*
- counselling
 - discipline
 - reward
 - recognition
 - documenting performance issues
 - later follow-up
 - following procedures to the letter for recording issues and actions taken
- Legislation, policy and procedures may include*
- Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and privacy law
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy
 - codes of ethics/conduct
- Aggregated data may include*
- numbers of employees with performance agreements or career development plans
 - implied links between performance management and achieving business outcomes
 - numbers of performance related grievances

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR504A Implement workforce planning and succession strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers workforce planning and succession to underpin the organisation's strategic and business decisions. It includes, conducting workforce analysis and assisting with workforce planning and succession management.

In practice, workforce planning overlaps with other generalist and specialist workplace activities such as promoting ethical behaviour and compliance with legislation, capitalising on diversity, initiating projects, providing client service etc.

This is a new unit of competency, added to the *Human Resource Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct workforce analysis	<p>1.1 In-depth analysis is conducted of current workforce practices, numbers, deployment, <i>diversity</i> and competencies to provide a baseline for workforce planning and management</p> <p>1.2 <i>Workforce data</i> is analysed and when required benchmarked against comparable <i>data</i>, trends are identified and interventions are suggested to address developments that do not support the organisation's strategic or business directions</p> <p>1.3 Labour market and industry analysis is undertaken to identify <i>factors and trends</i> that may impact on the organisation and the implications of these for workforce planning and management</p> <p>1.4 <i>Scenario planning</i> or other forecasting tools are used to predict and assess likely futures for the organisation with their associated implications and risks</p> <p>1.5 The <i>results</i> of workforce analysis are presented in objective and unbiased terms and reported in a form and language to suit the intended audience of the presentation</p> <p>1.6 The results of workforce analysis are contributed to corporate decision making about projected future workforce requirements</p>
2. Contribute to workforce planning	<p>2.1 Information and advice is provided to <i>managers</i> on all <i>aspects of workforce planning</i> according to their requirements for business planning/outcomes</p> <p>2.2 Workforce planning tools are developed/provided to managers, and assistance is given in their use and the analysis of outcomes</p> <p>2.3 Solutions are developed and suggested for current and future workforce planning and management <i>issues</i> in accordance with organisational requirements</p> <p>2.4 Consultancy services are provided to develop the human resource aspects of organisational and business unit plans to ensure the right numbers of appropriately diverse and skilled staff are available for future needs</p> <p>2.5 Managers are assisted to question current work practices and structures and to prepare workforce plans to translate future business requirements into actionable human resource strategies</p>
3. Assist with succession management	<p>3.1 The critical role of <i>succession planning</i> in managing the organisation's intellectual capital is communicated to managers and staff in ways suited to their level of understanding or experience</p> <p>3.2 A succession management <i>strategy</i> is developed and candidate pools are <i>identified</i> for imminent and longer term future vacancies in accordance with <i>legislation, policy and procedures</i> and business unit needs</p>

ELEMENT

PERFORMANCE CRITERIA

3.3 *Succession processes* are developed and agreed and the succession management strategy is implemented to meet organisational requirements

3.4 The results of workforce analysis and planning are used to assist managers to undertake succession planning to identify requirements and manage transition when staff leave the organisation or business unit

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing information and trends

consulting, negotiating and advising on workforce planning and succession management

leading and influencing in relation to workforce analysis and planning

applying problem solving

using a variety of words and language structures to explain ideas to different audiences

interpreting and explaining data and assisting others to apply the outcomes in the workplace

preparing written advice and reports requiring reasoning and precision of expression responding to diversity, including gender and disability

applying occupational health and safety procedures and sustainability practices in the context of implementing workforce planning and succession strategies

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

data analysis

forecasting and planning

scenario planning

strategic thinking and analysis

organisational business planning cycle and processes

organisational goals, policies and procedures related to workforce planning and analysis

equal employment opportunity, equity and diversity principles

standard and content requirements of workforce analysis and planning reports

jurisdictional legislation applying to human resources, including freedom of information, privacy, confidentiality, occupational health and safety and environment and sustainability practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM501B Design complex projects

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- workforce planning and succession strategies implemented in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policies and procedures
- workplace scenarios and case studies
- forecasting models
- workforce data for analysis
- workforce planning guidelines and other relevant workplace materials

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing workforce planning and succession strategies, including coping with difficulties, irregularities and breakdowns in routine
- workforce planning and succession strategies implemented in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Workforce diversity data may include

- age
- gender
- diversity profile
- competency profile
- qualifications

Workforce data may include

- absenteeism
- age profile of staff
- complaints
- conference leave
- costs associated with under-staffing
- current functions, services and workplace practices
- grievances
- hard to fill jobs
- learning and development
- leave - annual, sick, recreation, personal
- leave without pay
- number, gender and diversity of staff at each classification level and across business units
- permanent versus temporary versus contract workforce
- recruitment and retention
- staff nearing retirement
- staff retention rates
- staff satisfaction/dissatisfaction
- staff turnover
- study leave
- sustainability practices
- use of employee assistance program
- vacancies

Scenario planning is

- a process for outlining the possible future as far as the organisation is concerned and developing a plan for dealing with that future. The uncertainty of both the forecasting process and the future itself may make it desirable to draw up a number of different scenarios. It is often advantageous to assign a degree of probability to a range of competing scenarios, for

RANGE STATEMENT

	example, optimistic (best case scenario) or pessimistic (worst case scenario)
<i>Results may include</i>	<ul style="list-style-type: none"> • matrix of required skills
<i>Managers may include</i>	<ul style="list-style-type: none"> • line managers • business unit managers • senior executives
<i>Aspects of workforce planning may include</i>	<ul style="list-style-type: none"> • downsizing • human resource forecasts • job redesign • labour market projections • organisational design • recruitment • retention strategies • skill set availability • succession planning • supply and demand forecasting • sustainability/environmental practice requirements • workforce capability requirements
<i>Future workforce planning and management issues may include</i>	<ul style="list-style-type: none"> • future workforce requirements (size and skill set) • projected labour shortages • projected skill shortages • interventions to address projected shortages • over-supply • hard to recruit jobs • retention of skilled staff • diverse workforce composition • environmental and sustainability practices
<i>Succession planning is</i>	<ul style="list-style-type: none"> • '... more than fingering a slate of replacements for certain positions. It is a deliberate and systematic effort to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional learning experiences, and then select leaders from among the pool of potential leaders' National Academy of Public Administration, Washington (1997)
<i>Succession planning strategy may include</i>	<ul style="list-style-type: none"> • inclusion of future development opportunities in position descriptions to encourage future progression
<i>Candidate pools may be identified through</i>	<ul style="list-style-type: none"> • leadership assessment activities

RANGE STATEMENT

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and privacy law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- environmental/sustainability policies
- codes of ethics/conduct

Succession processes may include

- expressions of interest
- formal interview process
- acceptance into a candidate pool
- learning and development
- shadowing
- coaching
- mentoring

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR505A Implement staffing policies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation by human resource specialists of organisational staffing policies and procedures for recruitment, selection, induction, redeployment, retention and separation. It includes coordinating recruitment, selection, induction and redeployment, and assisting with retention/separation of employees.

In practice, the implementation of staffing policies overlaps with other generalist and specialist workplace activities such as promoting ethical behaviour and compliance with legislation, capitalising on diversity, providing client service, maintaining workplace safety, etc.

This is a new unit of competency, added to the *Human Resource Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate recruitment and selection	<p>1.1 A consultancy/advisory service is provided on recruitment and selection policies and <i>processes</i> for business unit/line managers and questions are clarified to ensure compliance with legislative and organisational requirements</p> <p>1.2 Job specifications, position descriptions and selection criteria are developed in accordance with public sector standards in consultation with business unit/line managers to reflect current and desired competencies and behaviours in line with organisational requirements, equity and diversity management guidelines</p> <p>1.3 Advertisements for job vacancies and <i>recruitment information</i> are coordinated in consultation with business unit/line managers in accordance with organisational policy and procedures</p> <p>1.4 A quality assurance role is undertaken, providing assistance with short-listing applicants and organising, undertaking and finalising the selection process to ensure compliance with <i>legislation, policy</i> and organisational standards</p> <p>1.5 Recruitment and selection processes are <i>monitored</i>, appeals are handled in accordance with set processes, and issues/suggested improvements identified and referred to human resource decision makers</p> <p>1.6 Where probation periods are a condition of employment, assistance and advice are provided on interpreting and implementing the requirements of public sector and organisational policies and procedures</p>
2. Implement induction for new staff	<p>2.1 Objectives, <i>content</i> and <i>methodology</i> for induction are confirmed in accordance with organisational and business unit needs</p> <p>2.2 Induction programs are coordinated and <i>delivery options</i> are determined in line with organisational policy and value for money considerations</p> <p>2.3 Feedback is obtained from participants and managers on the quality of delivery and content of induction programs</p> <p>2.4 Evaluation is undertaken of the extent to which the induction processes are meeting their objectives, and results are reported in accordance with organisational policy and procedures</p> <p>2.5 Improvements are suggested to the induction process in accordance with feedback received and organisational policy and procedures</p>
3. Coordinate redeployment	<p>3.1 <i>Redeployment</i> policy and processes are confirmed and communicated to staff in ways suited to the needs of a diverse</p>

ELEMENT

PERFORMANCE CRITERIA

workforce

3.2 Redeployed staff and those likely to be redeployed are consulted and their understanding of the process, their rights and responsibilities are confirmed

3.3 Redeployees are managed in accordance with redeployment policy and processes to ensure their access to support services, learning and development and new job opportunities

3.4 The redeployment pool is managed in accordance with organisational policy and procedures

3.5 Processes are monitored to gauge their effectiveness in providing support to redeployed staff and adjustments are suggested and implemented in line with management advice

4. Assist with staff retention/ separation

4.1 Policies and procedures for the retention and separation of staff are accessed and organisational requirements for staff retention and the full range of *separation situations* are clarified and confirmed

4.2 Staff seeking voluntary separation are assisted to consider and accept *other options* in accordance with the organisation's retention policy

4.3 Exit interviews for staff separation are conducted/facilitated and exit data is collected, analysed and reported in accordance with organisational policy and procedures

4.4 Access to support services is facilitated for employees and their immediate families, as required

4.5 Separation documents are completed and processed in accordance with legislative and organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking effective consultation, counselling and negotiation

managing contractors

assessing separation situations to see whether retention options are relevant/preferred

using a variety of words and language structures to explain ideas to different audiences

interpreting and explaining formal documents and assisting others to apply them in the workplace

responding to diversity, including gender and disability

applying occupational health and safety procedures in the context of implementing staffing policies and procedures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

human resource policies, equal employment opportunity, ethics, equity and diversity principles related to recruitment, merit selection, induction, redeployment and separation

employment contracts, awards, terms and conditions of employment, and employee entitlements

recruitment, selection and induction methods including Internet-based recruitment

reliability and validity as applied to recruitment and selection methods

psychometric and skills testing

employee rehabilitation procedures

grievance/appeals procedures

misconduct in the context of public sector employment

alternatives to dismissal

concepts of redundancy, voluntary severance/termination, dismissal and suspension

concepts of natural justice and procedural fairness

ethical principles and practices related to staffing

retention purposes and strategies

the organisation's employee assistance programs

workers compensation and superannuation schemes

equal employment opportunity, equity and diversity principles

jurisdictional legislation applying to human resources including occupational health and safety and environment and sustainability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

implementation of staffing policies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures

workplace scenarios and case studies relating to staffing policies and procedures

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing staffing policies, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- implementation of staffing policies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Recruitment and selection processes may include</i>	job analysis
	job design
	job evaluation/job classification
	competency profiling
	benchmarking
	diversity targeting
	job description
	streamlining processes
	use of external agencies
	recruitment advertising
	application processing
	short-listing
	selection panel training
	selection panel formation
	merit selection
	interviews
	assessment centres
	psychometric assessment
	advising success and unsuccessful applicants
	selection process reports
appeals	
grievance/complaints procedures	
advertising selection outcomes	
<i>Recruitment information may include</i>	organisation profile
	business unit profile
	organisational/business unit structure

RANGE STATEMENT

job description
competency profile
description of the recruitment process
application guidelines
selection criteria
interview/panel makeup and process
interview questions
case studies/workplace scenarios
skills tests

Legislation and policy may include

Commonwealth and State/Territory legislation including equal employment opportunity, anti-corruption, privacy and anti-discrimination law
national and international codes of practice and standards
the organisation's policies and practices
government policy
codes of conduct
codes of ethics

Monitoring may include

managing information on:
selection panel composition
panel members trained in merit selection
diversity of applicants
duration of recruitment/selection
grievances/complaints in relation to recruitment and selection
conflicts of interest

Induction content may include

public sector values
public sector ethics
code/s of conduct
organisational policies and procedures
public sector legislative requirements
the organisation's enabling legislation
organisational environment, culture, structure and protocols
occupational health and safety related to working in the public

RANGE STATEMENT

	sector, and particular to the organisation
	environmental and sustainability issues/requirements
	standard operating procedures
	equity and diversity
	delegations
	grievance procedures
	career management/progression
	learning and development
<i>Induction methodology may include</i>	face-to-face information sessions
	brochures/handouts
	organisational manuals
	intranet
	organisational tour
	shadowing
	mentoring
	supervision
	assessment
	probation
<i>Induction delivery options may include</i>	in-house delivery
	use of contractors
	specialist input
	guest speakers
	senior management input
	occupational health and safety input
<i>Redeployment refers to</i>	internal movement of human resources as a consequence of:
	changed organisational needs
	loss of essential skills
	performance issues
	employee rehabilitation
<i>Separation situations may include</i>	<ul style="list-style-type: none">• organisational restructure or down-sizing• redundancy as an individual or group• voluntary severance/termination such as resignation and

RANGE STATEMENT

*Options other than
separation may include*

- retirement
- termination at the end of a contract period
- retirement on medical grounds
- involuntary termination (such as dismissal due to misconduct)
- phased retirement
- flexible working hours
- part-time employment
- fractional employment
- working from home
- retention incentives

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR506A Coordinate employment relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the implementation of strategies for employment relations to underpin an effective and harmonious working environment. It includes contributing to employment arrangements, advising on employment matters and coordinating grievance procedures.

In practice, coordinating employment relations overlaps with other generalist and specialist work activities in the public sector such as working ethically, complying with legislation, promoting diversity, coordinating resources, etc.

This is a new unit of competency added to the *Human Resource Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to employment arrangements	<p>1.1 Ongoing liaison with <i>industrial parties</i> is undertaken to identify employment related <i>issues</i>, and action to respond is initiated in accordance with organisational policy and procedures</p> <p>1.2 Workforce data is analysed to identify strengths, weaknesses and <i>trends</i> to inform negotiations on employment arrangements</p> <p>1.3 <i>Support</i> is provided as required for negotiations relating to <i>employment arrangements</i>, and information is provided on the outcomes and implications for management and staff</p>
2. Advise on employment matters	<p>2.1 Employment structures are implemented and guidance on classification and re-classification is provided to managers and staff in accordance with <i>legislation, organisational policy and procedures</i></p> <p>2.2 Interpretation and ongoing advice is provided on individuals' <i>terms and conditions of employment</i> in accordance with employment arrangements</p> <p>2.3 Guidance on <i>remuneration</i> arrangements is provided to managers and staff in accordance with jurisdictional guidelines and organisational policy and procedures</p> <p>2.4 Requirements of employment-related legislation, industrial instruments, policies and procedures are identified and communicated to managers and staff to ensure compliance</p> <p>2.5 Advice is provided and <i>disciplinary procedures</i> are implemented as required in accordance with organisational policy and procedures</p>
3. Coordinate grievance procedures	<p>3.1 Information, explanation and advice are provided to stakeholders about the organisation's <i>procedures</i> for appeals, grievances and dispute resolution</p> <p>3.2 Employees are supported to use and comply with organisational dispute resolution processes in accordance with employment relations agreements, organisational policy and procedures</p> <p>3.3 Grievance procedures are coordinated and investigations are pursued in accordance with organisational policy and procedures to substantiate and act on/refer <i>claims</i></p> <p>3.4 Grievances and disputes outside limits of authority/expertise are referred for resolution in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

Australian industrial relations system/s, legislation and processes
unions and tribunals

industrial instruments: awards, agreements, enterprise bargaining arrangements
relevant to the organisation

range of possible employee entitlements and conditions

workforce development as an employee entitlement

human resource policies and practices relating to employment relations

privacy legislation and its application

jurisdictional legislation applying to human resources including occupational health
and safety and environment

equal employment opportunity, equity and diversity principles

national and/or international models of good practice in employment relations

Skill requirements

Look for evidence that confirms skills in:

undertaking effective liaison, negotiation and consultation with stakeholders

using a variety of words and language structures to explain ideas to different audiences

interpreting and explaining formal documents and assisting others to apply them in the
workplace

preparing written advice and reports requiring reasoning and precision of expression

responding to diversity, including gender and disability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<ul style="list-style-type: none"> • <i>Pre-requisite</i> units that must be achieved prior to this unit: <i>Nil</i> • <i>Co-requisite</i> units that must be assessed with this unit: <i>Nil</i> • <i>Co-assessed units</i> that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: <ul style="list-style-type: none"> PSPETHC501B Promote the values and ethos of public service PSPGOV503B Coordinate resource allocation and usage PSPGOV505A Promote diversity PSPGOV507A Undertake negotiations PSPGOV509A Conduct evaluations PSPGOV511A Provide leadership PSPGOV512A Use complex workplace communication strategies PSLEGN501B Promote compliance with legislation in the public sector
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • coordination of employment relations in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> legislation policies, procedures and guidelines relating to employment relations workplace scenarios and case studies to capture the range of situations likely to be encountered when coordinating employment relations industrial instruments materials relating to organisational employment arrangements

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating employment relations, including coping with difficulties, irregularities and breakdowns in routine
- coordination of employment relations in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Industrial parties may include</i>	<ul style="list-style-type: none"> employees employee advocates or representatives employers unions legal advisers
<i>Employment issues may include</i>	<ul style="list-style-type: none"> • terms and conditions of employment • national legislative and compliance requirements • awards • collective/workplace bargaining • enterprise bargaining • certified agreements • Australian workplace agreements • conciliation and arbitration • impact of labour market forces especially on equity and diversity • work value • classification of jobs, roles, levels • linking pay to performance • unfair dismissals • grievances • disciplinary procedures
<i>Trends may include</i>	<ul style="list-style-type: none"> casualisation of the workforce part-time/fractional-time workers diversity issues gender issues generational issues eg ageing of the workforce
<i>Support may include</i>	<ul style="list-style-type: none"> research administrative assistance advice

Employment arrangements may include

- industrial instruments:
- awards
- workplace and enterprise bargains
- certified agreements
- Australian workplace agreements
- public service agreements

Legislation, organisational policy procedures may include

Commonwealth and State/Territory legislation including equal employment opportunity, privacy legislation, anti-discrimination and employment law

national and international codes of practice and standards

the organisation's policies and practices

government policy

codes of conduct

codes of ethics

Terms and conditions of employment may include

appeal procedures

casual work

classification/seniority-based remuneration

competency-based remuneration

contract work

displaced or excess employees

employment benefits to reward and recognise the performance of employees

flexible work arrangements

full-time work

incentive schemes

leave entitlements

non-financial rewards

part-time/ fractional-time

permanent positions

redundancy conditions and payment

salary packaging

salary sacrifice

shift work

skills-based remuneration

temporary positions

	wages, salaries, allowances and other forms of monetary payments
	workers compensation
	working hours
<i>Guidance on remuneration may relate to</i>	advice to specialist staff, such as sworn police, Australian Defence Force personnel
	allowances and payments
	calculations for leave at half pay
	leave entitlements
	long service entitlements
	ongoing versus contract or casual
	overseas service entitlements
	overtime
	paying above the band
	remuneration assessments
	salary packaging arrangements
	salary progression requirements
	salary scales/tables
	superannuation
	temporary higher duties
<i>Disciplinary procedures may result in</i>	exoneration
	file notation
	supervision
	demotion
	dismissal
<i>Grievance procedures may include</i>	mediation
	timetable for resolution
	formally documented procedures
	written reports and statements/evidence
	interviews
	legal advice
	appeal process
<i>Claims may include</i>	breach of public sector standards

breach of awards/requirements of agreements
breach of organisational policy or procedures
denial of natural justice
wrongful dismissal
discrimination
bias
sexual harassment

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR507A Coordinate employee support

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the coordination of strategies for employee support services to underpin an effective and healthy working environment. It includes identifying support needs and coordinating support arrangements.

In practice, coordinating employee support overlaps with other generalist and specialist work activities in the public sector such as working ethically, complying with legislation, capitalising on diversity, coordinating resources, etc.

This unit replaces *PSPHR502A Coordinate employee support systems*. The units are not equivalent. The revised unit has different element requirements and evaluation is no longer included. Evaluation is addressed in *PSPGOV509A Conduct evaluations*, added to the *Working in Government* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify employee support needs

- 1.1 The present and future *employee support* needs of individuals, specific occupational groups and the organisation are identified through consultation with key *stakeholders*
- 1.2 Analysis of organisational information is conducted to identify *trends* that may be addressed/reversed through employee support services
- 1.3 Employee support needs are prioritised in accordance with organisational policy and procedures

2. Coordinate employee support

- 2.1 Employee support is provided to meet the specific present and future needs of individuals, occupational groups and the organisation in accordance with *legislation and guidelines*
- 2.2 Support services are based on good practice models and contemporary theories and practices of employee support and are integrated with other key human resource services
- 2.3 The principles of natural justice, equity and fairness are used as the basis for determining access to employee support
- 2.4 The availability of employment support is *promoted* within the organisation to facilitate awareness and access, and advice is provided on employee eligibility
- 2.5 Systems are developed and implemented to monitor the effectiveness of employment support in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking effective liaison, negotiation and consultation with stakeholders
using a variety of words and language structures to explain ideas to different audiences
interpreting and explaining formal documents and assisting others to apply them in the workplace
preparing written advice and reports requiring reasoning and precision of expression
responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

human resource policies and practices relating to employee support
concept of employee welfare, employee well-being, employee rehabilitation
importance of psychological and physical fitness
range of work-related illnesses
stress and its impact on individual and organisational effectiveness
concept of organisation health and organisational culture
range of assistance and support programs
responsibilities of organisations in supporting employees
role of external agencies in supporting employees
privacy legislation and its application
jurisdictional legislation applying to human resources including occupational health and safety and environment
equal employment opportunity, equity and diversity principles
national and/or international models of good practice in employee support

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV509A Conduct evaluations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- coordination of employee support in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation policies, procedures and guidelines relating to employee support

information relating to employee assistance schemes

workplace scenarios and case studies to capture the range of situations likely to be encountered when coordinating employee support

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating employee support, including coping with difficulties, irregularities and breakdowns in routine
- coordination of employee support in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Employee support may include

- counselling services
- rehabilitation services
- compensation
- preventative education
- support networks
- provision of contact officers
- safety programs
- flexible working arrangements
- provision of child care
- health care
- family support
- relief services
- sports and fitness facilities and/or activities
- social facilities
- addiction support (alcohol, drugs)
- support for postings
- employment assistance program

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, such as:
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - users of the human resource service
 - regulators
 - boards of management

RANGE STATEMENT

	government
	Ministers
<i>Trends may include</i>	increase/decrease in stress-related leave high turnover of certain demographic groups unrepresentative numbers of particular demographics at certain classification levels increased/decreased number of accidents increased/decreased complaints or grievance reports
<i>Legislation and guidelines may include</i>	Commonwealth and State/Territory legislation including equal employment opportunity, privacy legislation, anti-discrimination and employment law national and international codes of practice and standards the organisation's policies and practices government policy codes of conduct codes of ethics
<i>Promotion methods may include</i>	written documentation manuals policy and procedure statements guides information brochures and pamphlets oral advice and guidance one-on-one meetings small group meetings telephone contact and/or electronic mail training programs

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR508A Coordinate career development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers coordination of career development to address the present and future needs of the organisation, groups and individuals. It includes analysing career development needs, designing career development strategies, and implementing or managing career development programs.

In practice, the coordination of career development strategies overlaps with other generalist and specialist workplace activities such as capitalising on diversity, applying government processes, coordinating resources, etc.

This unit replaces PSPHR501A Coordinate career development strategies and plans. The units are not equivalent.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse career development needs	<p>1.1 The career development priorities of individuals and <i>groups</i> within the organisation are identified through consultation with <i>key stakeholders</i></p> <p>1.2 Occupational, job and/or task analyses are conducted to confirm current organisational requirements</p> <p>1.3 Competencies related to tasks and jobs are identified as required, to underpin and link career development to other <i>human resource functions</i> in the organisation</p> <p>1.4 Analysis is undertaken of the results of skills audits, training needs analyses and competency-based assessments to identify learning and development needs</p> <p>1.5 Career development requirements are linked to organisational initiatives and prioritised on the basis of consultation</p>
2. Design career development strategies	<p>2.1 Career development <i>opportunities</i> are designed to meet the needs of individuals and the organisation in accordance with equity and diversity principles</p> <p>2.2 <i>Career development strategies</i> are designed based on adult learning principles, fit with individuals' work and social contexts, and support the business and strategic directions of the organisation</p> <p>2.3 Support for the development and implementation of individual career development plans is included in strategies to ensure ownership and commitment to the process</p> <p>2.4 Consultation and advice is provided within the organisation on the most appropriate career development options for particular needs</p> <p>2.5 Networks and partnerships are established to stay abreast of current good practice in career development, and to negotiate joint programs as required to optimise value for money</p> <p>2.6 Strategies and plans are based on the principles of merit, equity and fairness and are designed to cater for employees at different <i>career stages</i></p>
3. Implement/ manage career development programs	<p>3.1 Career development programs are <i>promoted</i> and <i>implemented</i> in accordance with organisational policy and procedures</p> <p>3.2 Career development resources are managed in accordance with budgetary and organisational requirements</p> <p>3.3 Service providers/contracts are managed in accordance with legislation, organisational policy and procedures</p> <p>3.4 Study assistance programs are promoted to provide support to learners in accordance with <i>legislation, policy and procedures</i></p> <p>3.5 Learning programs and delivery options are assessed on an</p>

ELEMENT

PERFORMANCE CRITERIA

ongoing basis to ensure that these are continually effective in addressing learning and development needs

3.6 Progression of staff who engage in career development programs is tracked to provide a measure of the effectiveness of the programs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using effective consultation with stakeholders

undertaking counselling and negotiation

using a variety of words and language structures to explain ideas to different audiences

interpreting and explaining formal documents and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression

undertaking discussion involving exchanges of complex oral information

responding to diversity, including gender and disability

applying of occupational health and safety and environmental procedures relevant to a career development context

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

career development and career management as concepts within an organisational context

range of career development strategies and plans

concept of career stages

the organisation's strategic goals and their implications for career development

importance of retaining human/intellectual capital within an organisation through career development strategies and plans

career guidance and counselling strategies

strategies for the management of one's own career

range of development strategies

adult learning principles

succession planning

national competency concept

jurisdictional legislation, policies and practices applying to career development

equal employment opportunity, equity and diversity principles

national and/or international models of good practice in career development

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV506A Support workplace coaching and mentoring

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

coordination of career development in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation policies, procedures and guidelines relating to career development

workplace scenarios and case studies to capture the range of situations likely to be encountered when coordinating career development

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating career development, including

EVIDENCE GUIDE

coping with difficulties, irregularities and breakdowns in routine

- coordination of career development in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Groups within the organisation may be

occupational groups
work units
classification levels
new entrants
trainees

Stakeholders may include

all those individuals and groups, both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
users of the human resource service
employees at all levels of the organisation
other public sector organisations
union and association representatives
inter-agency forums

Human resource functions may include

preparing job descriptions
recruitment
selection
induction
performance management
performance appraisal
learning and development
career development
career management
career progression
promotion
transfer
acting opportunities

RANGE STATEMENT

	job rotation or exchange
	security and/or organisational suitability functions
	using nationally accredited competency standards, competency-based assessment and training
<i>Career development opportunities may include</i>	<ul style="list-style-type: none">• assessment and development centres coaching <ul style="list-style-type: none">• competency development processes• counselling• education and training programs• constructive feedback
	higher duties <ul style="list-style-type: none">• induction and orientation programs• industry experience• job enrichment• job exchange
	mentoring
	opportunities to act in other positions <ul style="list-style-type: none">• psychometric and other testing methods• secondments/mobility• self-analysis and self-assessment
	shadowing <ul style="list-style-type: none">• succession planning
<i>Career development strategies may include</i>	<ul style="list-style-type: none">• provision of information on possible careers in the organisation and advice on career paths• training managers to manage staff careers• assisting managers to identify and develop talent in individuals• assisting managers to respond to diverse needs• incorporation of individual needs with organisational needs• assistance with preparation of individual development plans• government frameworks, such as indigenous career strategies, disability and diversity strategies
<i>Career stages include</i>	<ul style="list-style-type: none">• early and initial career• mid-career• late career• near retirement• generational blend
<i>Methods of promotion of</i>	written documentation

RANGE STATEMENT

may include

manuals
policy and procedure statements, guides
information brochures and pamphlets
oral advice and guidance
one-on-one meetings
small group meetings
telephone contact and/or electronic mail

Implementation of career development programs may include

delivery of information sessions
facilitation of training
management of external providers
partnerships with registered training organisations to deliver accredited training
negotiation of coaching, mentoring, shadowing opportunities or secondment/exchange activities

Legislation, policy and procedures may include

Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
national and international codes of practice and standards
the organisation's policies and practices
government policy
codes of conduct

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR603B Provide advisory and mediation services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of advisory and mediation services by human resource specialists to promote positive employee relations. It includes advising and mediating with parties, counselling employees and providing an employee information and advisory service.

In practice, the provision of advisory and mediation services overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, managing employment relations, managing performance management processes etc.

This unit replaces and is equivalent to PSPHR603A Provide advisory and mediation services.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise and mediate with parties	<p>1.1 An advisory and mediation process is established and agreed with <i>parties</i> to facilitate positive work relations</p> <p>1.2 Consultation between managers, supervisors, employees and union representatives is facilitated</p> <p>1.3 Relevant information is assessed, interpreted and provided in a format which is understandable to employees</p> <p>1.4 Mediation between the parties is undertaken where required in accordance with organisational policy and procedures</p> <p>1.5 Key <i>stakeholders</i> are involved in negotiation, decision making and/or mediation processes</p> <p>1.6 <i>Advisory and mediation services</i> are implemented in accordance with <i>legislation and policy</i></p>
2. Counsel employees	<p>2.1 Counselling techniques and style are tailored to the situation and cater for a diverse workforce</p> <p>2.2 Active listening skills are applied to formulate responses to employees</p> <p>2.3 Referrals to <i>support professionals and agencies</i> are made to facilitate employee performance and well-being</p> <p>2.4 Employee confidentiality is maintained</p>
3. Provide an employee information and advisory service	<p>3.1 Employees' access to the information and advisory service is <i>promoted</i></p> <p>3.2 Employee needs or problems are identified and information provided is accurate, relevant and timely</p> <p>3.3 Employees are informed of all realistic options and advised on the benefits and risks associated with each</p> <p>3.4 Advice is researched and provided in accordance with government and the organisation's policy</p> <p>3.5 Feedback is obtained from employees on the extent to which service meets needs</p> <p>3.6 Feedback is provided from advisory service on themes that stem from organisational issues with recommendations for how these may be addressed</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking effective consultation with stakeholders
- using counselling, negotiation, mediation and conflict resolution
- using a variety of words and language structures to explain ideas to different audiences and obtain their agreement
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- undertaking discussion using exchange of complex oral information
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- procedures for handling complaints and grievances
- case preparation and presentation techniques
- conflict resolution techniques
- negotiation and mediation techniques
- external industrial relations systems
- enterprise and workplace bargaining
- changing economic, social, demographic and labour market conditions and educational trends
- government employment relations system
- organisational goals, policies and procedures relating to advisory and mediation services
- equal employment opportunity, equity and diversity principles
- jurisdictional legislation applying to advisory and mediation services such as privacy legislation, occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPHR613A Manage retention and separation

PSPHR614A Manage employment relations

PSPHR616A Manage performance management system

PSPHR617A Manage redeployment

PSPHR619A Manage remuneration strategies and plans

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT605B Manage diversity

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- the provision of advisory and mediation services in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to advisory and mediation services

workplace scenarios and case studies to capture the range of situations likely to be encountered when providing advisory and mediation services

EVIDENCE GUIDE

environmental factors and relevant workplace materials that relate to advisory and mediation services

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing advisory and mediation services, including coping with difficulties, irregularities and breakdowns in routine
- the provision of advisory and mediation services in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Parties may include

employees
workplace diversity officers
managers
union representatives
employee groups
employee associations
government officials

Stakeholders may include

all those individuals and groups both inside and outside the organisation, that have some direct interest in the organisation's behaviour, actions, products and services, such as:
users of the human resource service
employees at all levels of the organisation
workplace diversity officers
other public sector organisations
union and association representatives
boards of management
government
Ministers

Advisory and mediation services may include

mediation
conflict resolution
grievance handling
career development
employee counselling
employee contracts
employee conditions
occupational health and safety

RANGE STATEMENT

organisational development and change
performance management
recruitment and selection
training and development
workers compensation

*Legislation and policy
may include*

Commonwealth and State/Territory legislation including equal
employment opportunity, anti-discrimination and employment law
national and international codes of practice and standards
the organisation's policies and practices
government policy
codes of conduct
codes of ethics
public sector standards

*Support professionals and
agencies may include*

counselling services
mediation services
support networks
employee assistance programs

*Methods of promotion of
the information and
advisory service may
include*

written documentation
manuals
policy and procedure statements, guides
information brochures and pamphlets
oral advice and guidance
one-on-one meetings
small group meetings
telephone contact and/or electronic mail
training programs

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR612A Manage recruitment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers development and management of strategies and processes for recruitment, selection, induction and career management to meet organisational needs. It includes developing strategies and processes, managing and monitoring of recruitment and selection processes, managing induction, and developing career management strategies.

In practice, managing recruitment overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, managing resources, managing human resource development etc.

This unit replaces *PSPHR601A Manage recruitment and selection processes*. The units are not equivalent. The revised unit no longer covers evaluation of recruitment and selection processes, and additional requirements relating to induction and career management have been added. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency field* of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop recruitment and selection strategies and processes	<p>1.1 Current and future staffing needs of the organisation are identified</p> <p>1.2 Consultation is undertaken with business units and other key <i>stakeholders</i> in developing recruitment strategies and associated <i>processes</i></p> <p>1.3 Strategies are developed and aligned with the organisation's strategic goals and integrated with other <i>key human resource strategies</i></p> <p>1.4 Processes are developed in line with organisational <i>policy and legislation</i> and take account of external trends and influences, good practice models of recruitment and selection, and reliability and validity issues</p> <p>1.5 Processes are developed based on the principles of natural justice, equity and fairness, and allow for the principles of reasonable adjustment</p> <p>1.6 Processes are developed to support and encourage applicants from diverse backgrounds to make application and checks are made to ensure that this occurs</p>
2. Manage recruitment and selection	<p>2.1 <i>Specialist advice</i> is obtained where necessary to facilitate implementation of recruitment and selection processes</p> <p>2.2 <i>Decisions</i> on implementation of recruitment and selection processes are made based on available expertise, government/organisational policy and value for money</p> <p>2.3 Recruitment and selection are <i>managed</i> in accordance with recruitment strategies and organisational requirements</p> <p>2.4 Information and advice are provided to facilitate effective implementation, monitoring and reporting of processes</p>
3. Monitor recruitment and selection processes	<p>3.1 Systems are managed to monitor the effectiveness of recruitment and selection processes in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers</p> <p>3.2 <i>Recruitment information</i> is monitored and feedback from users, managers and external recruitment providers is used to guide improvements</p> <p>3.3 Recruitment and selection processes are monitored to gauge their effectiveness in meeting organisational needs</p> <p>3.4 External and/or internal trends or events which have an effect on the organisation's recruitment and selection processes are monitored and responses are formulated</p> <p>3.5 Adjustments to recruitment and selection processes are implemented as a result of monitoring and/or changed</p>

ELEMENT

PERFORMANCE CRITERIA

internal/external factors

4. Manage induction

- 4.1 Objectives, *content* and *methodology* for induction processes are agreed and documented in accordance with organisational policy and procedures
- 4.2 Induction processes, procedures and forms are trialled and measured against objectives
- 4.3 Line managers are advised of their responsibilities in inducting new recruits into the workplace
- 4.4 Feedback is obtained from participants and managers on the extent to which the induction process is meeting its objectives
- 4.5 Improvements are introduced to the induction process in accordance with feedback received and organisational policies

5. Develop strategies for career management

- 5.1 A pool of managerial talent is identified and skills are identified and recorded to provide qualified candidates to apply for positions as required in accordance with organisational policy and procedures
- 5.2 Criteria for progression/promotion are established or reviewed at professional, technical and managerial levels and linked to career paths in the organisation
- 5.3 Future career needs are anticipated through analysis of future directions, and strategies are developed to enable career planning for staff to address those needs
- 5.4 Corporate career management strategies are integrated with strategic plans in the areas of workforce planning, recruitment, organisational development and human resource development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking effective consultation and negotiation with stakeholders

managing contractors

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice requiring reasoning and precision of expression

undertaking discussion involving exchanges of complex oral information

responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

changing economic, social, demographic and labour market conditions and educational trends impacting on recruitment/selection

concept of outsourcing related to recruitment, selection processes and induction employee contracts

equal employment opportunity, equity and diversity principles related to recruitment, selection and induction

human resource policies and practices, strategy and planning related to recruitment, selection and induction

jurisdictional legislation applying to human resources including occupational health and safety and environment

national and/or international models of good practice in recruitment and selection

psychometric and skills testing

recruitment, selection and induction methods including Internet-based recruitment

reliability and validity as applied to recruitment and selection methods

terms and conditions of employment

career management strategies

the organisation's strategic goals and their implications for future human resource requirements

organisational goals, policies and procedures

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV605A Persuade and influence opinion

PSPHR603B Provide advisory and mediation services

PSPHR615A Manage human resource development strategies

PSPHR619A Manage remuneration strategies and plans

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of recruitment, selection and induction, and career management strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to recruitment, selection and induction

EVIDENCE GUIDE

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing recruitment environmental factors and relevant workplace materials that might influence recruitment strategy and associated processes

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing recruitment, including coping with difficulties, irregularities and breakdowns in routine
- management of recruitment, selection and induction, and career management strategies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services including:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - inter-agency forums
 - union and association representatives
 - boards of management
 - government
 - Ministers

Recruitment and selection processes may include:

- job analysis
- job design
- job evaluation/job classification
- competency profiling
- benchmarking
- diversity targeting
- job description
- streamlining processes
- use of external agencies
- recruitment advertising
- application processing
- short-listing
- selection panel training
- selection panel formation
- merit selection
- interviews
- assessment centres

RANGE STATEMENT

psychometric assessment
advising success and unsuccessful applicants
selection process reports
appeals
grievance/complaints procedures
advertising selection outcomes

Other key human resource strategies may include

- equity and diversity
- workforce planning
- succession planning
- organisational development
- probation
- career management
- organisational design
- redeployment

Legislation and policy may include

- Commonwealth and State/Territory legislation including equal employment opportunity, privacy, anti-corruption and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- codes of ethics
- public sector standards
- security policies and procedures

Specialist advice may relate to recruitment of

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- indigenous Australians
- hard-to-recruit positions
- technically specialised staff
- staff whose remuneration requirements may be higher than usual

Decisions on implementation of recruitment and selection may include

- in-house delivery
- outsourcing of all/parts of recruitment and selection

Management of recruitment and selection may include

- in-house processes
- services provided by external recruitment providers
- contractual arrangements

RANGE STATEMENT

Recruitment information may include

- organisation profile
- business unit profile
- organisational/business unit structure
- job description
- competency profile
- description of the recruitment process
- application guidelines
- selection criteria
- interview/panel makeup and process
- interview questions
- case studies/workplace scenarios
- skills tests

Internal and external factors may include

- changed financial or political circumstances
- downsizing or organisation restructuring
- retention of high performing employees
- opportunities for outsourcing changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market
- skills shortages
- salary limitations
- demographic changes

Induction content may include

- public sector values
- public sector ethics
- code/s of conduct
- organisational policies and procedures
- public sector legislative requirements
- the organisation's enabling legislation
- organisational environment, culture, structure and protocols
- occupational health and safety related to working in the public sector, and particular to the organisation
- environmental issues/requirements
- standard operating procedures
- equity and diversity
- probationary period
- career management/progression
- performance management system
- learning and development
- delegations

RANGE STATEMENT

*Induction methodology
may include*

- security requirements
- grievance procedures
- face-to-face information sessions
- formal training
- brochures/handouts
- organisational manuals
- intranet
- organisational tour
- shadowing
- mentoring
- supervision
- assessment
- probation

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR613A Manage retention and separation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of retention and separation of people in the organisation. It includes developing strategies for retention and separation and managing implementation of the strategies.

In practice, managing retention and separation overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, managing resources, managing risk etc.

This unit replaces *PSPHR602A Manage separation*. The units are not equivalent. The revised unit no longer covers evaluation of separation strategies, and additional requirements relating to retention have been added. Evaluation is now addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency field* of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies for retention and separation	<p>1.1 Rates of staff retention/turnover/separation and exit data are assessed, and government and organisational policies affecting retention/separation are analysed to identify factors to be taken into account</p> <p>1.2 Strategies are developed with key <i>stakeholders</i> to address organisational requirements for staff retention and the full range of <i>separation situations</i></p> <p>1.3 Strategies are structured to provide sufficient time and information for employees to make well-considered decisions</p> <p>1.4 Strategies are integrated with <i>other key human resource policies</i> and meet <i>legislation and policy</i> requirements</p> <p>1.5 Strategies are developed based on the principles of natural justice, equity and fairness, and provide for access to <i>counselling and support services</i></p>
2. Manage implementation of separation/ retention strategies	<p>2.1 Information and advice are provided to facilitate implementation and monitoring of strategies for retention and separation</p> <p>2.2 Systems are managed to monitor the effectiveness of strategies for retention and separation in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers</p> <p>2.5 Retention and separation strategies are monitored to gauge their effectiveness in meeting organisational requirements and providing support to staff involved</p> <p>2.3 External and/or internal trends or events which have an effect on the organisation's retention and separation strategies and plans are monitored and responses are formulated</p> <p>2.4 Adjustments to strategies are implemented as a result of monitoring and/or changed <i>internal/external factors</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking effective consultation, counselling and negotiation
- assessing separation situations to see whether retention options are relevant/preferred
- interpreting and explaining complex requirements and assisting others to apply them in the workplace
- using a variety of words and language structures to explain complex ideas to different audiences
- preparing written advice requiring reasoning and precision of expression
- engaging in discussion using exchange of complex oral information
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental procedures in the context of managing separation and retention

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- alternatives to dismissal
- award interpretation and employee entitlements
- concept of misconduct in the context of public sector employment
- concept of redundancy
- concept of retirement
- concept of voluntary termination
- concepts of dismissal and suspension
- concepts of natural justice and procedural fairness
- disputes and grievance procedures
- employment contracts
- equal employment opportunity, equity and diversity principles
- jurisdictional legislation applying to human resources including environmental and occupational health and safety requirements
- national and/or international models of good practice in the separation and retention of employees
- organisational goals, policies and procedures relating to separation and retention
- retention purposes and strategies
- the organisation's employee assistance programs
- workers compensation and superannuation schemes

REQUIRED SKILLS AND KNOWLEDGE

employment law

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPHR603B Provide advisory and mediation services

PSPHR615A Manage human resource development strategies

PSPHR616A Manage performance management system

PSPHR619A Manage remuneration strategies and plans

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of retention and separation strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to separation and retention

organisational plans and documents

workplace scenarios and case studies to capture the range of

EVIDENCE GUIDE

situations likely to be encountered when managing retention and separation

environmental factors and relevant workplace materials that might affect retention and separation

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing retention and separation, including coping with difficulties, irregularities and breakdowns in routine
- management of retention and separation strategies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - inter-agency forums
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Separation situations may relate to*
- organisational restructure or down-sizing
 - redundancy as an individual or group where redeployment is not available under employment conditions
 - resignation
 - loss of essential skills required, eg technological change
 - retirement
 - termination at the end of a contract period
 - involuntary termination, such as dismissal due to misconduct
 - retirement on medical grounds
 - security-based redeployment
- Other key human resource policies may include*
- equity and diversity
 - workforce planning
 - knowledge management
 - staff/expertise retention
 - retention incentives
 - flexible working hours
 - retention of older workers
 - phased retirement arrangements
 - organisational development
 - career management
 - organisational design
 - redeployment

RANGE STATEMENT

Legislation and policies may include

- Commonwealth and State/Territory legislation including equal employment opportunity, anti-corruption, anti-discrimination law, freedom of information and archives
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- codes of ethics
- public sector standards
- security requirements

Counselling and support services may be for

- employees and their immediate families
- managers
- other staff

Internal and external factors impacting upon separation strategies and plans may include

- changed financial or political circumstances
- downsizing or organisation restructuring
- retention of high performing employees

- opportunities for outsourcing changes in legislation or core business activities

- changes in activities or aspirations of customers
- organisational changes
- labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR614A Manage employment relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirement to build and maintain the commitment of employees to achieving the goals of the organisation through effective employment relations. It includes developing and managing the implementation of employment relations strategies and plans, and negotiating employment arrangements.

In practice, managing employment relations overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, facilitating workforce effectiveness, managing human resource development etc.

This unit replaces *PSPHR604A Manage employment relations strategies and plans*. The units are not equivalent. The revised unit has different element requirements and no longer includes evaluation. Evaluation is addressed in the unit *PSPMNGT611A Manage evaluations*, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop employment relations strategies and plans	<p>1.1 Analysis of present and future requirements within the organisation is undertaken using a variety of <i>information sources</i>, consultations with key <i>stakeholders</i> and consideration of good practice models of employment relations</p> <p>1.2 <i>Employment relations strategies and plans</i> are developed to address the full range of <i>employment issues</i> in accordance with organisational requirements</p> <p>1.3 Strategies and plans are developed in accordance with organisational <i>policy and legislative requirements</i> and are integrated with other key human resource functions and areas</p> <p>1.4 Changes within the organisation's operating environment which will impact upon the organisation's employment relations are identified and responses are formulated</p>
2. Negotiate employment arrangements	<p>2.1 A negotiation framework is developed and agreed with the parties</p> <p>2.2 Documentation and advice are developed and disseminated to raise organisational awareness</p> <p>2.3 Responses are sought from employment relations bodies/representatives to gauge acceptance and to identify the nature and cause of any potential disputes</p> <p>2.4 Changes in the negotiating position are determined and endorsement of these is sought from key stakeholders</p> <p>2.5 An <i>advocacy role</i> is undertaken to represent the negotiating position and to resolve disputes which may arise</p> <p>2.6 Employment <i>arrangements</i> are agreed with stakeholders in accordance with organisational policy and procedures and legislative requirements</p>
3. Manage implementation of employment relations strategies and plans	<p>3.1 Employment relations strategies and plans are implemented in accordance with organisational policy and procedures</p> <p>3.2 Systems are developed and implemented to monitor the effectiveness of employment relations strategies and plans in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers</p> <p>3.3 <i>External and/or internal trends or events</i> which have an effect on the organisation's employment relations strategies and plans are monitored and responses are formulated</p> <p>3.4 Adjustments to strategies and plans are implemented as a result of monitoring and/or changed internal/external trends and/or events</p> <p>3.5 Employment relations strategies and plans are monitored to</p>

ELEMENT

PERFORMANCE CRITERIA

gauge their effectiveness in providing support to staff involved in implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking effective consultation with stakeholders
- undertaking counselling, negotiation and facilitation
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents
- preparing written strategies and plans requiring reasoning and precision of expression
- engaging in discussion using complex exchange of oral information
- responding to diversity, including gender and disability
- applying occupational health and safety procedures in the context of employment relations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- employment relations as a concept within an organisational context
- role of employee representatives and employee organisations
- case preparation and presentation techniques
- negotiation and mediation techniques
- enterprise and workplace bargaining
- changing economic, social, demographic and labour market conditions and educational trends in the context of employment relations
- government employment relations/industrial relations system
- jurisdictional legislation applying to human resources including occupational health and safety and environment
- organisational goals, policies and procedures
- equal employment opportunity, equity and diversity principles
- human resource policies and practices
- national and/or international models of good practice in employment relations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV605A Persuade and influence opinion

PSPHR617A Manage redeployment

PSPHR619A Manage remuneration strategies and plans

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT615A Influence workforce effectiveness

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- employment relations managed in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and guidelines relating to employment relations

workplace scenarios and case studies

contemporary models for employment relations

EVIDENCE GUIDE

industrial instruments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing employment relations strategies, including coping with difficulties, irregularities and breakdowns in routine
- employment relations managed in a range of (2 or more) employment relations contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Sources of information may include

- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - inter-agency forums
 - union and association representatives
 - boards of management
 - government
 - Ministers

Employment relations strategies and plans may include initiatives which aim to

- develop and maintain the commitment of employees in times of change
- promote effective communication within the organisation
- develop and maintain effective negotiation and consultation processes with groups and individuals
- link pay and performance
- identify conditions and entitlements
- link performance and professional development
- determine work value
- differentiate work levels and classification structures
- develop effective grievance and disciplinary processes

Employment relations strategies and plans may be expressed in

- workplace and enterprise bargains
- certified agreements
- Australian workplace agreements

RANGE STATEMENT

- awards
 - public service agreements
 - policies and guidelines
- Employment issues may include*
- terms and conditions of employment
 - national legislative and compliance requirements
 - awards
 - collective/workplace bargaining
 - enterprise bargaining
 - certified agreements
 - Australian workplace agreements
 - conciliation and arbitration
 - impact of labour market forces especially on equity and diversity
 - work value
 - classification of jobs, roles, levels
 - linking pay to performance
 - unfair dismissals
 - grievances
- Policy and legislative requirements may include*
- Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and industrial relations law
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy
 - codes of conduct
- An advocacy role may include*
- written or oral advocacy
- Employment arrangements may include*
- industrial instruments:
 - awards
 - workplace and enterprise bargains
 - certified agreements
 - Australian workplace agreements
 - public service agreements
- Internal and external factors may include*
- changed financial or political circumstances
 - downsizing or organisation restructuring
 - retention of high performing employees
 - opportunities for outsourcing changes in legislation or core business activities
 - changes in activities or aspirations of customers
 - organisational changes

RANGE STATEMENT

- labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR615A Manage human resource development strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and management of strategies and programs to address the human resource development needs of the organisation. It includes identifying needs, developing strategies for human resource development, and managing implementation of the strategies and programs.

In practice, management of human resource development strategies overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, facilitating workforce effectiveness, etc.

This unit replaces *PSPHR605A Manage human resource development*. The units are not equivalent. The revised unit has additional requirements and no longer includes evaluation. Evaluation is addressed in the unit *PSPMNGT611A Manage evaluations*, added to the *Management Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify development needs	<p>1.1 The development needs of individuals, specific occupational groups and the organisation are identified through consultation with key <i>stakeholders</i></p> <p>1.2 An analysis of information acquired through consultation is conducted to identify Competency fields of need for human resource development</p> <p>1.3 Development needs are linked to other organisational initiatives and prioritised on the basis of consultation and the organisation's corporate/strategic plans</p> <p>1.4 Future development needs are anticipated through organisational benchmarking, strategic networking and national/international research</p>
2. Develop strategies for human resource development	<p>2.1 Systems and policies are established to support human resource development for organisational development, change management, workforce planning and career management</p> <p>2.2 Organisational objectives and <i>methodologies</i>, and a framework for ensuring return on investment are determined in accordance with the organisation's strategic direction and business goals</p> <p>2.3 Strategic networks are established and maintained with industry, similar organisations and providers of learning and development programs</p> <p>2.4 Resources to address the development needs of the organisation are negotiated, allocated and managed in accordance with organisational priorities</p> <p>2.5 The development of <i>programs</i> to address identified development needs is managed in accordance with organisational policy and procedures</p>
3. Manage implementation of strategies and programs	<p>3.1 Development strategies and programs are implemented in accordance with organisational policy and procedures</p> <p>3.2 Systems are developed and implemented to monitor the effectiveness of strategies and programs in accordance with contractual obligations, <i>legislation</i>, <i>organisational policy</i> and needs, and in consultation with stakeholders</p> <p>3.3 <i>External and/or internal trends</i> or events which have an effect on the organisation's development strategies and programs are monitored and responses are formulated</p> <p>3.4 Adjustments to strategies and programs are implemented as a result of monitoring and/or changed internal/external trends and/or events</p> <p>3.5 Strategies and programs are monitored to gauge their effectiveness in addressing organisational needs</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using effective consultation with stakeholders
- undertaking internal marketing and public relations
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written strategies requiring reasoning and precision of expression
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental requirements in the context of human resource development

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- national and/or international models of good practice in human resource development
- organisational policies and procedures
- the organisation's strategic goals and their implications for future human resource requirements
- human resource strategy and planning
- equal employment opportunity, equity and diversity principles
- human resource policies and practices
- jurisdictional legislation applying to human resources including occupational health and safety and environment and sustainability practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV605A Persuade and influence opinion

PSPHR612A Manage recruitment

PSPHR616A Manage performance management system

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT605B Manage diversity

PSPMNGT611A Manage evaluations

PSPMNGT615A Influence workforce effectiveness

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of human resource development strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation policies, procedures and guidelines relating to human resource development and career management
- workplace scenarios and case studies to capture the range of situations likely to be encountered when managing human resource development strategies

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing human resource development strategies, including coping with difficulties, irregularities and breakdowns in routine
- management of human resource development strategies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Methodologies for human resource development may include*
- on-the-job learning
 - accredited training
 - self-paced learning
 - mentoring
 - coaching
 - shadowing
 - projects
 - blended learning
 - opportunities to act in higher positions
- Development programs may include*
- mentoring and coaching
 - action learning sets
 - seminars, conferences and workshops
 - tertiary courses
 - in-house courses
 - computer-based courses
 - higher duties
 - job exchange
 - industry experience
 - secondments
- Legislation and organisational policies may include*
- Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and employment law
 - national and international codes of practice and standards

RANGE STATEMENT

Internal and external factors impacting upon development strategies and programs may include

- the organisation's policies and practices
- government policy
- codes of conduct
- codes of ethics
- public sector standards
- security requirements
- environmental/sustainability requirements
- emerging human resource development needs
- changed financial or political circumstances
- downsizing or organisation restructuring
- opportunities for outsourcing changes in legislation or core business activities
- changes in activities or aspirations of customers
- organisational changes
- labour market
- environmental/sustainability requirements

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR616A Manage performance management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the management of an organisation's performance management system to review and enhance employee performance. It includes developing a new or existing performance management framework, developing performance management processes, and managing the implementation of these processes.

In practice, managing a performance management system overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, facilitating workforce effectiveness, managing human resource development etc.

This unit replaces *PSPHR606A Manage performance management processes*. The units are not equivalent. The revised unit has additional requirements and no longer covers evaluation of performance management processes. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency field* of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop performance management framework	<p>1.1 Goals, objectives and required outcomes for the organisation's performance management framework are determined/confirmed in consultation with key <i>stakeholders</i> to improve the work effectiveness of the organisation</p> <p>1.2 The performance management framework is established/developed through consideration of existing good practice models and is integrated with other key human resource functions and areas</p> <p>1.3 The framework is linked to the organisation's operating context and strategic direction and developed through consultation with key stakeholders</p> <p>1.4 Key performance management <i>elements</i> are included in the framework</p> <p>1.5 The framework is developed based on the principles of natural justice, equity and fairness</p>
2. Develop performance management processes	<p>2.1 <i>Performance management processes</i> are developed which utilise performance standards established and validated by key stakeholders</p> <p>2.2 The processes are structured to provide for ongoing two-way communication between the performance manager, the employee, key stakeholders and clients</p> <p>2.3 Inclusive processes are developed to respond to the needs of the range of business units, position types and diverse employee working styles represented within the organisation</p> <p>2.4 The processes are structured to be flexible enough to allow for changes in the organisation's operating context and strategic direction</p> <p>2.5 Options for dealing with inappropriate, over- or under-performance are detailed in the processes</p> <p>2.6 <i>Information</i> and advice is provided to facilitate effective implementation and assessment of processes</p>
3. Manage implementation of performance management processes	<p>3.1 An implementation plan is agreed in consultation with key stakeholders</p> <p>3.2 Systems are managed to monitor the effectiveness of performance management processes in accordance with contractual obligations, <i>legislation</i>, organisational <i>policy</i> and needs, and in consultation with managers</p> <p>3.3 <i>External and/or internal trends</i> or events which have an effect on the organisation's performance management processes are monitored and responses are formulated</p> <p>3.4 Adjustments to processes are implemented as a result of</p>

ELEMENT

PERFORMANCE CRITERIA

monitoring and/or changed internal/external trends and/or events

3.5 Processes are monitored to gauge their effectiveness in providing support to staff involved in implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

engaging in effective consultation with stakeholders

training, coaching, mentoring and facilitation

undertaking conflict resolution, negotiation and counselling

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression

responding to diversity, including gender and disability

applying occupational health and safety procedures in the context of managing a performance management system

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the performance management concept within an organisational context

key components of performance management processes

grievance procedures

freedom of information, privacy, confidentiality

development strategies to support performance management processes

organisational goals, policies and procedures

the concept of diversity and its integration within and across all human resource functions and areas

equal employment opportunity, equity and diversity principles

the relationships between human resource functions

human resource policies and practices

national and/or international models of good practice in performance management

jurisdictional legislation applying to human resources, including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPHR603B Provide advisory and mediation services

PSPHR615A Manage human resource development strategies

PSPHR619A Manage remuneration strategies and plans

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT611A Manage evaluations

PSPMNGT615A Influence workforce effectiveness

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- performance management system managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to performance management system development and management in the public sector

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing a performance

EVIDENCE GUIDE

management system

performance management guidelines and other relevant workplace materials

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing performance management processes, including coping with difficulties, irregularities and breakdowns in routine
- performance management system managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:

users of the human resource service
 employees at all levels of the organisation
 other public sector organisations
 union and association representatives
 boards of management
 government
 Ministers

Key performance management elements may include

framework
 culture
 tools
 processes
 work level standards
 common language for standards and appraisals
 reward and recognition strategies
 professional development strategies
 career management strategies
 under-performance policy
 grievance processes

Performance management refers to

planning and review of the on-the-job performance of individuals and groups of employees

Performance management processes may include

planning
 measurement
 reviews and appraisals

RANGE STATEMENT

	monitoring
	evaluation
	feedback
	coaching
	performance agreements
	learning and development plans
<i>Information about performance management processes may be distributed through</i>	written documentation manuals policy and procedure statements, guides information brochures and pamphlets oral advice and guidance one-on-one meetings small group meetings telephone contact and/or electronic mail training programs
<i>Legislation and policy may include</i>	Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and employment law national and international codes of practice and standards the organisation's policies and practices government policy codes of conduct codes of ethics public sector standards security policy and procedures
<i>Internal and external factors impacting upon performance management processes may include</i>	emerging human resource development needs changed financial or political circumstances downsizing or organisation restructuring opportunities for outsourcing changes in legislation or core business activities changes in activities or aspirations of customers organisational changes labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR617A Manage redeployment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the establishment of strategies and processes to facilitate the internal movement of staff as a result of changing organisational needs, performance issues, and/or employee rehabilitation. It includes developing redeployment strategies and processes and managing the implementation of these.

In practice, managing redeployment overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, managing separation, managing employment relations, managing performance management processes etc.

This unit replaces *PSPHR607A Establish redeployment processes*. These units are not equivalent. The revised unit has additional requirements and no longer covers evaluation of redeployment processes. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop redeployment strategies and processes	1.1 A variety of <i>information sources</i> and consultations with key <i>stakeholders</i> are used to develop <i>redeployment</i> strategies 1.2 Strategies are developed based on an analysis of present and future requirements within the organisation 1.3 Strategies are developed based on good practice models of redeployment, and processes are integrated with <i>other key human resource strategies</i> 1.4 Processes are designed based on the principles of natural justice, equity and fairness 1.5 Relevant <i>legislation and policy</i> requirements are complied with in developing redeployment processes
2. Manage implementation of redeployment processes	2.1 Information and advice is provided to facilitate effective implementation, monitoring and evaluation of processes 2.2 Information in relation to <i>redeployment</i> processes is made available to employees 2.3 Systems are developed and implemented to monitor the effectiveness of redeployment processes in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers 2.4 <i>External and/or internal trends</i> or events which have an effect on the organisation's redeployment processes are monitored and responses are formulated 2.5 Processes are monitored to gauge their effectiveness in providing support to redeployed staff 2.6 Adjustments to processes are implemented as a result of monitoring and/or changed internal/external factors

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using effective consultation and negotiation with stakeholders
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex concepts and assisting others to apply them in the workplace
- preparing written strategies requiring reasoning and precision of expression
- responding to diversity, including gender and disability
- applying occupational health and safety and environmental guidelines relating to redeployment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- contemporary industrial relations issues
- employee rehabilitation procedures
- employment relations issues
- equal employment opportunity, equity and diversity principles
- grievance/appeals procedures
- jurisdictional legislation applying to redeployment including occupational health and safety and environment
- national and/or international models of good practice in redeployment
- organisational goals, policies and procedures relating to redeployment
- redemption processes
- work design and organisation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPHR613A Manage retention and separation

PSPHR614A Manage employment relations

PSPHR616A Manage performance management system

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT605B Manage diversity

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of redeployment processes in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to redeployment

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing redeployment

environmental factors and relevant workplace materials that relate to redeployment

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing redeployment, including coping with difficulties, irregularities and breakdowns in routine
- management of redeployment processes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information sources may include basic statistical analyses

surveys

focus groups interviews

research on existing programs

solicited and unsolicited feedback

organisational reviews

workforce management data

Stakeholders may include all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, such as:

users of the human resource service

employees at all levels of the organisation

other public sector organisations

employee assistance providers

union and association representatives

boards of management

government

Ministers

Redeployment refers to internal movement of human resources as a consequence of changed organisational needs, performance issues and employee rehabilitation

Other key human resource strategies may include

- recruitment
- career management
- equity and diversity
- workforce planning
- succession planning
- organisational development
- probation

RANGE STATEMENT

<i>Legislation and policy may include</i>	<ul style="list-style-type: none">organisational design Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law national and international codes of practice and standards the organisation's policies and practices government policy codes of conduct
<i>Information in relation to redeployment processes may be distributed through</i>	written documentation manuals policy and procedure statements, guides information brochures and pamphlets oral advice and guidance one-on-one meetings small group meetings telephone contact and/or electronic mail training programs
<i>Internal and external factors impacting upon redeployment processes may include</i>	changed financial or political circumstances downsizing or organisation restructuring retention of high performing employees opportunities for outsourcing changes in legislation or core business activities changes in activities or aspirations of customers organisational changes labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR618A Manage human resource information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management and development of a system to collect and safeguard human resource information, enabling the organisation to make strategic, tactical and operational business decisions. It includes managing the provision of human resource information, and managing system implementation and ongoing development.

In practice, human resource information management overlaps with other generalist and specialist workplace activities such as managing resources, managing policy implementation, managing change, managing risk, etc.

This unit replaces *PSPHR608A Manage a system for human resources information*. The units are not equivalent. The revised unit has additional requirements and no longer covers evaluation. Evaluation is addressed in *PSPMNGT611A Manage evaluations* added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage the provision of human resource information	1.1 Human resource information needs and sources in the organisation are identified through consultation with key <i>stakeholders</i>
	1.2 Processes for collecting information and assigning responsibilities and accountabilities are developed in consultation with key stakeholders to provide information to support organisational and business unit decision making
	1.3 The system is developed and/or customised to provide <i>information</i> for those who require it, in a timely manner, and in a format which meets organisational and client needs
	1.4 The <i>information management</i> system is designed to meet records management requirements for information, security and privacy
	1.5 The system is structured to provide for data analysis of past, present and future human resources in accordance with <i>legislation, policy and procedures</i>
	1.6 <i>Information</i> is made available to facilitate effective <i>implementation, monitoring and evaluation</i> of the system
2. Manage implementation and ongoing development of the information system	2.1 The system and its uses are <i>promoted</i> within the organisation to facilitate awareness and access
	2.2 Processes are developed and implemented to monitor the effectiveness of the system in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers
	2.3 <i>External and/or internal trends</i> or events which have an effect on the system are monitored and responses are formulated
	2.4 The system is monitored to gauge its effectiveness in meeting organisational requirements
	2.5 The system is monitored to detect and prevent confidentiality breaches
	2.6 Adjustments to the system are implemented as a result of monitoring

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking effective consultation and negotiation with stakeholders
- interpreting and explaining complex, formal requirements and assisting others to apply them in the workplace
- using technology to develop/customise and manage a human resource information system
- preparing written advice requiring reasoning and precision of expression
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- equal employment opportunity, equity and diversity principles
- human resource policies and practices, strategy and planning
- scope and functionality of the organisational human resource information system
- information processing requirements
- information system audits
- jurisdictional legislation applying to human resources including occupational health and safety and environment
- national and/or international models of good practice in human resource information systems
- organisational policy, procedures and guidelines
- personnel records systems and principles of records management
- privacy and security of information
- freedom of information legislation
- relationships between human resource functions
- user needs

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPMNGT614A Facilitate knowledge management

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of human resource information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to human resource information management

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing human resource information

information management manuals/guidelines and other relevant workplace materials

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing a human resource information system, including coping with difficulties, irregularities and breakdowns in routine
- management of human resource information in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:

- users of the human resource services
- employees at all levels of the organisation
- other public sector organisations
- inter-agency forums
- union and association representatives
- senior committees
- boards of management
- government committees
- government
- Ministers

Information requests may be in relation to

- legislative requirements
- workforce planning
- performance management
- recruitment and selection
- employee relations
- separation employees
- employee support
- career development
- organisational development
- human resource development

Information management processes may include

- collection
- storage
- retrieval

RANGE STATEMENT

	<ul style="list-style-type: none"> archiving disposal of data trend analysis
<i>Legislation, policy and procedures may include</i>	<ul style="list-style-type: none"> Commonwealth and State/Territory legislation including equal employment opportunity, privacy, freedom of information and anti-discrimination law national and international codes of practice and standards the organisation's policies and practices government policy codes of conduct codes of ethics public sector standards security policies and procedures
<i>Information to support implementation of the system may include</i>	<ul style="list-style-type: none"> manuals policy and procedure statements guides information brochures and pamphlets electronic mail training job aids
<i>Promotion of the system may include</i>	<ul style="list-style-type: none"> written documentation manuals policy and procedure statements guides information brochures and pamphlets oral advice and guidance meetings with individuals and/or groups telephone contact and/or electronic mail training programs change management strategies for implementation of new/revised systems
<i>Internal and external</i>	<ul style="list-style-type: none"> changed financial or political circumstances

RANGE STATEMENT

*factors impacting upon
the system may include*

downsizing or organisation restructuring
retention of high performing employees
opportunities for outsourcing
changes in legislation or core business activities
changes in activities or aspirations of customers
organisational changes
labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR619A Manage remuneration strategies and plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the management of the organisation's remuneration strategies and plans. It includes determining remuneration options, and negotiating and managing implementation of the strategies and plans.

In practice, managing remuneration strategies and plans overlaps with other generalist and specialist workplace activities such as managing policy implementation, managing resources, managing employment relations, managing recruitment etc.

This unit replaces *PSPHR609A Design remuneration strategies and plans*. The units are not equivalent. The revised unit has additional requirements and no longer covers evaluation of remuneration strategies and plans. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine options for remunerating employees	<p>1.1 Options for remunerating employees are developed through consultation with key <i>stakeholders</i></p> <p>1.2 <i>Remuneration</i> options are identified through analysis of good practice models of remuneration</p> <p>1.3 An analysis of information acquired through consultation and research is conducted to prioritise options for remuneration strategies and plans</p>
2. Negotiate remuneration strategies and plans	<p>2.1 <i>Remuneration strategies and plans</i> are negotiated and developed in consultation with key stakeholders to meet present and future needs of the organisation including the attraction and retention of high performing employees</p> <p>2.2 <i>Internal and external factors</i> are considered in preparing strategies and plans</p> <p>2.3 Information and advice are provided to facilitate effective implementation, monitoring and evaluation of strategies and plans</p> <p>2.4 Strategies and plans are prepared based on the principles of natural justice, equity and fairness</p> <p>2.5 Strategies and plans are integrated with <i>other key human resource policies</i></p> <p>2.6 Relevant <i>legislation and policy</i> requirements are complied with in developing remuneration strategies and plans</p>
3. Manage the implementation of remuneration strategies and plans	<p>3.1 <i>Information</i> in relation to remuneration strategies and plans is made available to employees</p> <p>3.2 Systems are developed and implemented to monitor the effectiveness of remuneration strategies and plans in accordance with contractual obligations, legislation, organisational policy and needs, and in consultation with managers</p> <p>3.3 External and/or internal trends or events which have an effect on the organisation's remuneration strategies and plans are monitored and responses are formulated</p> <p>3.4 Strategies and plans are monitored to gauge their effectiveness in meeting organisational requirements and providing support to staff involved in using them</p> <p>3.5 Adjustments to strategies and plans are implemented as a result of monitoring and/or changed internal/external <i>factors</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking effective negotiation and consultation with stakeholders
- using numeracy for assessing and designing remuneration strategies
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written strategies and plans requiring reasoning and precision of expression
- responding to diversity, including gender and disability
- observing occupational health and safety and environmental requirements in the context of managing remuneration strategies and plans

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- types of remuneration structures
- design of remuneration structures
- national and/or international good practice models applicable to public sector remuneration
- concept of retaining an organisation's human/intellectual capital through effective remuneration strategies and plans
- remuneration in the context of enterprise/workplace agreements
- awards, legislation and agreements pertaining to employment framework and conditions
- employment contracts
- organisational goals, policies and procedures
- equal employment opportunity, equity and diversity principles
- jurisdictional legislation applying to human resources including occupational health and safety and environment requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPHR612A Manage recruitment

PSPHR614A Manage employment relations

PSPHR616A Manage performance management system

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- remuneration strategies and plans managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to remuneration

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing remuneration strategies and plans

environmental factors and relevant workplace materials that might

EVIDENCE GUIDE

Where and how to assess evidence

influence remuneration strategies and plans

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing remuneration strategies and plans, including coping with difficulties, irregularities and breakdowns in routine
- remuneration strategies and plans managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include* all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, such as:
- users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Remuneration refers to* non-financial rewards
- wages, salaries, allowances and other forms of monetary payments
 - employment benefits to reward and recognise the performance of employees
- Remuneration strategies and plans may include* types of remuneration structures
- job and role analysis
 - job description
 - job and role evaluation
 - job grading
 - development of work level standards
 - skills-based remuneration
 - competency-based remuneration
 - remuneration tied to work level
 - enterprise/workplace agreements
 - salary packaging
 - incentive schemes
 - salary progression requirements (such as linking to performance or

RANGE STATEMENT

	time served)
	salary scales/tables
	arrangements for ongoing versus non-ongoing employment
	arrangements for temporary higher duties
	arrangements for paying above/below the salary band
	allowances and special payments (such as those for remote placements, overseas service or life-threatening environments)
	atypical work issues
<i>Internal and external factors may include</i>	available funds
	political pressures
	operational context
	workforce issues such as attraction, reward and retention of high performing employees
	outsourcing options
<i>Other key human resource policies may include</i>	<ul style="list-style-type: none">• equity and diversity• workforce planning• organisational development• career management• organisational design• redeployment• learning and development
<i>Legislation and policy may include</i>	Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and employment law
	national and international codes of practice and standards
	the organisation's policies and practices
	government policy
	codes of conduct
	contractual obligations
<i>Information may be made available to employees through</i>	written documentation
	manuals
	policy and procedure statements
	guides
	information brochures and pamphlets

RANGE STATEMENT

oral advice and guidance
individual and group meetings
telephone contact and/or electronic mail
training programs

Factors impacting on implementation may include

changed financial or political circumstances
downsizing or organisation restructuring
retention of high performing employees
opportunities for outsourcing
changes in legislation or core business activities
changes in activities or aspirations of customers
organisational changes
labour market

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR620A Manage organisational development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of organisational development in order to facilitate optimal performance by the business unit(s) or the organisation as a whole. It includes determining organisational development needs and opportunities, and planning and implementing intervention strategies.

In practice, managing organisational development overlaps with other generalist and specialist workplace activities such as managing change, managing diversity, managing policy implementation, facilitating workforce effectiveness, etc.

This unit replaces *PSPHR610A Design and implement an organisational development strategy*. The units are not equivalent. The revised unit has additional requirements and no longer covers evaluation of an intervention strategy. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine organisational development needs and opportunities	<p>1.1 An <i>environmental scan</i> is undertaken to determine internal and external factors which will impact on organisational performance</p> <p>1.2 A consultation process is agreed with <i>stakeholders</i> in line with <i>organisational policy and legislation</i></p> <p>1.3 Ethical principles are applied in consulting with key stakeholders</p> <p>1.4 Information gathered through consultative processes is analysed and presented to a diverse stakeholder base and options are determined</p> <p>1.5 Recommendations are made to management on a proposed <i>organisational development strategy</i>, resourcing implications, risk assessment and timeframes</p>
2. Plan intervention strategies	<p>2.1 <i>Intervention strategies</i> that support the organisation's strategic goals and stakeholder responses are agreed</p> <p>2.2 The organisation's culture and legislative and policy framework are considered in developing the strategies</p> <p>2.3 Feedback is obtained from stakeholders and is used to redevelop/redefine the strategies prior to implementation</p> <p>2.4 Strategies are developed to embody the principles of natural justice, equity and fairness</p> <p>2.5 Information and advice are provided to facilitate effective implementation, monitoring and evaluation of intervention strategies</p>
3. Implement an intervention strategy	<p>3.1 Resources are obtained and deployed to implement the strategy, and reports on progress are provided on a regular basis</p> <p>3.2 Facilitation and advice are provided to <i>champion</i> required changes using a range of <i>communication</i> strategies to suit a diverse workforce and support implementation of the strategy</p> <p>3.3 Systems are developed and used to monitor the effectiveness of the strategy and to determine necessary adjustments</p> <p>3.4 Procedures are developed to allow the <i>business unit</i> self-sufficiency in continuing implementation</p> <p>3.5 Legislative and policy requirements are complied with in implementing the strategy</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- engaging in effective consultation with stakeholders using a variety of words and language structures to explain complex ideas to different audiences
- undertaking project management and evaluation
- undertaking counselling and negotiation
- using effective leadership involving systems and people
- analysing and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- undertaking training, coaching, mentoring and facilitation
- applying public relations strategies
- responding to diversity, including gender and disability
- applying occupational health and safety, environmental and sustainability procedures relevant to organisational development and change management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- a range of evaluation methodologies related to organisational development
- change management strategies
- employee involvement strategies
- employment relations in the context of organisational development
- organisational learning
- equal employment opportunity, equity and diversity principles
- human resource policies and practices
- human resource strategy and planning
- industry trends
- jurisdictional legislation applying to organisational development including occupational health and safety and environmental and sustainability requirements
- needs analysis techniques in the context of organisational development
- organisational policies and procedures
- organisational development theory and practices including national and/or international good practice models and conceptions of organisation development
- organisational culture and dynamics
- organisational planning - vision, mission, values, goals

REQUIRED SKILLS AND KNOWLEDGE

the concept of diversity and its integration within and across all human resource functions and areas

the relationships between human resource functions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPHR603B Provide advisory and mediation services

PSPHR615A Manage human resource development strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- organisational development managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, organisational policies and procedures

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing organisational development

EVIDENCE GUIDE

Where and how to assess evidence

reference materials for organisational development

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing organisational development, including coping with difficulties, irregularities and breakdowns in routine
- organisational development managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Sources of information for environmental scan may include</i>	<ul style="list-style-type: none"> statistical analyses interviews with stakeholders surveys focus groups interviews research on existing programs solicited and unsolicited feedback organisational reviews workforce management data work level standards
<i>Stakeholders may include</i>	<ul style="list-style-type: none"> all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services including: <ul style="list-style-type: none"> users of the human resource service employees at all levels of the organisation strategic planners executive decision makers other public sector organisations inter-agency forums union and association representatives boards of management government Ministers clients
<i>Organisational policy and legislation may</i>	<ul style="list-style-type: none"> Commonwealth and State/Territory legislation including equal employment opportunity, anti-discrimination and

RANGE STATEMENT

<i>include</i>	<p>employment law</p> <p>public sector management legislation</p> <p>national and international codes of practice and standards</p> <p>the organisation's policies and practices</p> <p>government policy</p> <p>codes of conduct</p> <p>codes of ethics</p> <p>public sector standards</p> <p>security policy and procedures</p> <p>sustainability/environmental standards</p>
<i>Organisational development strategies may be developed and applied to</i>	<p>the human resource business unit</p> <p>one or more of the business units within the organisation</p> <p>the entire organisation</p>
<i>Intervention strategies may include</i>	<p>business planning</p> <p>performance incentives</p> <p>business re-engineering</p> <p>rewards and recognition awards schemes</p> <p>market testing</p> <p>organisational skills profiling</p> <p>team enhancement</p> <p>quality management</p> <p>organisational culture development</p> <p>individual enhancement/coaching/mentoring</p> <p>learning and development activities</p> <p>workforce planning</p> <p>succession planning</p>
<i>Championing required changes may include</i>	<p>consulting</p> <p>advising</p> <p>leading</p> <p>persuading</p> <p>influencing</p>

RANGE STATEMENT

communicating
facilitating
assisting
developing and delivering awareness/briefing sessions

Communication may include

email
intranet
web site
face-to-face
pamphlets
newsletters
manuals

Business unit may refer to

a program
sub-program
cost centre
area
division
branch
production unit or section located within the organisation

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR621A Manage organisational design strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and implementation of organisational design strategies in order to maximise effective use of resources to attain strategic goals. It includes identifying needs and opportunities to improve organisational design, as well as developing and implementing of design strategies.

In practice, managing organisational design strategies overlaps with other generalist and specialist workplace activities such as managing diversity, managing policy implementation, managing resources, managing risk etc.

This unit replaces *PSPHR611A Manage organisational design*. The units are not equivalent. The revised unit has additional requirements and no longer covers evaluation of the organisational design strategy. Evaluation is addressed in *PSPMNGT611A Manage evaluations*, added to the *Management Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify needs and opportunities for improving the organisation's design	1.1 Research and consultation with key <i>stakeholders</i> are undertaken to identify needs and opportunities for an improved or enhanced <i>organisational design</i>
	1.2 <i>Internal and external factors</i> are analysed to identify trends and gauge the current and future impact of those trends on the organisation and the implications for the organisation's design
	1.3 Results of workforce analyses and planning are analysed to determine the impact on organisational design
	1.4 Changes to the organisation's design are considered in consultation with key stakeholders and recommended design options are forwarded to management
2. Develop organisational design strategies	2.1 A design option which is consistent with organisational <i>policy</i> , <i>legislation</i> , and resource parameters is agreed with management and stakeholders
	2.2 <i>Design strategies</i> are selected based on model/s of good practice in organisational design and are aligned to attaining organisational strategic goals
	2.3 Information and advice are presented to facilitate effective implementation, monitoring and evaluation of the intervention strategies
3. Implement organisational design strategies	3.1 Resources are obtained and deployed to implement design strategies
	3.2 Facilitation and advice are provided to support implementation and reports on progress are provided on a regular basis to key stakeholders
	3.3 The effectiveness of the design is monitored and feedback is used to determine necessary adjustments
	3.4 Modifications are made in line with agreed corrective action
	3.5 Legislative and policy requirements are complied with in implementing organisational design strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking effective consultation and negotiation with stakeholders

undertaking project management

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice requiring reasoning and precision of expression

responding to diversity, including gender and disability

applying occupational health and safety procedures in the context of organisational design, such as identifying and managing risks to health (eg stress)

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the main approaches to organisational design and the advantages and disadvantages internal and external factors which impact upon choices of organisational structures and systems

the links between organisational design and attainment of an organisation's strategic goals

the impact of organisational structures on management style and employee motivation

industry trends that might impact on organisational design

national and/or international good practice models and conceptions of organisation design

change management strategies

employee involvement strategies

public sector legislation and standards

legislation directing the organisation's purpose, goals and requirements

organisational policies, procedures and guidelines

equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPHR603B Provide advisory and mediation services

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPMNGT612A Review and improve business performance

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of organisational design strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies, procedures and plans relating to organisational design

EVIDENCE GUIDE

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing organisational design strategies

environmental factors and other relevant workplace materials that might influence organisational design decisions

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing organisational design strategies, including coping with difficulties, irregularities and breakdowns in routine
- management of organisational design strategies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Stakeholders may include</i>	<p>all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:</p> <ul style="list-style-type: none"> users of the human resource service employees at all levels of the organisation other public sector organisations inter-agency forums union and association representatives boards of management government Ministers
<i>Organisational design refers to</i>	<p>the process of constructing and changing an organisation's structure, systems or work processes to maximise use of resources to achieve the organisation's strategic goals</p>
<i>Internal and external factors may include</i>	<ul style="list-style-type: none"> changes in stakeholder requirements changes in technology findings from internal data gathering exercises reviews of organisational vision industry trends restructure amalgamation changes in government priorities
<i>Legislation and policy may include</i>	<p>Commonwealth and State/Territory legislation including equal employment opportunity, privacy legislation, anti-discrimination and employment law</p> <ul style="list-style-type: none"> national and international codes of practice and standards organisational policies and practices

RANGE STATEMENT

environmental and sustainability practices
government policy
codes of conduct
codes of ethics
public sector standards
security policies and procedures

Organisational design strategies may include

flattening the organisational hierarchy, increasing the autonomy of individual business units
decentralisation
devolution of authority
outsourcing
work re-organisation

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR702B Formulate a strategic human resource plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers formulation of a strategic human resource plan that links the human resource function with the direction of business units and the organisation. It includes identifying key issues, and developing, implementing and evaluating the strategic human resource plan.

In practice, strategic human resource planning overlaps with other generalist and specialist workplace activities such as influencing change, shaping diversity management, influencing strategic policy, strategic planning etc.

This unit replaces and is equivalent to PSPHR702A Formulate a strategic human resource plan.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify key human resource issues arising from the organisation's strategic plan	<p>1.1 The organisation's strategic and business plans are analysed to determine key human resource issues</p> <p>1.2 <i>Internal/external factors</i> likely to impact upon the workforce profile and future human resource requirements are identified and considered</p> <p>1.3 <i>Workforce data</i> is analysed for trends to determine key human resource issues</p> <p>1.4 Business units and senior management within the organisation are consulted for information on future requirements</p> <p>1.5 Forward planning <i>tools</i> are utilised to predict longer term issues and needs to be addressed in the strategic human resource plan</p>
2. Develop a plan to meet the human resource requirements of an organisation	<p>2.1 The plan is developed based on data drawn from information sources, consultations with <i>stakeholders</i>, and good practice models, and is consistent with relevant <i>legislative and policy requirements</i></p> <p>2.2 Strategies for workforce planning, <i>workforce management</i>, managing succession and skill shortages are contained in the plan to support the organisation's business vision and provide for the right people to be in the right place at the right time</p> <p>2.3 Strategies are included within the plan consistent with the organisation's strategic perspective</p> <p>2.4 Risks associated with planned strategies are identified and addressed</p> <p>2.5 Resource requirements are identified and a budget is prepared to support the implementation of the plan and performance indicators and timeframes are prepared to provide a basis for monitoring</p>
3. Implement a human resource plan	<p>3.1 Agreement on the plan is obtained through consultation with other business units within the organisation</p> <p>3.2 The human resource plan is documented and communicated to other business units in accordance with the needs of a diverse workforce</p> <p>3.3 Systems and tools required to support implementation are identified in accordance with organisational requirements</p> <p>3.4 Human resource strategies are implemented in accordance with the plan and are monitored and revised against the budget and key performance indicators</p> <p>3.5 Support in implementing the plan is provided to business units in accordance with organisational requirements</p>
4. Evaluate the	<p>4.1 Ongoing monitoring/evaluation of the plan is undertaken to adjust strategies as needed to take account of new developments</p>

ELEMENT

**effectiveness of the
human resource plan**

PERFORMANCE CRITERIA

- or contingencies
- 4.2 A reliable and valid evaluation methodology is developed and implemented to formally evaluate outcomes
- 4.3 The plan is judged in accordance with its effectiveness in contributing to the achievement of the organisation's strategic goals and business objectives
- 4.4 A range of *information* is utilised and analysed to provide a basis for the judgments to be made in relation to the plan's effectiveness
- 4.5 Outcomes of the evaluation are reported with appropriate recommendations for enhancement of the plan, to inform ongoing planning and integrate human resource planning into the organisational planning framework

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

organisational goals, policies and procedures

the importance of human resource management in attaining organisational goals

strategic planning processes

consultation and management practices

the relationships between key human resource functions

the concept of diversity and its integration within and across all human resource functions and areas

equal employment opportunity, equity and diversity principles

human resource policies and practices

jurisdictional legislation applying to human resources, including occupational health and safety and environment and sustainability practices

range of evaluation methodologies

Skill requirements

Look for evidence that confirms skills in:

undertaking effective consultation with stakeholders

using marketing and public relations strategies

applying strategic thinking and planning

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents such as legislation and policies and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression

responding to diversity, including gender and disability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

PSPPOL701A Influence strategic policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

strategic human resource plans formulated in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

strategic planning guidelines

legislation, policies and procedures relating to strategic human resource planning

workplace information such as mission, vision, strategic and business goals

workplace scenarios and case studies to capture the range of situations likely to be encountered when formulating strategic

EVIDENCE GUIDE

Where and how to assess evidence

human resource plans

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when formulating strategic plans, including coping with difficulties, irregularities and breakdowns in routine
- strategic human resource plans formulated in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Internal and external factors within the organisation's operating environment may include

- changed financial or political circumstances
- government policies
- downsizing or organisation restructuring
- future directions for the organisation
- opportunities for outsourcing
- changes in legislation or core business activities
- changes in activities or aspirations of customers
- changes in environmental and sustainability practices
- organisational changes
- labour market shortages
- hard to fill positions
- hard to attract staff
- changes in demographic and social trends
- existing skill base in relation to achievement of corporate goals

Workforce data may include

- analysis of the size, shape and structure of the current workforce
- projected future workforce requirements
- performance management issues
- turnover
- separation
- transition
- redeployment levels

Forward planning tools may include

- supply and demand forecasting
- scenario planning

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - inter-agency forums
 - union and association representatives
 - boards of management

- government
- Ministers

Legislative and policy requirements may include

- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- environmental and sustainability policies
- government policy
- codes of conduct

Strategies to manage the workforce may include

- recruitment and induction
- performance management
- learning and development
- rotation
- acting opportunities
- strategies to reduce the incidence of turnover/separation

Sources of information for evaluation may include

- workforce profile
- basic statistical analyses
- interviews with stakeholders
- surveys
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data
- exit interviews

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPHR703A Provide leadership in strategic human resource management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of leadership in strategic human resource management, adding value to the organisation through the integration of human resource management and planning with the organisation's strategic and business goals. It includes promoting the value of human resources, providing strategic direction and managing the human resource function.

In practice, providing leadership in strategic human resource management planning overlaps with other generalist and specialist workplace activities such as influencing change, shaping diversity management, influencing strategic policy, providing strategic planning etc.

This unit replaces *PSPHR701A Provide strategic leadership in human resources management*. The units are not equivalent. The revised unit has additional requirements that have altered the unit outcome.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote the value of human resource function	<p>1.1 The role of human resources and human resource management in adding value to the organisation's strategic goals is promoted within and across business units</p> <p>1.2 The organisation's key <i>stakeholders</i> are informed of current good practice in the area of human resource management and its potential impact</p> <p>1.3 Future human resource trends and issues which might impact upon the organisation are identified, analysed and communicated to senior management in conjunction with business units and line managers</p> <p>1.4 The role of the human resource function, and its relationship with other management functions and stakeholders is negotiated, defined and communicated throughout the organisation</p> <p>1.5 The benefits of a diverse workforce in meeting organisational needs are promoted within the organisation</p> <p>1.6 Ethical human resource practices are modelled and promoted within the organisation</p>
2. Provide strategic direction in human resource services	<p>2.1 Occupational analysis, job design and internal workforce planning principles are promoted throughout the organisation to strategically link people development with organisational capability requirements</p> <p>2.2 Recruitment and promotional targets are established and evaluated to meet the organisation's capability output needs</p> <p>2.3 Leadership is provided to develop <i>human resource services</i> that meet the current and future needs of the organisation and its people</p> <p>2.4 Consultation with senior managers, business units and other stakeholders is used to inform the development of human resource services, policies and activities to ensure they are consistent with relevant <i>legislative and policy requirements</i></p> <p>2.5 Human resource services are provided to support the organisation's core business strategic directions</p> <p>2.6 Services provided are supported by information and documentation to facilitate effective implementation</p>
3. Manage the human resource function	<p>3.1 Work teams are organised and provided with adequate direction to enable them to design, implement, maintain and evaluate strategies, plans, programs and processes for human resource services</p> <p>3.2 Work teams and individuals are offered feedback and are coached to facilitate the delivery of effective human resource</p>

ELEMENT

PERFORMANCE CRITERIA

services

- 3.3 Work teams and individuals are encouraged and monitored to ensure that strategies, plans and processes meet the needs of a diverse employee, client and stakeholder base, and are consistent with legislative and policy requirements
- 3.4 Strategies, plans, programs and processes are regularly evaluated against related objectives and future organisational requirements and adjustments are made in accordance with organisational requirements
- 3.5 *Information* about the effectiveness of human resource services is collected to inform, in a systematic way, ongoing decision making processes, evaluation and product and service delivery design
- 3.6 A budget is prepared that reflects the organisation's human resource service priorities, and resources are acquired and maintained at sufficient levels to provide effective human resource services

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking effective consultation with stakeholders
- applying strategic thinking and planning
- coaching, training and facilitating
- leading, influencing and negotiating
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents such as policy and legislation and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- responding to diversity, including gender and disability
- applying occupational health and safety strategies in a strategic leadership context

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational goals, policies and procedures
- the importance of human resource management in attaining organisational goals
- strategic planning processes
- public sector strategic planning and its relationship with human resource strategy
- the relationships between key human resource functions
- deployment of financial resources
- use of technological resources for strategic purposes
- systematic use of information sources for strategic purposes
- national and international models of human resource management and functions
- the concept of diversity and its integration within and across all human resource functions and areas
- equal employment opportunity, equity and diversity principles
- human resource policies and practices
- jurisdictional legislation that applies to human resources, including occupational health and safety and environmental policies and procedures
- range of evaluation methodologies

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR702B Formulate a strategic human resource plan

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

PSPPOL701A Influence strategic policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- provision of leadership in strategic human resource management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policies and procedures relating to strategic human resource leadership

workplace information such as mission, vision, strategic and business goals

workplace scenarios and case studies

Valid assessment of this unit requires:

Where and how to

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

assess evidence

encountered when providing leadership in strategic human resource management, including coping with difficulties, irregularities and breakdowns in routine

- provision of leadership in strategic human resource management in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - users of the human resource service
 - employees at all levels of the organisation
 - other public sector organisations
 - inter-agency forums
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Human resource services may include*
- career development
 - coaching and mentoring
 - employees support
 - employment relations
 - equity and diversity programs
 - information systems
 - injury prevention
 - organisational development, remuneration and benefits
 - performance management
 - professional development
 - recruitment and selection
 - redeployment processes
 - rehabilitation
 - separation of employees
 - workplace analysis and planning
- Legislative and policy requirements may include*
- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy
 - codes of conduct

RANGE STATEMENT

Sources of information for evaluation may include

- statistical analyses
- interviews with stakeholders
- surveys
- informal feedback
- focus groups interviews
- research on existing programs
- solicited and unsolicited feedback
- organisational reviews
- workforce management data

Unit Sector(s)

Not applicable.

Competency field

Competency field Human Resource Management

PSPIM301A Process claims

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers processing of compensation claims for employment-related injuries in accordance with legislation, organisational policy and procedures. It includes confirming claim details, processing payments and maintaining files.

In practice, processing claims may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, accessing and using resources and financial systems, organising workplace information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Confirm details

- 1.1 Documents are completed, and authorisation/s are obtained for *claims* in accordance with *legislation, organisational policy and procedures*
- 1.2 Reasonableness of accounts is assessed to ensure accounts that are paid are relevant to disability
- 1.3 Account details are recorded in accordance with system and organisational requirements
- 1.4 When accounts are rejected notifications are made in accordance with legislation, organisational policy and procedures

2. Process payments

- 2.1 Cheque production and posting or electronic transfer of funds is effected in accordance with organisational procedures
- 2.2 Accounts are batched where required for traceability
- 2.3 Authorisations for periodic payments are confirmed to avoid overpayments
- 2.4 Claims are processed within time limits to comply with legislation, policy and key performance indicators

3. Maintain files

- 3.1 Records are maintained in accordance with legislation and the organisation's recordkeeping requirements
- 3.2 Documentation of all contacts relating to processing of claims is completed in accordance with organisational policy and procedures
- 3.3 *Evidence* of file management is maintained for audit purposes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to processing of claims
- recording and reporting of transactions
- reading and interpreting claims information (literacy level)
- checking the accuracy of calculations and reconciliations (numeracy level)
- assessing reasonableness of accounts
- using communication including reporting of irregularities and errors
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of claims processing

Knowledge requirements

- Look for evidence that confirms knowledge and understanding of:
- legislation, regulations, and guidelines relating to injury management
 - policies and procedures relating to processing of injury claims
 - privacy legislation
 - procedures to ensure confidentiality and security of information
 - procedures for cash and non-cash handling
 - injury management claims relating to a range of disabilities
 - methods and techniques for simple numerical calculations
 - equal employment opportunity, equity and diversity principles
 - public sector legislation such as occupational health and safety and environment in the context of processing claims

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<ul style="list-style-type: none"> • <i>Pre-requisite</i> units that must be achieved prior to this unit: <i>Nil</i> • <i>Co-requisite</i> units that must be assessed with this unit: <i>Nil</i> • <i>Co-assessed units</i> that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: <ul style="list-style-type: none"> PSPETHC301B Uphold the values and principles of public service PSPGOV301B Work effectively in the organisation PSPGOV305B Access and use resources and financial systems PSPGOV307B Organise workplace information PSPGOV308B Work effectively with diversity PSPLEGN301B Comply with legislation in the public sector
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • processing of claims in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to the processing of claims • case studies and workplace scenarios to capture the range of situations likely to be encountered when processing claims
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when processing claims, including coping with difficulties, irregularities and breakdowns in routine • processing of claims in a range of (3 or more) contexts (or occasions, over time) <p>Assessment methods should reflect workplace demands, such as</p>

EVIDENCE GUIDE

literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Claims may be

- weekly/fortnightly payments
- lump sum payments
- medical and other expenses
- settlements
- redemptions

Legislation, organisational policy and procedures may include

- occupational health and safety and injury management legislation
- workers rehabilitation/compensation legislation
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- public sector standards
- codes of practice
- codes of ethics

Evidence of file management may show

- that the direction of claim activity is proactive
- that the claim is being managed (not just a matter of processing payments)

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM401A Conduct initial claim assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers initial assessment of compensation claims for employment-related injuries. It includes receiving and acknowledging claims, and assessing rehabilitation need (for referral). Staff of the employer undertake this role.

In practice, conducting initial assessments may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Receive and acknowledge claims

- 1.1 Completeness of claim is assessed in accordance with legislation, policy and procedures
- 1.2 Missing information is obtained in accordance with legislation, policy and procedures
- 1.3 Risk streaming of claims is undertaken in accordance with organisational policy and procedures
- 1.4 Initial assessment is conducted to confirm that the employee is a 'worker' under the Act and that the reported condition is compensable under the legislation
- 1.5 Claim is acknowledged within required timeframes determined by legislation or organisational procedures
- 1.6 Data is collated for determining weekly earnings and payments, if claim is accepted or deferred

2. Assess need for rehabilitation referral

- 2.1 The need for rehabilitation is determined in accordance with legislation, organisational policy and procedures
- 2.2 When referral is required, documentation is copied and forwarded for rehabilitation assessment
- 2.3 Assessments are reviewed in accordance with organisational policy and procedures if circumstances change
- 2.4 Claim is progressed for investigation and determination in accordance with legislation, policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to initial assessment of compensation claims
- assessing the completeness of information and the requirement for rehabilitation
- reading and applying complex information such as legislation and regulations
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

- Look for evidence that confirms knowledge and understanding of:
 - legislation, regulations, policies, procedures and guidelines relating to injury management
 - privacy legislation
 - freedom of information legislation
 - procedures to ensure confidentiality and security of information
 - requirements for referrals for rehabilitation assessment
 - definitions of eligible workers and disabilities under the legislation
 - medical terminology
 - documentary requirements of a claim
 - organisational standards for responding to claims
 - equal employment opportunity, equity and diversity principles
 - public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

initial assessment of compensation claims in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to injury management

case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking initial claim assessments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initially assessing compensation claims,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- initial assessment of compensation claims in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Complete claim may include</i>	<p>injury report form</p> <p>motor vehicle accident report if applicable</p> <p>compensation claim form</p> <p>prescribed medical certificate from legally qualified medical practitioner</p> <p>information from the workplace that confirms reported condition is compensable under the legislation</p>
<i>Legislation, policy and procedures may include</i>	<p>workers rehabilitation/compensation legislation</p> <p>privacy legislation</p> <p>freedom of information legislation</p> <p>procedures to ensure confidentiality and security of information</p> <ul style="list-style-type: none"> • organisation policy • performance standards • claims management manual • public sector standards • codes of conduct • codes of ethics
<i>Initial assessment may need</i>	further investigation
<i>Condition may include</i>	an illness or injury considered a disability under the legislation, where there is a relationship between the disability and the employment of the worker
<i>Compensable means</i>	an injury or illness for which workers compensation benefits are payable
<i>Weekly earnings are</i>	<p>average weekly earnings/normal weekly earnings</p> <p>the amount a worker could reasonably have expected to earn if not injured</p>

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM402A Undertake initial rehabilitation assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers initial assessment of the need for rehabilitation services for a worker with employment-related injuries. It includes undertaking initial interviews, gathering information and assessing the need for rehabilitation services.

In practice, undertaking initial rehabilitation assessments may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake initial interview	<p>1.1 Rapport is established with the injured worker and the roles and responsibilities of all <i>stakeholders</i> involved in the <i>injury management process</i> are discussed/explained</p> <p>1.2 The injured worker's role in the injury management process is reinforced</p> <p>1.3 The injured worker's level of knowledge and attitude towards the workers rehabilitation and compensation system is ascertained</p> <p>1.4 <i>Information</i> on the rehabilitation process is provided and any specific needs of the worker are taken into account/addressed</p> <p>1.5 A comprehensive <i>history</i> is taken and the injured worker's perception/knowledge of the injury/disability is determined</p>
2. Gather information	<p>2.1 Contact is established and information regarding the <i>workplace</i> is gathered from the employer in accordance with the organisation's injury management protocols</p> <p>2.2 The treating medical practitioner is contacted and <i>information</i> relating to the injury and its treatment is clarified</p> <p>2.3 The role and communication expectations of the treating medical practitioner are discussed/clarified</p> <p>2.4 The insurer/self-insurer is contacted and service delivery requirements of the injury management process and roles are clarified</p> <p>2.5 The need for <i>specific assessments/rehabilitation services</i> is determined in line with the legislation and referrals are provided for these in accordance with organisational injury management policy and procedures</p>
3. Assess need for rehabilitation services	<p>3.1 The length of time the injured worker has been unfit to undertake normal duties is noted and considered in relation to average recovery time for specific injuries</p> <p>3.2 Information from all relevant sources/stakeholders is analysed and the needs of the injured worker are identified</p> <p>3.3 The need for rehabilitation services is confirmed or found not to be necessary in accordance with rehabilitation legislation, policy and procedures</p> <p>3.4 The outcome of the initial assessment is <i>recorded and forwarded</i> in accordance with <i>legislation, policy and procedures</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to rehabilitation assessments
- assessing rehabilitation requirements
- reading and applying complex information such as legislation and regulations
- explaining complex legislation in line with the injured worker's existing knowledge, experience and specific needs
- communication including establishing rapport with a diverse range of people, engaging the injured worker, active listening, paraphrasing, clarifying, negotiating and probing for value-added information in the initial interview
- gathering, recording and reporting information in accordance with organisational requirements
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines and best practice principles relating to injury management
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- requirements of rehabilitation assessment
- roles and responsibilities in the injury management process
- organisational standards and documentary requirements of initial rehabilitation assessment
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

initial rehabilitation assessments undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to injury management

case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking initial rehabilitation assessments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking initial rehabilitation

EVIDENCE GUIDE

assessments, including coping with difficulties, irregularities and breakdowns in routine

- initial rehabilitation assessments undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- medical practitioners
- case manager
- return to work coordinator
- allied health professionals
- insurer/self-insurer
- rehabilitation provider
- supervisor
- union representative
- injured worker
- family members
- co-workers
- work trial hosts

Injury management process includes

treatment

rehabilitation coordination

retraining

employment management

claims management

vocational counselling

rehabilitation counselling

Information provided may be

standardised

in the form of a checklist

History may include

background information

personal information

full details of the injury/illness

cause/s of injury

treatment

current capacity

pre-injury work description and duties

RANGE STATEMENT

<i>Information on the workplace may include</i>	personnel in the workplace workplace dynamics type of industry/production external demands on employer access requirements safety security support for rehabilitation/return to work activities
<i>Information from the treating medical practitioner may include</i>	<ul style="list-style-type: none">• prescribed medical certificate• medical details of injury/illness• treatment plan• prognosis• injured worker's capacity/potential for suitable duties
<i>Specific assessments/rehabilitation services may include</i>	<ul style="list-style-type: none">• those listed in the legislation, regulations or guidelines• treatment• medical advice• legal advice• independent medical examination• functional capacity evaluation• vocational assessment• support counselling• vocational counselling
<i>Records may include</i>	<ul style="list-style-type: none">• endorsement of return to work plan/program• full details on case file• report to case manager/claims manager
<i>Assessment may be forwarded to</i>	<ul style="list-style-type: none">• case manager• claims manager• Comcare• rehabilitation manager
<i>Legislation, policy and procedures may include</i>	workers rehabilitation/compensation legislation privacy legislation <ul style="list-style-type: none">• freedom of information legislation equal employment opportunity legislation occupational health and safety legislation procedures to ensure confidentiality and security of information <ul style="list-style-type: none">• organisation policy

RANGE STATEMENT

- performance standards
- rehabilitation and return to work manual
- claims management manual
- public sector standards
- codes of conduct
- codes of ethics
- return to work policy

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM403A Make claim determinations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assessment of compensation claims for employment-related injuries in order to make a determination. It includes assessing the claim and making a determination.

In practice, making claim determinations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Assess claim

- 1.1 Available *information* is assessed in accordance with *legislation, policy and procedures* to establish if it is sufficient for a determination to be made
- 1.2 *Additional information* required to make the determination is identified, where necessary
- 1.3 Additional information is *obtained* in accordance with legislation, policy and procedures
- 1.4 Information is re-assessed to lead to further investigation or is judged sufficient to proceed in making a determination
- 1.5 Where information is insufficient, a decision to defer is made in accordance with legislation and organisational procedures and *interim payments* are considered/authorised where applicable

2. Make a determination

- 2.1 Claimant's *eligibility* to claim under the legislation is confirmed and the reported *condition* is confirmed as *compensable* under the legislation
- 2.2 *Details* of the claim are assessed to ensure they qualify for payment
- 2.3 The claim is accepted or rejected *based on* all available evidence in accordance with legislation, policy and procedures
- 2.4 Notional *weekly earnings* are calculated where required
- 2.5 The claimant and other relevant *parties* are advised in writing of the decision, and advice contains all *information required* by the legislation
- 2.6 *Case files/records* are completed and contain comprehensive details of the claim and justification for the decision in accordance with legislation, policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to determination of compensation claims

assessing the sufficiency of information and the requirement for further investigation

analysing information and making judgments

calculating average/normal/notional weekly earnings and lump sum payments

calculating interim payments

reading and applying complex information such as legislation and regulations

using communication with a diverse range of people including employers, unions, workplace supervisors, medical advisers, legal advisers, insurer/self-insurer

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to determination of claims

privacy legislation

freedom of information legislation

procedures to ensure confidentiality and security of information

eligibility and compensable conditions under the legislation

expenses that may be claimed

non-economic loss

medical terminology

documentary requirements of a claim

organisational standards for claim determinations

range of payment options under the legislation

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

claim determinations made in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to injury management

case studies and workplace scenarios to capture the range of situations likely to be encountered when determining compensation claims

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing compensation claims, including

EVIDENCE GUIDE

coping with difficulties, irregularities and breakdowns in routine

- claim determinations made in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses such as prepared letters/documents relating to application of the legislation

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Available information may include</i>	<p>injury report form</p> <p>motor vehicle accident report</p> <p>compensation claim form</p> <p>prescribed medical certificate</p> <p>information that confirms reported condition is compensable under the legislation</p>
<i>Legislation, policy and procedures may include</i>	<p>workers rehabilitation/compensation legislation</p> <p>privacy legislation</p> <p>procedures to ensure confidentiality and security of information</p> <p>freedom of information legislation</p> <ul style="list-style-type: none"> • organisation policy • performance standards • claims management manual • public sector standards • codes of conduct • codes of ethics
<i>Additional information may be required from</i>	<p>worker</p> <p>worker representative</p> <p>supervisor of work area</p> <p>treating medical practitioner</p> <p>independent practitioner - independent medical examination</p> <p>legal adviser</p>
<i>Information may be obtained via</i>	<p>direct enquiry (telephone, face-to-face)</p> <p>written correspondence</p> <p>factual investigator</p> <p>section of the legislation/claims management manual on claim determination</p>

RANGE STATEMENT

<i>Interim payments are</i>	payments made before a determination is made for income maintenance or other expenses
<i>Interim payments may involve</i>	deciding whether or not to pay in accordance with policy authorisation in accordance with policy documentation and notification cessation when required recovery as a debt under certain circumstances
<i>Eligibility includes</i>	claimant is a worker/employee under the legislation injury/illness is employment related
<i>Condition may include</i>	an illness or injury considered compensable under the legislation, where there is a relationship between the illness/injury and the employment of the worker
<i>Compensable means</i>	an injury or illness for which workers compensation benefits are payable
<i>Details of the claim may include</i>	weekly/fortnightly payments expenses, such as: medical or other allowed treatment or advice chemist travel investigation legal rehabilitation property changes accommodation lump sum payment for non economic loss, such as: pain and suffering loss of amenities of life loss of expectation of life other loss or detriment of a non-economic nature (permanent disability)
<i>Acceptance or rejection may be based on</i>	requirements of the Act and regulations, for example: the particulars of the injury/illness and the cause/s stated in

RANGE STATEMENT

	supporting medical certificates and other documents
	knowledge of the workplace and work practices
	experience in the injury management process
	judgment that the claim may be fraudulent and referred for formal investigation
<i>Weekly earnings are</i>	average/normal weekly earnings
	the amount a worker could reasonably have expected to earn if not injured
<i>Parties to be informed may include</i>	claimant
	employer
	rehabilitation coordinator
	case manager
	union
	medical adviser/other health professionals
	workplace supervisor
	insurer/self-insurer
	WorkCover
	Comcare
<i>Information required may include</i>	reference to the claim for compensation and the claimed medical condition
	circumstances alleged by the worker and the date of occurrence
	worker's right for a review of the determination (by a tribunal) should they disagree with the decision if it is rejected, or the rate of weekly payments determined by the employer if it is accepted
	name and number of a contact person should the worker wish to discuss the determination
	when a claim is rejected:
	reference to those sections of the Act dealing with making a determination and upon which the rejection is based
	the fact/s on which the determination is made
	the grounds on which the claim is rejected
<i>Case files/records</i>	may be used in evidence at tribunals and courts
	must be complete and contain all contacts between the parties,

RANGE STATEMENT

including records of telephone calls, meetings etc

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM404A Conduct situational workplace assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers situational assessment of the workplace from the viewpoint of suitability for a worker being rehabilitated. This may be initial or ongoing assessment as the injured worker's capacity changes. It includes conducting workplace and job analyses and negotiating work duties.

In practice, conducting situational workplace assessments may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Conduct workplace and job analyses

- 1.1 Workplace supervisor is consulted to obtain access to the workplace and *information* on work demands and duties
- 1.2 Injured worker's capacity to perform *tasks* is *assessed/clarified* in accordance with current physical ability and medical certification
- 1.3 Workplace environment is assessed in relation to the injured worker's capacity and *expert advice* is obtained if required
- 1.4 Information is gathered regarding the *operation* of the workplace
- 1.5 *Risk assessment* of the work site is conducted in relation to the injured worker including the potential for exacerbating the injury or further injury

2. Negotiate work duties

- 2.1 Liaison is undertaken with the employer and *other parties* to identify *suitable duties, alternative duties* or *job redesign* and a staged return to normal duties whenever necessary
- 2.2 Alternative duties are *analysed* if necessary and recommendations made
- 2.3 Knowledge of safe work practices is applied
- 2.4 The need for modifications to the workplace or the use of adaptive equipment is assessed and recommendations made
- 2.5 Results of workplace assessment are applied to the return to work process in accordance with *legislation, policy and procedures*, taking into account long-term and short-term needs of the injured worker
- 2.6 *Offers* of suitable duties are obtained in writing in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to injury management

privacy legislation

freedom of information legislation

procedures to ensure confidentiality and security of information

physiology, bio-mechanics and ergonomic principles

Australian standards relating to workplace assessments

risk assessment in the context of workplace safety and worker capacity

safety and ergonomic guidelines

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to situational workplace assessments

assessing workplaces

liaising and negotiating with employers/supervisors for suitable/alternative duties

reading and applying complex information such as legislation and regulations

using communication including establishing rapport with a diverse range of people, engaging the injured worker

applying results to the return to work process

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

situational workplace assessments conducted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to injury management

case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting situational workplace assessments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when conducting situational workplace assessments, including coping with difficulties, irregularities and breakdowns in routine

- situational workplace assessments conducted in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Information may include*
- personnel in the workplace
 - workplace dynamics
 - type of industry/production
 - external demands on employer
 - access requirements
 - safety
 - security
 - support for rehabilitation/return to work activities
- Tasks may include*
- physical
 - environmental
 - cognitive demands

RANGE STATEMENT

<i>Assessment of worker's capacity may include</i>	clinical observation analytical and professional judgment
<i>Clarification of injured worker's capacity may include</i>	<ul style="list-style-type: none"> • functional capacity evaluation • independent medical examination • vocational assessment • support counselling • vocational counselling • referral for external assistance
<i>Expert advice may be obtained from</i>	professionals such as: occupational health and safety experts ergonomist physiotherapist occupational therapist psychologist
<i>Operation of the workplace may include</i>	hours of work normal shifts rosters designated work breaks
<i>Risk assessment is undertaken in terms of</i>	workplace safety capacity of worker ergonomic set up
<i>Other parties may include</i>	worker manager treating doctor physiotherapist occupational therapist psychologist
<i>Suitable duties may include</i>	<ul style="list-style-type: none"> • same duties with same employer • alternative duties with same employer • same duties with different employer • different duties with a different employer • new or alternative funded position • modified duties/environment

RANGE STATEMENT

<i>Alternative duties may be</i>	required if usual duties/placement are inappropriate short-term to assist recovery and return to work long-term if retraining is required subject of a vocational assessment
<i>Job redesign is</i>	the process of modifying or redesigning the job to the injured person's physical, functional, cognitive or psychological abilities applicable for workers with: acquired brain impairment spinal chord injuries post traumatic stress disorder hearing impairment visual impairment
<i>Analysis of suitable duties may include</i>	the nature of the worker's incapacity details of physical restrictions given in the medical certificate supplied by the treating doctor the worker's age, education, skills and work experience the worker's pre-injury employment where the worker lives the provisions of any injury management plan for the worker any suitable employment for which the worker has received training the length of time the worker has been seeking suitable employment Suitable duties should be productive and meaningful, not demeaning to the worker and must be leading to the long-term return to work goal
<i>Legislation, policy and procedures may include</i>	<ul style="list-style-type: none">workers rehabilitation/compensation legislationallied legislation such as occupational health and safety legislation, regulations and associated standards privacy legislation legislation and standards to ensure confidentiality and security of information <ul style="list-style-type: none">occupation health/occupational therapy guidelines for manual handling

RANGE STATEMENT

- work demands for functional capacity evaluation
- DSM IV (psychological tool from USA)
- organisation policy, particularly human resources policy in the areas of redeployment and recruitment
- industrial awards, different classification levels and merit principles
- performance standards
- rehabilitation and return to work manual
- claims management manual
- public sector legislation and standards
- codes of conduct
- codes of ethics
- list of duties to be performed
- working hours
- physical/medical restrictions

Offers of suitable duties should include

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM405A Develop return to work plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers development of return to work plans for an injured worker. It includes negotiating the content of the return to work plan and documenting the plan.

In practice, the development of return to work plans may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Negotiate content of return to work plan

- 1.1 All relevant *stakeholders* are consulted to clarify and negotiate *requirements of return to work plan*
- 1.2 Agreement is reached on the worker's capacity and the short-term and long-term *rehabilitation goals*
- 1.3 Any *specific needs or issues* are identified and accommodated, guided by medical evidence
- 1.4 Approval for *suitable duties* in accordance with medical restrictions is obtained from the nominated treating doctor or using other medical advice
- 1.5 Disagreements on suitable duties or other aspects to be included in the return to work plan are resolved or referred for *advice* and resolution

2. Document return to work plan

- 2.1 Return to work plan is prepared in accordance with *legislation, policy and procedures*
- 2.2 The return to work plan is developed in accordance with the requirements of the rehabilitation case management plan and the organisation's legislative obligations, standards and overall return to work policy and program
- 2.3 Agreement on the plan is obtained from the worker, employer and rehabilitation provider and *signed* by the parties in accordance with policy and procedures
- 2.4 Copies of the plan are *distributed* in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and applying legislation, regulations and policies relating to development of return to work plans

identifying requirements and incorporating them in the return to work plan

using communication with a diverse range of people, including the injured worker, supervisor, work colleagues, medical adviser etc

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge Requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to injury management

privacy legislation

freedom of information legislation

procedures to ensure confidentiality and security of information

legislated requirements of the return to work plan

requirements of organisation's return to work policy and procedures

stakeholders who need to be included/have ownership of the plan

typical suitable duties for a range of workplace injuries/illnesses

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

return to work plans developed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to injury management

case studies and workplace scenarios to capture the range of situations likely to be encountered when developing return to work plans

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing return to work plans, including coping with difficulties, irregularities and breakdowns in routine
- return to work plans developed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

EVIDENCE GUIDE

literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

worker
 employer
 manager/supervisor
 union representative
 rehabilitation provider
 case manager
 return to work coordinator
 claims manager
 treating doctor
 therapists
 work colleagues, where necessary

Requirements may include

goals
 hours/days to be worked
 duties, including restrictions or specific duties to be avoided
 wages, including make up pay
 length of program
 commencement date
 review dates
 rehabilitation services/costs

Return to work plan may include

- specific return to work goals
- objectives for injured worker to achieve
- short-term and long-term goals
- services to be provided
- duration of services to be provided
- estimates of costs of services to be approved

Rehabilitation goals may include

- return to pre-injury duties
- an interim measure to assess capacity to return to pre-injury duties

<i>Specific needs may include</i>	<ul style="list-style-type: none">• an alternative position cultural considerations language, literacy and numeracy ethical considerations personal circumstances of worker (separate to pre-injury duties) that may impact on suitable duties arrangements to attend medical or medical appointments training to prepare injured worker for commencement at the workplace
<i>Issues may include</i>	workload impact on other workers industrial issues in workplace arrangements for modifications to the workplace or special/adaptive equipment need for protective clothing, shoes, tools, etc training and supervision if new job required
<i>Suitable duties may include</i>	<ul style="list-style-type: none">• pre-injury duties with pre-injury employer• alternative duties with pre-injury employer• pre-injury duties with alternative employer• alternative duties with a alternative employer• new or alternative position• modified duties/environment
<i>Advice on disagreements may be provided by</i>	<ul style="list-style-type: none">• case manager• return to work coordinator• injury management consultant• WorkCover• legal adviser• insurer
<i>Legislation, policy and procedures may include</i>	<ul style="list-style-type: none">• workers rehabilitation/compensation legislation allied legislation such as occupational health and safety acts, regulations and associated standards privacy legislation legislation and standards to ensure confidentiality and security of information <ul style="list-style-type: none">• performance standards• rehabilitation and return to work manual• claims management manual

- Parties signing return to work plan may include*
- public sector legislation and standards
 - codes of conduct
 - codes of ethics
 - injured worker
 - supervisor/team leader/manager/delegate
 - return to work coordinator
 - rehabilitation case manager
 - approved rehabilitation provider
 - treating medical practitioner
 - union representative
- Plan may be distributed to*
- signatories
 - insurer/self-insurer
 - case file
 - treating medical practitioner

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM406A Implement and monitor return to work plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation and monitoring of return to work plans for an injured worker. It includes engaging stakeholders to support return to work activities, assisting injured workers with ongoing suitable employment and reviewing progress against return to work plans.

In practice, the implementation and monitoring of return to work plans may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage stakeholders to support return to work activities	1.1 <i>Working relationships</i> are established with <i>stakeholders</i> in the rehabilitation and return to work process 1.2 Information is provided on return to work status and stakeholder roles, responsibilities and obligations are confirmed 1.3 Commitment of injured worker is gained and maintained throughout the return to work process 1.4 Accurate and timely information is provided to all relevant stakeholders in accordance with organisational policy and procedures 1.5 Stakeholder motivation and commitment to the process is maintained through timely and effective written and oral communication
2. Assist injured worker with ongoing suitable employment	2.1 Active discussion with employer is maintained regarding ongoing provision of safe and suitable duties in accordance with medical clearance 2.2 Where required, <i>vocational counselling</i> and training are arranged/coordinated in line with employment options which reflect the rehabilitation goal 2.3 Conflict and non-compliance with the rehabilitation process are addressed and managed in accordance with the <i>legislation and organisational policy and procedures</i> 2.4 Referrals for treatment, functional capacity evaluation and other support services are provided in accordance with organisational policy and procedures
3. Review progress against return to work plan	3.1 Reports are requested and meetings held with the injured worker and other stakeholders to assess progress in the achievement of return to work goals and to address issues where necessary 3.2 Problem solving is undertaken with the injured worker and other stakeholders to address issues as they arise and modify actions to maintain momentum of return to work process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to implementation and monitoring of return to work plans
- reading and applying complex information such as legislation and regulations
- using communication with a diverse range of people including the injured worker, supervisor, work colleagues, medical adviser etc
- negotiating direction of rehabilitation and actions required
- responding to diversity, including gender and disability
- managing competing imperatives, motives, agendas and needs
- applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures, guidelines and best practice principles relating to injury management
- privacy legislation
- legislation and standards to ensure confidentiality and security of information
- performance standards
- legislated requirements of the return to work plan
- requirements of organisation's return to work policy and program
- redeployment principles
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Promote diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

implementation and monitoring of return to work plans in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to injury management

case studies and workplace scenarios to capture the range of situations likely to be encountered when implementing and monitoring return to work plans

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when implementing and monitoring return to work plans, including coping with difficulties, irregularities and breakdowns in routine

- implementation and monitoring of return to work plans in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Characteristics of working relationships include

trust
respect
rapport
confidence
communication

Stakeholders may be

injured worker
supervisor/manager
doctor/specialist
claims management/insurer
case manager
return to work coordinator
approved rehabilitation provider
union
family/partner

Vocational counselling may include

- job clubs
- assistance to worker with job transition
- training/re-training
- development
- referral to vocational expert
- workers rehabilitation/compensation legislation

Legislation and organisational policy and procedures may include

allied legislation such as occupational health and safety acts, regulations and associated standards
privacy legislation
procedures to ensure confidentiality and security of information

- performance standards
- rehabilitation and return to work manual
- public sector legislation and standards
- codes of conduct

RANGE STATEMENT

- codes of ethics

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM407A Promote and educate about injury management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers formal and informal education in an ongoing context about injury management, claims management and/or rehabilitation activities. It includes preparing information materials, preparing for and delivering presentations, and reviewing outcomes.

In practice, promotion and education about injury management may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, delivering service to clients, gathering and analysing information, applying government processes, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare information materials	<p>1.1 Purpose of the materials, intended audience and the <i>media</i> to be used are determined in accordance with organisational requirements</p> <p>1.2 Materials are designed to suit intended audience</p> <p>1.3 Feedback is sought on the content and presentation of materials, and revisions are made in accordance with feedback</p> <p>1.4 Interpreters/translators are used as required to ensure materials reach a diverse audience in accordance with organisational requirements</p>
2. Prepare presentations	<p>2.1 Objectives for the <i>presentation</i> are determined to reflect the identified needs of the <i>audience</i>, are achievable and are stated in terms of outcomes</p> <p>2.2 Presentation methods are selected to suit identified outcomes, participants' needs and availability of equipment and resources</p> <p>2.3 Provision is made for participants to contribute to sessions based on their experience</p> <p>2.4 Content of materials to be used is validated by experience before use, where possible</p> <p>2.5 Examples of issues and how they were addressed are included in presentation materials</p> <p>2.6 Methods to be used and presentation style of <i>information</i> are determined to suit the specified objectives of the session, the needs of the participants and the size and location of the group</p>
3. Deliver presentation	<p>3.1 Presentation of session is structured to facilitate the creation of opportunities for discussion of broad conceptual, ethical and legal issues surrounding injury management</p> <p>3.2 Objectives of the session, structure of the activities and other details are explained to participants to suit their level of understanding and experience, and feedback is elicited</p> <p>3.3 Materials and presentation techniques used are adapted to the particular audience and are effective and interesting</p> <p>3.4 Materials are presented in such a way as to establish a positive response in the organisation and its clients regarding rehabilitation and claims management</p> <p>3.5 Case studies are used for illustrative purposes where possible, and address urgency and levels of risk in injury management</p> <p>3.6 Models of excellence in injury management are highlighted</p>
4. Review session outcomes	<p>4.1 Participants are encouraged to provide feedback on all aspects of the education sessions</p> <p>4.2 Suitability of the approach, the content and outcomes is</p>

ELEMENT

PERFORMANCE CRITERIA

- reviewed as a guide for further activities
- 4.3 Own performance is reviewed against objectives and in response to participants' responses and comments
- 4.4 Needs analysis for further education sessions/materials is undertaken
- 4.5 Advice is provided to relevant people regarding possible future activities or amendments to organisational awareness strategy and programs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, guidelines and processes relating to injury management
- the organisation's strategic objectives related to injury management
- national strategic objectives relating to rehabilitation and return to work
- the link between ongoing information/awareness sessions and effective injury management
- audience requirements
- adult learning principles
- public sector values and codes of conduct
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to presentations including occupational health and safety and environment

Skill requirements

Look for evidence that confirms skills in:

- making presentations to provide awareness sessions aimed at improving injury management skills of less experienced members of staff
- tailoring sessions to the needs of adult learners
- explaining complex concepts and formal documents such as legislation, standards and codes of conduct
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- mentoring culturally and linguistically diverse staff to maximise rehabilitation/return to work outcomes
- incorporating feedback from attendees into future session design and delivery
- applying occupational health and safety and environmental procedures in the context of promotion and education about rehabilitation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and ethics of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- promotion and education about injury management in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, workplace procedures and protocols relating to injury management to provide the context for assessment

formal and informal workplace situations where promotion and education occur

injury management issues for presentation/explanation

diverse audience for the presentation/s

- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of workplace situations likely to be encountered when promoting

EVIDENCE GUIDE

Where and how to assess evidence

and educating about injury management

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting and educating about injury management, including coping with difficulties, irregularities and breakdowns in routine
- promotion and education about injury management in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

demonstration

observation

questioning

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Media may include

- Internet
- intranet
- brochures
- pamphlets

Presentations may include

- formal presentations
- informal briefings
- part of a broader induction program for staff
- explaining procedures and guidelines
- one-off or ongoing sessions

Audience may include

- managers
- supervisors
- executive
- staff

Information may include

- legislative requirements
- Public Service Commissioner's instructions/directives
- injury management guidelines
- publications
- reference materials
- case briefings
- research outcomes
- outcomes of analysis

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM408A Monitor and review injury management cases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers ongoing monitoring and review of injury management cases in accordance with legislative requirements. It includes monitoring and reviewing injury management cases and reviewing injury management claim details.

In practice, monitoring and reviewing injury management cases may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, working with diversity, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor injury management cases	1.1 Progress of the injured worker is monitored against the goals and objectives of the <i>return to work plan</i> and/or the case management plan 1.2 Compliance with the return to work plan is monitored in terms of agreed requirements 1.3 Compliance with treatment protocols is monitored and <i>action</i> is taken on non-compliance 1.4 Case management <i>meetings</i> are conducted to identify issues and barriers to successful return to work and facilitate resolution 1.5 Changes to the return to work plan are authorised and recorded in accordance with <i>legislation, policy and procedures</i>
2. Review injury management cases	2.1 Capacity review of injured worker is undertaken as required by legislation in accordance with organisational procedures 2.2 Capacity for return to work is assessed and return to work/case management plans are updated to reflect current status 2.3 Treatment and medication review is undertaken as required by legislation and case management plan, and return to work plan is adjusted as required in light of medical information 2.4 Currency of prescribed medical certificate is reviewed and a current certificate is obtained where necessary 2.5 Currency and content of rehabilitation and return to work plan are reviewed and adjusted to address changes in circumstances 2.6 Case file is reviewed and case conferences are conducted <i>at regular intervals</i> as required by organisational procedures in order to progress claim to best possible outcome
3. Review injury management claim details	3.1 Entitlements are reviewed in the light of disability and <i>changes to personal circumstances</i> 3.2 Economic review is conducted in accordance with legislation to ensure entitlements are <i>adjusted</i> in line with economic changes for similar workers 3.3 Claim estimates, duration and costs are reviewed and action is taken to address issues in accordance with legislation, policy and procedures 3.4 For continuing incapacity, cases are reviewed for permanent disability entitlements in accordance with legislation, policy and procedures 3.5 <i>Redemption opportunities</i> are assessed for suitable cases and recommendations are made for progressing these in accordance with organisational priorities 3.6 Improvements to policies, procedures and processes relating to case management are identified from reviews and

ELEMENT

PERFORMANCE CRITERIA

recommendations are made in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to injury management

undertaking case management including facilitating case conferences

dealing with difficult people

applying analysis and review

using communication with a diverse range of people

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to injury management

privacy legislation

procedures to ensure confidentiality and security of information

public sector management acts

reporting requirements

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<ul style="list-style-type: none"> • <i>Pre-requisite</i> units that must be achieved prior to this unit: <i>Nil</i> • <i>Co-requisite</i> units that must be assessed with this unit: <i>Nil</i> • <i>Co-assessed units</i> that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: <ul style="list-style-type: none"> PSPETHC401A Uphold and support the values and principles of public service PSPGOV402B Deliver and monitor service to clients PSPGOV406B Gather and analyse information PSPGOV408A Value diversity PSPGOV422A Apply government processes PSPLEGN401A Encourage compliance with legislation in the public sector
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • monitoring and review of injury management cases in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to monitoring and review of injury management cases • case studies and workplace scenarios to capture the range of situations likely to be encountered when monitoring and reviewing injury management cases
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring and reviewing injury management cases, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- monitoring and review of injury management cases in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Return to work plan is*
- agreed blueprint for injured worker to return to work with:
 - suitable duties
 - physical restrictions
 - agreed hours
 - supervision arrangements
- Action on non-compliance may include*
- drawing up an action plan
- Case management meetings may include*
- case conferences
 - case review meetings
 - formal briefings on progress
- Legislation, policy and procedures may include*
- workers rehabilitation/compensation legislation
 - allied legislation such as occupational health and safety acts, regulations and associated standards
 - privacy legislation
 - procedures to ensure confidentiality and security of information
 - performance standards
 - rehabilitation and return to work manual
 - claims management manual
 - public sector legislation and standards
 - codes of conduct
 - codes of ethics
- Regular intervals may include*
- monthly
- Changes to personal circumstances are*
- determined by medical evidence and legislation and may include:
 - home help
 - aids
- Adjustments may include*
- continuing payments
 - increasing payments
 - decreasing payments
 - discontinuing payments

RANGE STATEMENT

Redemption opportunities may include

- a capital payment to a worker to redeem:
- a liability to make weekly payments
- a liability to pay compensation under the legislation
- a liability for loss of future earning capacity

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM409A Maintain injury management case files

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers maintenance of injury management case files in accordance with legislative requirements. It includes opening, maintaining and closing injury management case files.

In practice, maintenance of injury management case files may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, delivering client services, working with diversity, gathering and analysing information, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Open injury management case files	1.1 Case files are opened in compliance with legal and organisational requirements 1.2 Comprehensive details of claims are recorded in accordance with legislation, policy and procedures 1.3 All documents and other <i>materials</i> relating to claims are filed in accordance with file design and recordkeeping procedures 1.4 Access to and security of case files are controlled in accordance with the organisation's legal obligations and standards
2. Maintain injury management case files	2.1 Correspondence, documentation, recordkeeping and reporting requirements are met and file copies are maintained in accordance with organisational policy and procedures 2.2 All actions relating to cases are documented and recorded on case files in accordance with legislation, policy and procedures 2.3 Information on files is <i>completed</i> and includes supporting information for any decisions or actions in accordance with legislation, policy and procedures 2.4 Case files are maintained to a standard that allows them to meet evidentiary requirements of tribunals and courts
3. Close injury management case files	3.1 All outstanding actions are completed and case files are <i>closed</i> in accordance with organisational policy and procedures 3.2 Medical closure is confirmed and required documents are checked for completeness before adding to file 3.3 Arrangements for any lump sum payment for non-economic loss are finalised in accordance with legislation, policy and procedures 3.4 Weekly payments are discontinued and outstanding accounts are dealt with in accordance with <i>legislation, policy and procedures</i> 3.5 Record closure is undertaken and files are archived in accordance with recordkeeping policy and procedures 3.6 Reconciliation of payments is carried out in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to maintaining injury management case files

recordkeeping

using written communications, including correspondence, file notes, meeting notes etc

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to injury management

public sector management acts

privacy legislation

freedom of information legislation

procedures that ensure confidentiality and security of personal information

rules relating to access to personal information

public sector and organisational recordkeeping requirements

reporting requirements

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- maintenance of injury management case files in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to injury management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when maintaining injury management case files

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when maintaining injury management case files, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- maintenance of injury management case files in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Other materials may be</i> | <ul style="list-style-type: none"> • electronic information • photographs • tapes • videos |
| <i>Completed information is</i> | <ul style="list-style-type: none"> • dated • signed • accurate • legible • related to all conversations and activities, as well as formal meetings and correspondence |
| <i>Closure policy may be</i> | <ul style="list-style-type: none"> • no activity for a set period, such as 4 months |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • workers rehabilitation/compensation legislation • allied legislation such as occupational health and safety acts, regulations and associated standards • privacy legislation • freedom of information legislation • procedures to ensure confidentiality and security of information • performance standards • rehabilitation and return to work manual • public sector legislation and standards • codes of conduct • codes of ethics |

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM501A Determine liability and negotiate settlements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers determination of liability relating to injured workers and negotiations to settle future liabilities. It includes estimating liability, determining settlement options and negotiating settlements.

In practice, determining liability and negotiating settlements may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, delivering client services, managing resources, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in bold italics is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Estimate liability	<p>1.1 Current information and guidelines on legislative changes and liability management are used to ensure up-to-date methods are used to estimate liability</p> <p>1.2 All anticipated costs the employer believes may be incurred up to the time claims are resolved, are identified</p> <p>1.3 Case estimate software facilities are used as required to create automated case estimates based on reporting data</p> <p>1.4 <i>Key indicators</i> are used to estimate costs and manually amend automated estimates as necessary, based on local knowledge of particular claims</p> <p>1.5 Estimates are reviewed at required intervals in accordance with legislation, organisational policy and procedures, and estimates of future liability are maintained on all open claims</p> <p>1.6 Recovery rights against other parties or employers for the disabilities claimed are identified and pursued in accordance with government policy and legislation</p>
2. Determine settlement options	<p>2.1 <i>Settlement options</i> are identified that meet legislative obligations, organisational and government policy requirements</p> <p>2.2 Options are assessed to determine the most cost effective course of action, given the nature and extent of each liability</p>
3. Negotiate settlements	<p>3.1 Injured workers are consulted to ensure they have competent professional and financial advice before entering into an agreement</p> <p>3.2 Settlement terms are negotiated to meet obligations and minimise losses in accordance with risk management principles, organisational policy and procedures</p> <p>3.3 Settlement terms are determined that represent substantial savings on costs that would otherwise have been incurred for future liability</p> <p>3.4 Settlements are negotiated within financial delegations or referred in accordance with organisational policy and procedures</p> <p>3.5 Discharge is obtained to ensure potential for further liability is eliminated</p> <p>3.6 Where settlements cannot be agreed they are referred for conciliation and arbitration in accordance with <i>legislation, policy and procedures</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to determining liability and negotiating settlements
- determining liability and negotiating settlements in the context of injury management using communication including negotiation and problem solving with injured workers, their representatives, employers and case coordinators
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

- Look for evidence that confirms knowledge and understanding of:
 - legislation, regulations, policies, procedures and guidelines relating to injury management
 - case estimate software
 - methodology for estimating liability
 - risk management in the context of injury management
 - delegations
 - obligations and options for settlement under the legislation
 - equal employment opportunity, equity and diversity principles
 - public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- liability determined and settlements negotiated in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to injury management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when determining liability and negotiating settlements

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when determining liability and negotiating settlements, including coping with difficulties, irregularities and breakdowns in routine
- liability determined and settlements negotiated in a range of (3

EVIDENCE GUIDE

or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Key indicators may include

- nature of disability
- other medical information
- knowledge of total cost of previous claims for similar injuries/illnesses
- worker characteristics (age, occupation, etc)

Settlement options may include

- lump sum payment
- periodic payments

Legislation, policy and procedures may include

- claims management manual
- workers rehabilitation/compensation legislation
- allied legislation such as occupational health and safety acts, regulations and associated standards
- privacy legislation
- legislation and standards to ensure confidentiality and security of information
- performance standards
- rehabilitation and return to work manual
- public sector legislation and standards
- codes of conduct
- codes of ethics

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM502A Manage case direction and outcomes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers case management of injured workers through return to work or other alternatives. It includes developing strategic case management plans, managing case direction and outcomes and managing complex cases.

In practice, managing case direction and outcomes may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, delivering client services, managing resources, undertaking research and analysis, project management etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Develop strategic case management plans

- 1.1 Case management plans are developed to reflect the initial assessment of needs in accordance with *legislation, policy and procedures*
- 1.2 Action plans are included in case management plans as required, and identify the full range of short-, medium- and long-term goals that focus on the achievement of the best possible outcome for claim resolution
- 1.3 Avenues for appeal and procedures for grievances/complaints are contained in plans
- 1.4 Strategies for monitoring and changing plans are established and included
- 1.5 Cultural considerations are integrated into all aspects of case management plans
- 1.6 Strategies for obtaining and monitoring *service providers* are established and implemented

2. Manage case directions and outcomes

- 2.1 Strategies are implemented to continually *monitor* the effectiveness of case management processes against agreed goals, relevant services and programs, and client and *stakeholder* satisfaction
- 2.2 Rehabilitation and *return to work plans* are monitored to ensure they remain consistent with the determined strategic direction of case
- 2.3 The need for changes in case plans, including the need for continued intervention, is assessed and strategies for alternative action are developed as required
- 2.4 Payments to injured workers are monitored and *adjusted* as required in accordance with legislation, policy and procedures
- 2.5 *Alternatives* are considered and recommended if required, should the rehabilitation and return to work process fail
- 2.6 Advice on all aspects of case management is provided including advice on legislative and risk management issues

3. Manage complex cases

- 3.1 Case management and return to work plans are tailored to the specific needs of *complex cases* in accordance with legislation, policy and procedures
- 3.2 High-level negotiation, mediation and conflict management skills are used to manage objectives and outcomes in complex cases
- 3.3 Expert assistance is obtained as required and case conferences are facilitated to ensure the best outcome for complex case management
- 3.4 A risk management approach is taken in the allocation of

ELEMENT

PERFORMANCE CRITERIA

additional resources to complex cases to ensure value for money in the rehabilitation process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to managing case direction and outcomes

applying case management principles to injury management

using communication with diverse stakeholders including negotiation and problem solving

dealing with/managing difficult people

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to injury management

privacy legislation

procedures to ensure confidentiality and security of information

public sector management acts

industrial law/industrial relations practice

reporting requirements

case management principles and practices relating to injury management

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- case management related to injured workers in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to injury management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking case management related to injured workers

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing case direction and outcomes for injured workers, including coping with difficulties,

EVIDENCE GUIDE

irregularities and breakdowns in routine

- case management related to injured workers in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • workers rehabilitation/compensation legislation • allied legislation such as occupational health and safety acts, regulations and associated standards • privacy legislation • legislation and standards to ensure confidentiality and security of information • performance standards • rehabilitation and return to work manual • public sector legislation and standards • codes of conduct • codes of ethics |
| <i>Service providers may include</i> | <ul style="list-style-type: none"> • approved/accredited rehabilitation providers • occupational therapists • physiotherapists • rehabilitation counsellors • psychologists • ergonomists |
| <i>Monitoring effectiveness may include</i> | <ul style="list-style-type: none"> • facilitating review activities • obtaining feedback from stakeholders • liaison with service providers • feedback from injured worker • providing advice on return to work plans |
| <i>Stakeholders may be</i> | <ul style="list-style-type: none"> • supervisor/manager • doctor/specialist • claims management • Comcare • case manager • return to work coordinator • approved rehabilitation provider • union • family/partner |
| <i>Return to work plan is</i> | <ul style="list-style-type: none"> • agreed blueprint for injured worker to return to work with: • suitable duties |

RANGE STATEMENT

- physical restrictions
- agreed hours
- supervision arrangements
- Adjustment of payments may include*
 - increasing payments
 - decreasing payments
 - discontinuing payments
- Alternatives may include*
 - termination on grounds of invalidity
 - redemption of/capital payment for liability
- Complex cases may include*
 - multiple injuries/illness
 - psychiatric illness
 - psychological injury claims
 - involvement of a wide range of other agencies
 - cases with high public/political sensitivity
 - cases where there are fraud indicators
 - industrial/human resource issues
 - loss of skills
 - performance issues
 - stuck cases

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM503A Maintain and monitor service standards

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers maintenance of high-quality rehabilitation and injury management service and standards. It includes monitoring standards, improving service delivery, and developing and maintaining professional competence in injury management. The unit may not be appropriate for those in-house rehabilitation coordinators who do not have a professional background.

In practice, maintaining and monitoring service standards may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, delivering client services, managing resources, undertaking research and analysis, project management etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Monitor standards and improve service delivery

- 1.1 *Documentation*, processes and practices are monitored in accordance with best practice principles to ensure compliance with *legislation, policy and procedures*
- 1.2 The organisation's systems and technology are used to *monitor service and standards* and to identify ways in which planning and operations could be improved
- 1.3 Service is strengthened through the use of continuous improvement techniques such as acting on *feedback* from *stakeholders* regarding rehabilitation services
- 1.4 Work performance is documented and the information is used to identify opportunities for improvement to systems and processes
- 1.5 Records, reports and recommendations for improvement are managed within the organisation's systems and processes
- 1.6 Service benchmarks are set, monitored and reviewed to ensure a cycle of continuous improvement

2. Maintain and further develop professional competence in injury management

- 2.1 Knowledge of industry trends/changes and legislative updates is maintained to ensure service standards to clients
- 2.2 Feedback from clients and colleagues is used to identify and develop ways to improve personal competence
- 2.3 Professional development opportunities suited to personal learning style/s are selected and used to develop competence, in accordance with organisational requirements and available resources
- 2.4 Participation in professional development activities and networks is used to enhance personal knowledge and skills related to *changes in service provision*, and to build and maintain professional relationships

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to maintenance of rehabilitation injury management service and standards

applying principles of continuous improvement to injury management practices and processes

using communication with diverse stakeholders including interviewing, gathering feedback etc

responding to diversity, including gender and disability

continuously updating knowledge and skills through both formal and informal means

applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to injury management

privacy legislation

procedures to ensure confidentiality and security of information

public sector management acts

industry standards for rehabilitation

continuous improvement principles

professional development and its relationship to quality service delivery

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- service standards maintained/monitored in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to injury management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when maintaining and monitoring rehabilitation service standards

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when maintaining and monitoring rehabilitation service standards, including coping with difficulties,

EVIDENCE GUIDE

irregularities and breakdowns in routine

- service standards maintained/monitored in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Documentation may include

- incoming documents such as prescribed medical certificates, claim forms etc
- plans
- programs
- case files

Legislation, policy and procedures may include

- workers rehabilitation/compensation legislation
- allied legislation such as occupational health and safety acts, regulations and associated standards
- privacy legislation
- procedures to ensure confidentiality and security of information
- performance standards
- rehabilitation and return to work manual
- claims management manual
- public sector legislation and standards
- codes of conduct
- codes of ethics

Monitoring service and standards may include

- facilitating review activities
- obtaining feedback from stakeholders
- liaison with service providers
- feedback from injured workers

Feedback may include

- surveys
- anecdotal evidence
- case conference feedback
- formal complaints/grievances
- congratulatory correspondence
- letters of appreciation

Stakeholders may be

- injured workers
- supervisors/managers
- doctors/specialists
- claims management
- case managers
- approved rehabilitation providers
- unions

RANGE STATEMENT

Changes in service provision may be in response to

- new technology
- new medical approaches to rehabilitation
- legislation
- organisational policy, procedures and protocols
- case law

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPIM504A Contribute to a quality injury management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements of case managers to effectively contribute to the organisation's rehabilitation/return to work system. It includes contributing to the planning and development and implementation of an injury management system, and monitoring and reporting on injury management system outcomes.

In practice, contributing to a quality injury management system may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, delivering client services, managing resources, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Injury Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to planning and development of an injury management system	<p>1.1 A <i>systems approach</i> to <i>injury management</i> is adopted and promoted to ensure compliance with <i>legislation and guidelines</i></p> <p>1.2 Systems are developed and maintained to enable early notification of injuries, early intervention and return to work action</p> <p>1.3 <i>Organisational policies</i> relating to injury management are assessed and updated to ensure currency and compliance with legislation</p> <p>1.4 Case management delegation is maintained in accordance with legislation, policy and guidelines</p> <p>1.5 Where practicable, a preferred provider system is adopted for selecting approved <i>rehabilitation providers</i></p> <p>1.6 Internal audit arrangements are established and implemented as required, based on a risk management approach</p>
2. Implement injury management system	<p>2.1 Management commitment is obtained to the organisation's injury management, rehabilitation/return to work policy and processes</p> <p>2.2 Advice is provided to management on injury implications of broader management initiatives</p> <p>2.3 Effective relationships are developed and maintained with supervisors, occupational health and safety staff and senior management to integrate prevention and return to work outcomes</p> <p>2.4 The organisation's rehabilitation/return to work policy is promoted and made accessible to staff and managers</p>
3. Monitor and report on injury management outcomes	<p>3.1 Injury management and return to work outcome data is collected and collated for measurement against performance standards and targets</p> <p>3.2 Information on claims data and costs is analysed, and outcomes/trends are reported to executive management in accordance with organisational policy and procedures</p> <p>3.3 <i>Stakeholder feedback</i> is gathered on the return to work process and the rehabilitation/return to work system</p> <p>3.4 Rehabilitation budget/costs are monitored and reported on in accordance with organisational policy and procedures</p> <p>3.5 Non-conformance with system requirements is monitored, reported on and followed up in accordance with organisational policy and procedures</p> <p>3.6 System reviews are undertaken in terms of regular reporting and targets/performance indicators, and improvements are identified/implemented in accordance with a cycle of</p>

ELEMENT

PERFORMANCE CRITERIA

continuous improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to an injury management system
- applying principles of continuous improvement to the development and maintenance of a quality injury management system
- using communication with diverse stakeholders including interviewing/gathering feedback from stakeholders
- responding to diversity, including gender and disability
- collecting and collating statistical information
- applying procedures relating to occupational health and safety and environment in the context of injury management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- procedures to ensure confidentiality and security of information
- public sector management acts
- industry standards for rehabilitation
- continuous improvement principles
- recordkeeping procedures
- trend analysis
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of injury management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- quality injury management system contributed to in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to injury management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to a quality injury management system

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to a quality injury management system, including coping with difficulties, irregularities and breakdowns in routine
- quality injury management system contributed to in a range of

EVIDENCE GUIDE

(3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Systems approach may include

- planning
- policy
- implementation
- monitoring
- evaluation
- review
- planning, etc (continuous improvement cycle)

Injury management may include

- treatment
- rehabilitation
- return to work programs
- retraining
- claims management
- employment management

Legislation and guidelines may include

- workers rehabilitation/compensation legislation
- allied legislation such as occupational health and safety acts, regulations and associated standards
- privacy legislation
- legislation and standards to ensure confidentiality and security of information
- performance standards
- rehabilitation and return to work manual
- public sector legislation and standards
- codes of conduct
- codes of ethics

Organisational policies may include

- operational policy
- audit policy
- claims management policy
- return to work policy
- human resources policy

Rehabilitation providers may be

- accredited/approved organisations that provide occupational/vocational rehabilitation services to assist injured workers to return to work, using occupational health professionals such as:

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- occupational therapists
- physiotherapists
- rehabilitation counsellors
- psychologists
- ergonomists
- Stakeholders may be*
 - injured workers
 - supervisors/managers
 - doctors/specialists
 - claims management
 - case managers
 - unions
- Feedback may include*
 - surveys
 - anecdotal evidence
 - case conference feedback
 - formal complaints/grievances
 - congratulatory correspondence
 - letters of appreciation

Unit Sector(s)

Not applicable.

Competency field

Competency field Injury Management

PSPLAND301A Collect land revenue

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the collection of revenue from land transactions using the organisation's land revenue system. It includes processing standard transactions, handling enquiries, dealing with discrepancies in the system and maintaining land revenue databases.

In practice, collection of land revenue may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, accessing and using resources and financial systems, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in bold italics is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process routine land revenue transactions	1.1 Routine land revenue transactions are processed in accordance with legislation, policy and procedures 1.2 Collection of data and conversion to electronic form is performed accurately in accordance with organisational policy and procedures 1.3 Land revenue documentation associated with transactions is generated in accordance with organisational guidelines 1.4 Custody of revenue received is maintained in accordance with organisational policy and procedures 1.5 Transactions are recorded in accordance with organisational procedures
2. Handle routine land account enquiries	2.1 The type or category of account is established 2.2 The circumstances for releasing land account information and to whom, is confirmed and applied 2.3 Routine land account enquiries are dealt with in accordance with delegated authority 2.4 Enquiries from difficult clients are dealt with in accordance with organisational guidelines and workplace safety procedures 2.5 Reports are generated and interpreted to reflect the information required
3. Deal with account discrepancies	3.1 Policy and procedures for identifying and reporting account discrepancies are accessed and applied 3.2 Occasions when discrepancies should be reported are recognised in accordance with organisational policy and procedures 3.3 Information regarding discrepancies is referred for action in accordance with organisational policy and procedures
4. Maintain land revenue system	4.1 The types of changes that must be noted in the system are identified 4.2 Changes are noted in the system in accordance with organisational procedures 4.3 Changes are recorded accurately 4.4 Legislation and information security procedures are complied with in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- generating documentation to standard organisational format
- collecting data and converting it to electronic form
- retrieving textual information from electronic information systems
- handling enquiries from a diverse range of clients and providing responses to suit
- responding to diversity, including gender and disability
- handling difficult customers
- using computer technology in the context of collecting land revenue
- applying public sector legislation including occupational health and safety and environment in the context of land revenue collection

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- basic financial principles
- the organisation's financial management practices and procedures
- the different types of land accounts or categories
- management of public records
- tenure procedures and policies
- organisation information service
- legislation policy and procedures relating to land revenue collection
- public sector legislation including occupational health and safety, environment, privacy and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

collection of land revenue in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to collection of land revenue

- access to computer system/s

case studies and workplace scenarios to capture the range of situations likely to be encountered when collecting land revenue

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

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encountered when collecting land revenue, including coping with difficulties, irregularities and breakdowns in routine

- collection of land revenue in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Routine land revenue transactions may include

issuing a receipt
 creating an account
 processing a payment
 producing an invoice
 raising fees
 raising rent
 creating waiver
 creating journals
 creating global rebates

Legislation, policy and procedures may include

legislation related to public land administration
 public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 privacy legislation and freedom of information
 public sector standards
 jurisdictional and organisational code/s of practice and code/s of ethics

Different categories of land accounts may be specified in

operations manuals for land revenue system
 enterprise guidelines

Routine land account enquiries may include

arrears
 holder details
 tenure details
 rebate details
 payout amount
 interest rate
 rental

RANGE STATEMENT

	financial details
	notice details
	refund fees
<i>Account discrepancies may include</i>	incorrect name, address etc
	change of ownership
	payment not recorded
	payment made twice
	no pensioner rebate shown
	incorrect rental called for
	check on royalty rate
	over-payment or under-payment
<i>The types of changes that are required to be noted may be</i>	name change/mailing address
	royalty rate
	transfers (re-routing of notice)
	re-determinations (rebates etc)
	financial rates (consumer price index)
	interest rate set by corporate management
	change in billing details (such as due date)
	concessional rentals
	rent deferral
	rent forgiveness

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND302A Investigate tenure and land use history

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to undertake a tenure and land use history. It includes identifying land, reading plans/maps, searching records, interpreting information, recording investigation findings and organising plans/diagrams.

In practice, investigation of tenure and land use history may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify land	1.1 Sufficient details are obtained to identify the map, plan or aerial photo containing the area of land 1.2 The map, plan or aerial photo is obtained using <i>organisational procedures</i> 1.3 The area of land is located on the map, plan and aerial photo using the information gathered
2. Read plans/maps	2.1 The <i>purpose</i> of the <i>plan</i> or <i>map</i> is established 2.2 The <i>type of information</i> that can be obtained from the different types of plans and maps is identified 2.3 Information is obtained from the plan or map to suit the intended purpose
3. Search public land records	3.1 The purpose for the investigation of tenure and/or land use history is established to determine the level of detail required 3.2 <i>Electronic data sources</i> are accessed and searched in accordance with organisational policy and procedures 3.3 <i>Key repositories</i> are identified and <i>data sources and historic records</i> are accessed to obtain <i>information</i> relating to the identified land 3.4 Consultations are conducted when necessary to identify/corroborate tenure and/or land use information 3.5 All available land records related to the area are sourced and analysed and <i>evidence</i> is compiled in accordance with the purpose of the investigation
4. Interpret information	4.1 <i>Legislation</i> relevant to the jurisdiction is interpreted 4.2 Information in tenure-related and land use <i>documentation</i> is interpreted 4.3 <i>Expert assistance</i> is obtained for interpretation as required 4.4 Evidence of past and present tenure and/or land use is identified and analysed in accordance with organisational policy and procedures
5. Record investigation findings	5.1 Accurate chronology of tenure and/or land use history is compiled with sufficient detail to meet the purpose for which the investigation was conducted 5.2 History is recorded in a format and style to suit the intended purpose and audience 5.3 Investigation is conducted and findings are presented in accordance with <i>legislation, policy and procedures</i>
6. Organise plans/diagrams	6.1 The purpose of the plan or <i>diagram</i> is established 6.2 The information and <i>resources</i> required to <i>arrange for</i> the

ELEMENT

PERFORMANCE CRITERIA

diagram or plan are accessed and obtained

6.3 The diagram or plan is checked to see that it suits the intended purpose and is in accordance with legislation and *accepted organisational practices*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- finding information in systems, databases and other sources
- researching data repositories such as libraries, archives, etc
- interpreting legislation and instruments
- interpreting tenure documents, correspondence, maps, plans, etc
- reading a gazette
- using microfiche
- producing accurate reports, setting out facts in logical sequence
- making assessments/judgments of facts where interpretation is required
- using computer technology in the context of investigating land history
- responding to diversity, including gender and disability
- applying public sector legislation including occupational health and safety and environment in the context of investigating land use and tenure history

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the organisation's spatial and textual information systems, databases and archival storage/s
- land tenure legislation, tenure types and the effect of these
- maps, plans, title documents and related legal matter
- sources of historical information and how to access them (for example, enrolments, relationship of Crown grants to certificates of title and original grants, tenure codes used under prior legislation, accessing records held in archives, storage etc)
- public sector legislation including occupational health and safety, environment, privacy and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

FPIFGM147A Read and interpret maps

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

investigation of tenure and land use history in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to the investigation of land use and tenure history

- access to land information system/s

case studies and workplace scenarios to capture the range of situations likely to be encountered when investigating land use and tenure history

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when investigating land use and tenure history, including coping with difficulties, irregularities and breakdowns in routine

- investigation of tenure and land use history in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Organisational procedures may include</i> | <ul style="list-style-type: none"> • statutory and regulatory requirements • industry practices • manual or electronic application |
| <i>The purpose of a plan may be</i> | <ul style="list-style-type: none"> • to calculate an area and show dimensions • to identify abutments • to use as a diagram to process an application |
| <i>Plans may include</i> | <ul style="list-style-type: none"> • detailed survey plans • compiled plans • limited folio plans • non-certified survey plans • data plans |
| <i>Maps may include</i> | <ul style="list-style-type: none"> • parish maps (current and cancelled) • topographical maps • county maps • tourist maps • town maps • topographical plans (particularly reserves) • spatial information systems |
| <i>Type of information that can be obtained</i> | <ul style="list-style-type: none"> • areas • dimensions • road and street names • names of watercourses • reference marks • permanent marks • corner marks • topographical information • date • grid references • contours • north points • covenant details • location of bores, buildings |

RANGE STATEMENT

- Electronic data sources may include*
- gazette details
 - departmental systems
 - databases
 - files
 - archives
- Key repositories may include*
- public libraries
- archives
- storage
- Data sources and historical records may include*
- cancelled maps
 - cancelled public plans
 - certificates of titles
 - certified plans
 - correspondence files
 - Crown allotments
 - Crown leases
 - Crown surveys
 - deeds registers
 - deposited plans
 - electronic records
 - files - policy statutory planning and land files
 - gazette notices
 - government authorities
 - guidelines
 - Hansard
 - historical records
 - instruments registered against title
 - Internet
 - land accounts
 - legal precedents
 - Local Government
 - maps
 - newspapers
 - original plans
 - plans
 - public libraries
- reserve plans
- resumption plans
 - television

RANGE STATEMENT

- tenure cards
 - tenure documents
 - Territory Plan/s (ACT jurisdiction)
 - titles
- Information may be affected by*
- geographic location (coastal site tenure histories may be more complicated than for inland sites due to more intensive settlement history)
 - legibility
 - state of repair
 - survival of files (some key information may have been destroyed or lost)
- Evidence may include*
- dimensions
 - areas
 - pencil notes
 - dates
 - colours
 - map or plan notations
 - names
 - lot or portion number
 - plan numbers
 - watercourses
 - gazette details
 - guardbook details
 - land grants
 - certificates of title
 - folio identifiers
- Legislation may include*
- jurisdictional
 - earlier legislation
 - repealed Acts
 - regulations
- Documentation may include*
- tenure documents
 - gazettals
 - plans
 - files
 - correspondence
 - Crown leases and instruments
 - notification of decisions
- Expert assistance may include*
- surveyors
 - cartographers
 - archivists

RANGE STATEMENT

	<ul style="list-style-type: none"> • historians • legal advisers • persons with historical knowledge of issue (corporate knowledge)
<i>Legislation, policy and procedures may include</i>	<p>legislation related to public land administration</p> <p>public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety</p> <p>privacy legislation and freedom of information</p> <p>public sector standards</p> <p>organisational standards</p> <p>quality standards</p> <p>jurisdictional and organisational code/s of practice and code/s of ethics</p> <p>planning policy</p> <p>zoning policy</p> <p>Territory Plan/s (ACT jurisdiction)</p>
<i>Diagrams may include</i>	<ul style="list-style-type: none"> • spatial printouts • digital printouts • freehand sketches • parts of parish maps • parts of topographical maps • enlargements/reductions of survey plans • skilled persons to undertake plan preparation
<i>Required resources may include</i>	
<i>Arranging for plans/diagrams may include</i>	<ul style="list-style-type: none"> • undertaking the preparation of plans • arranging for preparation of plans by others
<i>Accepted organisational practices may be</i>	<ul style="list-style-type: none"> • organisational standards • statutory requirements • manual • computer generated

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND303A Administer public land tenures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to process public land tenure applications and to deal with other enquiries using organisational guidelines and information systems to provide a quality service to the public.

It includes processing an existing land tenure application/change, processing the initial granting of a public land tenure, producing a tenure report, conducting a plan search, re-determining rent, and preparing statutory documents.

In practice, administration of public land tenures may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process an existing land tenure application/change	1.1 Details of the <i>application/change</i> are investigated to confirm processing requirements 1.2 Documents associated with the <i>land tenure</i> application/change are gathered and directed following organisational and <i>best practice requirements</i> 1.3 Documentation is checked to ensure it is endorsed by personnel with delegated authority 1.4 Information is recorded in accordance with <i>legislation, policy and procedures</i>
2. Process the initial granting of a public land tenure	2.1 Confirmation is obtained that a tenure application <i>investigation</i> was conducted and approval to the <i>initial allocation</i> granted 2.2 Documentation is prepared and directed in accordance with <i>organisational procedures</i> 2.3 <i>Records</i> are prepared and updated in accordance with organisational procedures and practices
3. Produce a tenure report	3.1 The reason for the <i>report</i> is established in accordance with organisational policy and procedures 3.2 The source of the required information is ascertained 3.3 The requested tenure report is generated in accordance with organisational format
4. Conduct a plan search	4.1 The extent of the search is established 4.2 The source of the required information is ascertained 4.3 Plans are obtained and copied and the originals are returned to the system in accordance with organisational procedures
5. Re-determine rent	5.1 Tenures that require <i>rent re-determination</i> are ascertained 5.2 <i>Calculations</i> are made following organisational procedures 5.3 Documents associated with rent re-determination are gathered and directed following organisational and best practice requirements 5.4 <i>Objections</i> received are directed to the appropriate personnel for arbitration in accordance with legislative requirements and organisational practices 5.5 The information is recorded in accordance with organisational procedures
6. Prepare statutory documents	6.1 The statutory document/s required to process an application are ascertained 6.2 Statutory document/s are prepared in accordance with organisational procedures and <i>statutory requirements</i> 6.3 Endorsement is obtained in accordance with organisational

ELEMENT

PERFORMANCE CRITERIA

policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- following organisational guidelines
- determining ownership and tenure
- noting organisational records to regulatory and organisational requirements
- filing and retrieving organisational records
- collecting data and converting it to electronic form
- retrieving spatial and textual information from electronic information systems
- obtaining a copy of a land title
- generating documentation to organisational standards
- reading a map or a plan
- calculating an area
- using computer technology in the context of public land tenure administration
- responding to diversity, including gender and disability
- applying public sector legislation including occupational health and safety and environment in the context of administering public land tenures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to public land administration and land management
- organisational policies and procedures relating to public land administration
- impact of previous legislation on public land
- tenure administration
- the different types of tenures and the unique features of each
- the different types of organisational records that need to be noted or updated and in what circumstances
- management of public records
- land title system
- organisational policies, guidelines and statutory obligations in relation to rent re-determination
- organisational standards for the preparation of documentation
- knowledge of local values
- plan lodgment procedures
- public sector legislation including occupational health and safety, environment, privacy and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

PSPLAND302A Investigate tenure and land use history

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

administration of public land tenures in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to the administration of public land tenures
- access to computer information systems

case studies and workplace scenarios to capture the range of situations likely to be encountered when administering public land tenures

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when administering public land tenures, including coping with difficulties, irregularities and breakdowns in routine

- administration of public land tenures in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

A land tenure application/change may include

- land tenure interest dealing such as:
- easement
- covenant
- new lease
- new licence
- new permit
- forfeiture
- de-restriction
- subdivision
- cancellation
- correction
- consolidation
- conversion
- amalgamation
- consents to transfer
- renewal
- new deed
- lease/licence/permit
- purchase of reservation in title
- exchange
- change of land use
- simultaneous opening and closure of road
- road opening
- road closure (permanent or temporary)
- surrender
- revocation of management orders (for reserves)
- revestments
- cancellation of dedications under Acts
- issues relating to contamination, hazards and encumbrances, and the need to deal with these before land comes back to the Crown

Land tenure may include

- tenures created and administered under a range of Acts relating to Crown land, State land, land use such as clearing, cultivation,

RANGE STATEMENT

	irrigation, enclosure
	<ul style="list-style-type: none"> • tenures created under a previous Act and administered under a land Act • creation of and dealing with interests in the tenures, for example easements, subleases, covenants, mortgages and trusts • interests created under legislation such as: <ul style="list-style-type: none"> • easements • subleases • mortgages • trusts • writs of execution, etc • freehold • leasehold, where changes to existing tenure may require special processes under legislation (eg ACT leasehold system where changes are subject to public notification, decisions are subject to appeal and changes need to comply with The Territory Plan) • licences • permits • quality customer service • quality system documentation
<i>Best practice requirements may include</i>	
<i>Legislation, policy and procedures may include</i>	<p>legislation related to public land administration</p> <p>public sector legislation such as equal employment opportunity, anti-discrimination, diversity and occupational health and safety</p> <p>privacy legislation and freedom of information</p> <p>public sector standards</p> <p>jurisdictional and organisational code/s of practice and code/s of ethics</p> <p>organisational standards</p> <p>industry standards</p>
<i>Initial tenure application investigation may include</i>	<ul style="list-style-type: none"> • referral to a range of authorities on issues including: <ul style="list-style-type: none"> • planning • environment • aboriginal heritage • native title • Local Government requirements • servicing agencies' requirements
<i>The initial allocation of a public land tenure may be</i>	<ul style="list-style-type: none"> • lease • licence

RANGE STATEMENT

- reservation
 - dedication
 - enclosure permit
 - deed
 - permit to occupy
 - authority to use
 - easements
 - statutory and regulatory requirements
- Organisational procedures may include*
- industry practices
 - manual or electronic application
- Organisational procedures may be specified in*
- office practice guidelines
 - workplace notices/memos
 - computer training manuals
 - procedure manuals
- Organisational records may include*
- cards
 - maps
 - files
 - electronic information systems
 - land accounts
 - land titles
 - plans
 - gazettes
- Tenure reports may include*
- tenure details
 - rental details
 - outstanding moneys
 - transfer details
 - status report
 - valuation details
 - property dealings
- Rent may include*
- yearly rent
 - rent for a fixed term
 - rent adjusted for consumer price index (CPI)
 - premiums
 - phasing-in of rents
 - waivers
- Rent re-determination may include*
- dealings involving allocation of:
 - concessional rentals
 - rent deferral
 - rent forgiveness

RANGE STATEMENT

Calculations may include rent re-determination
concession
deferral
forgiveness

Objections to rent may be for

- carrying capacity
- right to rebate
- disputed value
- disputed rental category
- disputed land valuation

Statutory documents may be

- lease agreement
- licence agreement
- land titles office forms

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND304A Provide administrative support for public reserves

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to provide administrative support for public reserve administration. It includes processing changes to the public reserve system and providing information on public reserves.

In practice, the provision of administrative support for public reserves may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Process a change to the public reserves system

- 1.1 Details of the *change* to the *public reserve* system are investigated to confirm processing requirements
- 1.2 Documents associated with the change are prepared and directed following organisational and *best practice requirements*
- 1.3 Documentation is endorsed by personnel with delegated authority
- 1.4 Information is recorded in accordance with *organisational procedures*
- 1.5 *Management arrangements* for the reserve change are made in accordance with *legislation, policy and procedures*

2. Provide information on public reserves

- 2.1 The *information* that needs to be supplied to satisfy an enquiry is established
- 2.2 Any statutory obligations associated with the request are identified and met
- 2.3 Services available to assist in the management of public reserves are identified and outlined
- 2.4 Relevant information is readily sourced
- 2.5 Information is supplied that is accurate, current and explained to suit the needs of the enquirer in accordance with legislation, policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading a plan

writing reports to organisational standards

generating documentation to organisational standards

determining ownership and tenure

communicating with people of different ages, genders, cultures and language backgrounds

handling difficult clients

filing and retrieving organisational records

collecting data and converting it to electronic form

retrieving spatial and textual information from electronic data

obtaining a copy of a land title

checking the records and documentation of a community managed public reserve for completeness

using computer technology in the context of providing administrative support for public reserves

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of public reserves administration

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation relating to public reserve administration and land management

organisational policies and procedures relating to public reserve administration

impact of previous legislation on public reserves

the different types of public reserves and the unique features of each

the different types of organisational records that need to be noted or updated and in what circumstances

management of public records

land title system

public sector legislation including occupational health and safety, environment, privacy and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLAND305A Provide administrative support for reserve management bodies

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

provision of administrative support for public reserves in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to the provision of administrative support for public reserves
- access to computer information systems

case studies and workplace scenarios to capture the range of situations likely to be encountered when providing administrative support for public reserves

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when providing administrative support for public reserves, including coping with difficulties, irregularities and breakdowns in routine

- provision of administrative support for public reserves in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Changes to the public reserve system may include

- addition
- adjustment
- amalgamation
- cancellation
- change of management
- change of purpose
- commercial use of managed reserves
- creation of a reserve
- dedication

easements

- exchange
- leasing
- licensing
- mortgage
- revocation
- sale
- vesting

Public reserves may include

- as listed in organisational guidelines
- caravan parks
- cemeteries
- Class A reserves
- coastal waterside reserves
- commons
- conservation estate reserves
- Crown grants in trust (freehold reserves)
- mall reserves
- managed reserves
- reservations
- reserves for a community purpose
- revocations
- schools of art/mechanics institutes
- showgrounds/racecourses

RANGE STATEMENT

	<ul style="list-style-type: none"> • State recreation areas • walking tracks
<i>Best practice requirements</i>	<ul style="list-style-type: none"> • quality client service • quality system documentation
<i>Organisational procedures may include</i>	<ul style="list-style-type: none"> • statutory and regulatory requirements • industry practices • manual or electronic application
<i>Organisational procedures may be specified in</i>	<ul style="list-style-type: none"> • organisational guidelines • workplace notices • computer training manuals
<i>Management arrangements may include</i>	<ul style="list-style-type: none"> • management plans • management orders • trust board (individual members) • incorporated bodies • appointment of committees of management • leases and licences • Local Government councils • State Government departments • Ministers • administrators
<i>Legislation, policy and procedures may include</i>	<p>legislation related to public land administration</p> <p>public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety</p> <p>privacy legislation and freedom of information</p> <p>public sector standards</p> <p>jurisdictional and organisational code/s of practice and code/s of ethics</p> <p>organisational standards</p> <p>industry standards</p>
<i>Information on reserves may include</i>	<ul style="list-style-type: none"> • insurance requirements • natural disaster relief • temporary licences • bush fire control • procedures for administration of leases and licences • advice on: • heritage issues • preparation of management plans

RANGE STATEMENT

- development, maintenance and reconciliation of financial returns
- funding sources for reserve development
- statutory requirements for reserve development
- risk management for reserves
- pest, plant and animal control
- recruitment and management of volunteers

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND305A Provide administrative support for reserve management bodies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to provide administrative support for reserve management bodies. It includes processing establishment of reserve management body, processing appointment of members to the body, providing information on reserve management matters, processing applications to the management body, monitoring records and dissolving a management body.

In practice, the provision of administrative support for reserve management bodies may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish reserve management body	<p>1.1 Approval to establish and name a <i>reserve management body for a public reserve</i> and appoint a <i>manager</i> is granted</p> <p>1.2 Documentation is prepared and directed in accordance with statutory requirements and organisational practices and procedures</p> <p>1.3 Endorsement for documentation is obtained from personnel with delegated authority</p>
2. Appoint members to reserve management body	<p>2.1 The expiration date of any existing membership is established</p> <p>2.2 Documentation is prepared and directed in accordance with statutory requirements and organisational practices and procedures</p> <p>2.3 Applications received are checked for completeness and that they have been received within the advertised timeframe</p> <p>2.4 Applications are directed to the appropriate personnel for selection</p> <p>2.5 <i>Approval</i> by the appropriate personnel is obtained for appointments</p> <p>2.6 Endorsement for documentation is obtained from personnel with delegated authority</p>
3. Provide information on reserve management matters	<p>3.1 The <i>information</i> that needs to be supplied to satisfy an enquiry is established</p> <p>3.2 Any statutory obligations associated with the request are identified and outlined to applicant</p> <p>3.3 Any services available to assist in the management of public reserves are outlined to applicant</p> <p>3.4 Relevant information is readily sourced</p> <p>3.5 Information is supplied that is accurate, current and explained to suit the needs of the applicant in accordance with <i>legislation, policy and procedures</i></p>
4. Prepare/assess applications for reserve management body assistance	<p>4.1 A check is made that the right <i>application</i> form has been used and all relevant documentation is attached</p> <p>4.2 Verification is carried out that any proposed/completed development or use has been approved by the relevant authorities</p> <p>4.3 An inspection of the proposed development site is completed if required</p> <p>4.4 A report is prepared in accordance with the organisational guidelines and procedures</p> <p>4.5 Endorsement for documentation is obtained from personnel with delegated authority</p>

ELEMENT	PERFORMANCE CRITERIA
	4.6 The information is directed to the appropriate person for action in accordance with organisational policy and procedures
5. Monitor records	5.1 Management bodies that are required by statute to submit <i>records</i> are identified
	5.2 Records are checked for any <i>abnormalities or discrepancies</i> in accordance with organisational procedures
	5.3 Any abnormalities or discrepancies are referred to the management body for verification
	5.4 Any unresolved problems are referred to the appropriate personnel for checking and remedial action
6. Dissolve management body	6.1 The reason for the dissolution is established in accordance with legislation and procedures
	6.2 Approval is obtained from authorised delegate in accordance with organisational policy and procedures
	6.3 Documentation is prepared and directed in accordance with statutory requirements and organisational practices and procedures
	6.4 Endorsement for documentation is obtained from personnel with delegated authority

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading a plan
- writing reports to organisational standards
- generating documentation to organisational standards
- determining ownership and tenure
- communicating with people of different ages, genders, cultures and language backgrounds
- handling difficult clients
- filing and retrieving records
- collecting data and converting it to electronic form
- retrieving spatial and textual information from electronic data
- obtaining a copy of a land title
- where relevant, checking financial records and identifying discrepancies
- checking the records and documentation of a community managed public reserve for completeness
- using computer technology in the context of providing administrative support for trust boards
- responding to diversity, including gender and disability
- applying public sector legislation including occupational health and safety and environment in the context of public reserves administration

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to public reserve administration and land management
- organisational policies and procedures relating to public reserve administration
- impact of previous legislation on public reserves
- the different types of public reserves and the unique features of each
- the different types of organisational records that need to be noted or updated and in what circumstances
- management of public records
- land title system
- the different types of loans and grants, if any, that are available within the organisation
- the different types of insurance that are available through the organisation
- insurance requirements and liability relating to public reserves

REQUIRED SKILLS AND KNOWLEDGE

standard meeting procedures and documentation

public sector legislation including occupational health and safety, environment, privacy and diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPLEGN301B Comply with legislation in the public sector

PSPLAND304A Provide administrative support for public reserves

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

provision of administrative support for reserve management bodies in a range of (3 or more) contexts (or occasions, over time)

These resources include:

Resources required to carry out assessment

- legislation, policy, procedures and guidelines relating to the provision of administrative support for reserve management bodies
- access to computer information systems

case studies and workplace scenarios to capture the range of situations likely to be encountered when providing administrative support for reserve management bodies

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice

EVIDENCE GUIDE

and replicates the range of conditions likely to be encountered when providing administrative support for reserve management bodies, including coping with difficulties, irregularities and breakdowns in routine

- provision of administrative support for reserve management bodies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Reserve management bodies may include

- trust boards
- committees of management
- land councils

Public reserves may include

- as listed in organisational guidelines
- caravan parks
- cemeteries
- permanent reserves
- coastal waterside reserves
- commons
- conservation estate reserves
- Crown grants in trust (freehold reserves)
- mall reserves
- permanent and temporary reservations
- reserves for a community purpose
- schools of art/mechanics institutes
- showgrounds/racecourses
- State recreation areas
- walking tracks

Manager of a reserve management body may be

- a Local Government council
- a corporation (non-profit)
- government department
- administrator
- trust board (individual members)
- committee of management
- land council
- Minister
- incorporated body

Approval by relevant authority may include

- government agency or authority
- Local Government

Information on reserves may include

- insurance requirements
- loans and grants available (internal and external)
- natural disaster relief

RANGE STATEMENT

	<ul style="list-style-type: none"> • temporary licences • cultural heritage
<i>Legislation, policy and procedures may include</i>	<p>legislation related to public land administration</p> <p>native title legislation</p> <p>public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety</p> <p>privacy legislation and freedom of information</p> <p>public sector standards</p> <p>jurisdictional and organisational code/s of practice and code/s of ethics</p> <p>organisational standards</p> <p>industry standards</p>
<i>Applications may be for</i>	<ul style="list-style-type: none"> • grant (internal and external) • loan • subsidy (internal and external) • commercial use of managed reserves (by Local Governments, for example)
<i>Trust records may be</i>	<ul style="list-style-type: none"> • minutes/secretary's report • treasurer's records/reports • commoners' roll • copies of temporary licences • investment accounts • rent register • wages books • asset register • receipts and payment statement • bank reconciliation statement • financial handover statement • balance sheet • income and expenditure statement • cash flow statement • notes to financial statements • auditor's certification • electronic databases kept by trusts
<i>Abnormalities or discrepancies may include</i>	<ul style="list-style-type: none"> • mathematical errors • supply of incomplete documentation • missing documentation • errors revealed through organisational checklist

RANGE STATEMENT

- procedure

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND306A Dispose of public land

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency required to provide administrative support in the disposal of public land. It includes preparing routine property dealings, issuing a survey instruction, communicating with stakeholders, lodging a plan, preparing statutory notices and sale documentation, and maintaining an organisational database.

In practice, disposal of public land may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare routine property dealings	1.1 Routine <i>property dealings</i> for disposal of public land are prepared in accordance with organisational policy and procedures and legislative requirements 1.2 Offers and contracts of sale of land are prepared according to <i>legislation, policy and procedures</i>
2. Issue a valuation/survey instruction	2.1 A check is made that approval to issue an instruction has been granted by designated personnel 2.2 A search is made and copies of plans and maps are obtained in accordance with the property for disposal 2.3 Documents associated with the instruction are gathered and directed following organisational and best practice requirements 2.4 The documents associated with the instruction are checked to ensure they are expressed clearly and concisely with no ambiguity
3. Communicate with stakeholders	3.1 <i>Stakeholder</i> interest is identified using communication techniques tailored to stakeholder needs 3.2 The interest of clients is addressed in line with organisational policy and procedures 3.3 Individual situations/problems are dealt with sensitively in accordance with organisational procedures
4. Lodge a plan	4.1 The <i>plan</i> is endorsed by an authorised officer to ensure compliance with lodging authority and regulatory requirements 4.2 The plan is endorsed by all <i>relevant parties</i> 4.3 Documentation required for plan lodgment is prepared according to <i>organisational procedures</i> 4.4 Documents to accompany the plan are prepared 4.5 The plan is lodged in accordance with regulatory requirements
5. Prepare statutory notices and sale documentation	5.1 <i>Statutory notices and sale documentation</i> are prepared according to organisational format and <i>best practice requirements</i> 5.2 Statutory notices and sale documentation are directed to the required organisations/parties according to organisational and regulatory requirements
6. Maintain databases	6.1 Data is collected and converted to electronic form 6.2 Organisational database/s are updated and <i>maintained</i> in accordance with organisational procedures and information security requirements 6.3 Electronic information system is accessed and hard copy is generated to meet organisational and client needs

ELEMENT

PERFORMANCE CRITERIA

6.4 The retrieval of information from electronic data is completed in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- preparing a standard contract
- preparing a routine dealing
- ordering a property search
- preparing a property diagram
- determining ownership and tenure
- preparing documentation for plan lodgment to statutory requirements
- communicating clearly and concisely with a diverse range of people
- responding to diversity, including gender and disability
- accessing the enterprise database to generate data in hard copy
- updating and maintaining the electronic database
- entering and retrieving data in database
- providing quality client service
- preparing statutory notices
- obtaining a copy of a land title
- applying public sector legislation including occupational health and safety and environment in the context of public land disposal

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to land release
- legislation relating to conveyancing
- organisational procedures relating to the preparation of statutory notices
- the land title system
- basics of contract law
- public sector legislation including occupational health and safety, environment, privacy and diversity in the context of public land disposal

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

disposal of public land in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to the disposal of public land
- access to conveyancing documents and electronic information systems

case studies and workplace scenarios to capture the range of situations likely to be encountered when disposing of public land

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

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work practice and replicates the range of conditions likely to be encountered when disposing of public land, including coping with difficulties, irregularities and breakdowns in routine

- disposal of public land in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Property dealings may be*
- contracts of sale
 - legal instruments
 - leases
 - licences
 - transfer forms
 - instruments and forms from land titles office
- Disposal may be by*
- sale by private treaty
 - sale by auction
 - sale by tender
 - land exchange
 - compulsory acquisitions
 - sale of a reservation in title
 - sale by:
 - conditional purchase lease
 - conditional tenure
 - lease conversion
 - amalgamation
 - sale of former public works land
- Legislation, policy and procedures may include*
- legislation related to public land administration
 - public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 - privacy legislation and freedom of information
 - public sector standards
 - jurisdictional and organisational code/s of practice and code/s of ethics
 - organisational standards
 - industry standards
- Stakeholders may include*
- government agencies
 - Local Government
 - private companies
 - members of the public

RANGE STATEMENT

- Plan may be for*
 - adjoining landholders
 - subdivision
 - easement
 - consolidation
 - boundary adjustment or re-definition
- Relevant parties for plan endorsement may be*
 - mortgagee
 - registered proprietor/s
 - government
 - council
 - departmental delegate
- Organisational procedures may include*
 - statutory and regulatory requirements
 - industry practices
 - manual or electronic application
- Statutory notices and sale documentation may be*
 - gazette notices
 - media advertisements
 - tabling action notices
 - notice to adjoining owners
 - notice to other authority
 - notice to other agencies
- Best practice requirements may include*
 - quality client service
 - quality system documentation
- Information required to maintain organisational database may be*
 - number of parcels of land for sale
 - categories of land for sale
 - development costs
 - sale costs
 - value of parcels
 - sale projections
 - for budgeting
 - project projections
 - project timeframe

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND307A Assist in processing Aboriginal land claims/applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assistance in processing claims/applications by Indigenous groups for public land under State legislation. It includes communication with stakeholders and obtaining initial information for the claim/application.

In practice, assistance in processing land claims/applications may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, organising workplace information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Communicate with stakeholders

- 1.1 Investigations are carried out to identify *stakeholders*
- 1.2 Stakeholders are referenced in accordance with *organisational procedures*
- 1.3 Individual situations/problems are treated with empathy in accordance with organisational policy and procedures

2. Obtain initial information for an Aboriginal land claim/application under State law

- 2.1 Details of the application are investigated to confirm processing, including identification of the area claimed
- 2.2 Documents associated with the investigations are gathered and directed, following organisational and *best practice requirements*
- 2.3 Organisational records are noted where required
- 2.4 Endorsement for documentation is obtained from personnel with delegated authority
- 2.5 Aboriginal land claims/applications are processed in accordance with *legislation, policy and procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

determining ownership and tenure

searching historical records

reading plans

generating documentation to organisational standards

writing reports to organisational standards

referencing other agencies, organisations or groups

investigating responses and data from other organisations or groups

communicating with people of different ages, positions in the organisation, genders, cultures and language backgrounds

responding to diversity, including gender and disability

preparing basic diagrams

interpreting accurately the location of an area of claim from sketches provided by claimant/applicant

obtaining a copy of a land title

filing and retrieving records

retrieving spatial and textual information from electronic information systems

carrying out a field inspection

lodging dealings at the land titles office

applying public sector legislation including occupational health and safety and environment in the context of processing Aboriginal land claims/applications

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation relating to Aboriginal land claims/applications

organisational policies and procedures relating to Aboriginal land claims/applications

the likely stakeholders that need to be referenced

the different types of organisational records that need to be noted or updated and in what circumstances

Aboriginal culture and customs

lodgment of dealings with land titles office

public sector legislation including occupational health and safety, environment, privacy and diversity in the context of Aboriginal land claims/applications processing

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV309A Address client needs

PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

assistance in processing Aboriginal land claims/applications in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to the processing of Aboriginal land claims/applications

case studies and workplace scenarios to capture the range of situations likely to be encountered when processing Aboriginal land claims/applications

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when processing Aboriginal land

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claims/applications, including coping with difficulties, irregularities and breakdowns in routine

- assistance in processing Aboriginal land claims/applications in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- tenure holders (licensees, lessees)
 - Aboriginal people with an interest in an area
 - local population
 - general public
 - government organisations
 - Local Government councils
 - local Aboriginal land council
 - rural land protection board
 - delegated managers (reserve management bodies)
- Organisational procedures may include*
- organisational guidelines
 - workplace notices
- Best practice requirements may include*
- quality client service
 - quality system documentation
- Legislation, policy and procedures may include*
- legislation related to public land administration
 - public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 - privacy legislation and freedom of information
 - public sector standards
 - jurisdictional and organisational code/s of practice and code/s of ethics
 - organisational standards
 - industry standards

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND308A Compile and check survey plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to prepare a compiled survey plan to industry standards and check a survey plan to ensure compliance with organisational requirements and industry standards.

In practice, compiling and checking survey plans may overlap with other generalist or specialist public sector work activities such as working effectively and ethically, complying with legislation, organising workplace information, using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check a survey plan	<p>1.1 Survey plans are checked to ensure they comply with organisational requirements and industry standards in accordance with <i>legislation, policy and guidelines</i></p> <p>1.2 Any discrepancies or abnormalities are referred to the appropriate personnel for verification or amendment</p> <p>1.3 Approval is endorsed in accordance with <i>organisational procedures</i></p>
2. Compile a survey plan	<p>2.1 <i>Information and resources</i> required to prepare the compiled plan are accessed and gathered</p> <p>2.2 Techniques to prepare the compiled plan are used in accordance with accepted legislative and <i>organisational standards</i></p> <p>2.3 The compiled plan is checked to ensure it is mathematically correct</p> <p>2.4 The plan is endorsed by the appropriate personnel in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

compiling and preparing survey plans

interpreting survey plans

checking survey plans

calculating a survey close

converting imperial dimensions to metric

creating an easement or covenant

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of compiling and checking survey plans

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

land titles office guidelines for plan preparation and lodgment

survey techniques and practices (past and current)

easement or covenant creation

public sector legislation including occupational health and safety, environment, privacy and diversity in the context of compiling and checking survey plans

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC301B Uphold the values and principles of public service
- PSPGOV301B Work effectively in the organisation
- PSPGOV305B Access and use resources and financial systems
- PSPGOV307B Organise workplace information
- PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

compilation and checking of survey plans in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to compilation and checking of survey plans
- access to plan drawing equipment and resources and a programmable calculator
- case studies and workplace scenarios to capture the range of situations likely to be encountered when compiling and checking survey plans

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when compiling and checking survey plans, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- compilation and checking of survey plans in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policy and guidelines may include

legislation related to public land administration
 public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 privacy legislation and freedom of information
 public sector standards
 jurisdictional and organisational code/s of practice and code/s of ethics
 organisational standards
 industry standards

Organisational procedures may include

- regulatory requirements
- industry practices
- manual or electronic application

Organisational procedures may be specified in

- office practice guidelines
- workplace notices
- computer training manuals

Information and resources required to prepare a plan may be

- survey maps
- programmable calculator
- drawing equipment (manual)
- computer aided drawing software (electronic)
- land titles office forms

Organisational standards may be

- industry standards, such as land titles office standards

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND309A Administer roads

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency required for administering public roads, government roads and other government administered roads. It includes processing road applications, providing information on road matters and handling conflict.

In practice, administering roads may overlap with other generalist or specialist public sector work activities such as working effectively and ethically, complying with legislation, organising workplace information, using resources, working with diversity etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process a road application	1.1 Details of the <i>road</i> application are investigated to confirm processing requirements
	1.2 The <i>type of application</i> to be processed is ascertained
	1.3 The parties/authorities for consultation are identified
	1.4 <i>Documents and plans</i> associated with the type of application identified are gathered and directed, following organisational and <i>best practice requirements</i>
	1.5 The documentation is endorsed by personnel with delegated authority in accordance with <i>legislation, policy and guidelines</i>
2. Provide information on road matters	2.1 Required information is ascertained
	2.2 <i>Information</i> is sourced and gathered in accordance with legislation, policy and procedures
	2.3 Information is provided in a timely manner, is accurate and meets the needs of the person/s requesting it
3. Handle conflict	3.1 The parties involved in the conflict are treated with empathy in accordance with organisational policy and procedures
	3.2 Grievances are listened to sympathetically and the details noted in line with <i>organisational procedures</i>
	3.3 Routine matters are dealt with in accordance with organisational procedures
	3.4 Contentious issues are referred for resolution in accordance with organisational policy and procedures and advice is provided on the process and timeframe for the matter to be considered
	3.5 Information is recorded in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading a plan

reading a map

using an aerial photo to identify a parcel of land

obtaining a copy of a land title

generating documentation to organisational standards

writing reports requiring formality of language and structure

determining ownership and tenure

liaising with stakeholders

handling difficult clients

responding to diversity, including gender and disability

noting records to regulatory and organisational requirements

filing and retrieving records

retrieving spatial and textual information from electronic information systems

conducting a field inspection

applying public sector legislation including occupational health and safety and environment and sustainability in the context of administering roads

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation relating to road administration

legislation relating to Local Government, native vegetation conservation and Crown land administration

organisational delegations

policies and procedures relating to road administration

the different types of records that need to be noted or updated and in what circumstances

land tenure and ownership

public sector legislation including occupational health and safety, environment and sustainability, privacy and diversity in the context of administering roads

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC301B Uphold the values and principles of public service
- PSPGOV301B Work effectively in the organisation
- PSPGOV305B Access and use resources and financial systems
- PSPGOV307B Organise workplace information
- PSPLEGN301B Comply with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

administration of roads in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and guidelines relating to administration of roads
- access to computer information systems
- case studies and workplace scenarios to capture the range of situations likely to be encountered when administering roads

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering roads, including coping with difficulties, irregularities and breakdowns in routine
- administration of roads in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Roads may be public roads such as:

- Local Government/council roads
- Crown public roads
- State roads
- other public roads
- government roads
- private roads
- right of ways
- public access ways (PAWs)
- public access routes
- roads converted to mall reserves
- roads dedicated in different ways

Type of application may be to

- transfer a road
- open a road, through:
 - applicant's land
 - public land
 - Crown land
 - government land
 - another party's land
- close a road
- dedicate a road
- have a road declared unused
- convert roads to mall reserves

Documents and plans may be

- form letters
- application forms
- valuations
- land assessments
- gazette notices
- titles

RANGE STATEMENT

	<ul style="list-style-type: none"> • arrears searches • newspaper notices • notices to affected party • submissions • plans defining portion of road being dealt with
<i>Best practice requirements may include</i>	<ul style="list-style-type: none"> • quality customer service • quality system documentation
<i>Legislation, policy and guidelines may include</i>	<p>legislation related to public land administration</p> <p>public sector legislation such as:</p> <p>equal employment opportunity</p> <p>anti-discrimination</p> <p>diversity</p> <p>occupational health and safety</p> <p>environmental and sustainability</p> <p>privacy legislation and freedom of information</p> <p>public sector standards</p> <p>jurisdictional and organisational code/s of practice and code/s of ethics</p> <p>organisational standards</p> <p>industry standards</p>
<i>Information may be</i>	<ul style="list-style-type: none"> • statutory fees • current status • current tenure • adjoining owners • to construct a road
<i>Organisational procedures may include</i>	<ul style="list-style-type: none"> • regulatory requirements • industry practices • manual or electronic application
<i>Organisational procedures may be specified in</i>	<ul style="list-style-type: none"> • office practice guidelines • workplace notices • computer training manuals • sustainability guides

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND401A Assess Crown land

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to assess Crown (or State) land in order to deal with the public land. It includes inspecting the land, liaising with stakeholders, preparing a land assessment report and reviewing public submissions.

In practice, assessing Crown land may overlap with other generalist or specialist public sector work activities, such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Inspect land	<p>1.1 The <i>purpose</i> of the land assessment is identified to determine <i>land evaluation criteria</i></p> <p>1.2 The <i>information</i> required to identify and locate the area to be inspected is gathered</p> <p>1.3 Notifications are issued in accordance with organisational policy and procedures</p> <p>1.4 Location of the site in the field is determined</p> <p>1.5 The site is inspected and the assessment is conducted in accordance with organisational guidelines and procedures</p> <p>1.6 Occupational health and safety legislative requirements are adhered to</p>
2. Liaise with stakeholders	<p>2.1 All <i>stakeholders</i> involved in the process are identified</p> <p>2.2 Stakeholders are referenced where appropriate in accordance with organisational and <i>best practice requirements</i></p> <p>2.3 <i>Issues</i> associated with the land are identified in consultation with expert advisers</p>
3. Prepare land assessment report	<p>3.1 Existing published information and field information gathered are documented in accordance with <i>organisational guidelines and procedures</i></p> <p>3.2 An inventory is used to assess the land's capability according to prescribed land evaluation criteria</p> <p>3.3 The <i>most suitable uses</i> for the land are identified and the preferred use/s are listed</p> <p>3.4 Recommendations based on the assessment, the policies relating to the land and the reason for the assessment are clearly stated in the report</p>
4. Review public submissions	<p>4.1 All <i>submissions</i> received in relation to the assessment are registered and their content is evaluated</p> <p>4.2 The assessment is reviewed based on the information provided in the submissions</p> <p>4.3 Changes to the assessment are made as required and supported by explanation and evidence</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation and policies
- investigating land ownership and tenure
- researching and interpreting information
- undertaking historical search
- interpreting a survey plan
- interpreting a map or plan
- interpreting an aerial photo
- using a compass/geographic positioning system (GPS)
- locating and identifying survey marks
- measuring/estimating distances/areas
- evaluating land capability and suitability
- communicating orally with a diverse range of stakeholders
- responding to diversity, including gender and disability
- accessing computer systems and operating a word processor
- accessing and interpreting information from natural resource databases
- preparing a natural resource inventory
- preparing an assessment and documentation to organisational standards
- compiling reports
- applying public sector legislation such as occupational health and safety, environment and sustainability, anti-discrimination and diversity in the context of land assessments

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislative and organisational occupational health and safety requirements for working in the field
- legislation, policies and procedures for land assessments
- geomorphology and geological processes
- land management practices and principles
- vegetation identification and classification
- animal identification
- stocking rates

REQUIRED SKILLS AND KNOWLEDGE

survey techniques

soil classification

land evaluation criteria

heritage requirements of land assessments

Aboriginal culture and Aboriginal cultural heritage requirements of land assessments

sustainability and environmental requirements

interpretation of planning documents

organisational delegations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assessment of Crown or State land in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to assessment of Crown land
- access to motor vehicle (4wd if rugged terrain) or boat (waterfront properties), camera, basic survey equipment, reference books and material, and maps
- access to relevant natural resource computer packages including Internet access
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assessing Crown land

Valid assessment of this unit requires:

Where and how to

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

assess evidence

work practice and replicates the range of conditions likely to be encountered when assessing Crown land, including coping with difficulties, irregularities and breakdowns in routine

- assessment of Crown or State land in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Purpose of the land assessment may be

- sale
- development
- reservation/protection
- lease
- licence
- to meet legislative requirements

Prescribed land evaluation criteria may be specified in

- organisational guidelines
- land use guidelines

Information may include

- land ownership and tenure
- topographical maps
- detailed survey plan
- aerial photographs
- current policies relating to the area
- environmental and sustainability planning information
- historical information about land use

Stakeholders may include

- government organisations
- local population
- general public
- a Local Government council
- adjoining landholders

Best practice requirements include

- quality customer service
- quality system documentation

Issues may include

- environmental issues
- social issues
- heritage issues such as:
 - Australian heritage
 - cultural heritage
 - Aboriginal cultural heritage
- economical issues (triple bottom line)

Organisational guidelines and procedures may

- regulatory requirements
- industry practices

RANGE STATEMENT

include

- manual and electronic application

Most suitable uses for the land may be specified in

- organisational guidelines
- appropriate legislation
- planning schemes
- environment assessment reports
- land council documents
- land use policies

Submissions from the public may include

- objections/support to preferred uses listed
- objections to proposed disposal of public land
- comment on incorrect or incomplete content
- land use/zoning issues
- objections to proposed development of public land

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND402A Undertake native title assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to undertake native title assessments under native title legislation. It includes gathering research information for assessment of public land, liaising with stakeholders, undertaking assessments, and recording and reporting assessment outcomes.

In practice, undertaking native title assessments may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather research information for assessment of public land	<p>1.1 The <i>purpose</i> of the assessment is identified to determine the type and range of data required</p> <p>1.2 Land is identified, <i>data sources</i> are identified and all available <i>land records</i> related to the area are gathered in accordance with organisational and <i>best practice requirements</i></p> <p>1.3 Evidence is obtained from current records to establish the status of the land</p> <p>1.4 Past use of the land is investigated from historical records and a land use history is compiled</p> <p>1.5 Tenure history investigation is carried out and a tenure history report is compiled</p> <p>1.6 Information gathered is checked for accuracy and relevance, corroborated if necessary and interpreted to provide <i>evidence</i> for native title assessment report/s in accordance with <i>legislation, policy and procedures</i></p>
2. Liaise with stakeholders	<p>2.1 A wide range of <i>stakeholders</i> is consulted in accordance with legislation, policy and procedures</p> <p>2.2 <i>Expert advice</i> is obtained as required in accordance with organisational procedures</p>
3. Undertake assessment	<p>3.1 Analysis is undertaken of the degree to which native title rights and interests may have been affected by land use and tenure</p> <p>3.2 Evidence is analysed to determine what extinguishment exists over the land in accordance with <i>native title legislation</i>, government instructions and guidelines</p> <p>3.3 Decisions and recommendations are made in accordance with evidence</p> <p>3.4 <i>Assessment</i> is undertaken in accordance with legislation, policy and procedures</p>
4. Record and report assessment outcomes	<p>4.1 A native title assessment <i>report</i> is prepared that is accurate, concise and sufficiently detailed to facilitate future act proposals or to assist in native title claim management</p> <p>4.2 Assessment outcomes are recorded in accordance with organisational policy and procedures</p> <p>4.3 Reasons for decisions/recommendations are provided in the report, are soundly based and supported by the evidence</p> <p>4.4 Information systems are updated to reflect information necessary to allow for future informed decisions to be made</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- finding information in systems, databases and other sources
- researching data repositories such as libraries, archives, etc
- interpreting legislation, instruments and organisational procedures
- interpreting tenure documents, correspondence, maps, plans, etc
- assessing issues and making reasoned judgments about facts
- writing reports requiring formality of language and structure; setting out facts in logical sequence; that are concise, but sufficiently detailed to meet assessment purpose
- consulting with Indigenous people and expert advisers
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of native title assessments

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to Crown/State land and native title
- land tenure and land status
- land information systems
- cultural and heritage factors that might affect land use
- Aboriginal customs and culture related to native title assessment
- sources of historical records and ways to access them
- public sector legislation including occupational health and safety and environment in the context of native title assessments

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<ul style="list-style-type: none"> • <i>Pre-requisite</i> units that must be achieved prior to this unit: <i>Nil</i> • <i>Co-requisite</i> units that must be assessed with this unit: <i>Nil</i> • <i>Co-assessed units</i> that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: <ul style="list-style-type: none"> PSPETHC401A Uphold and support the values and principles of public service PSPGOV403B Use resources to achieve work unit goals PSPGOV406B Gather and analyse information PSPGOV408A Value diversity PSPGOV422A Apply government processes PSPLEGN401A Encourage compliance with legislation in the public sector
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • native title assessment undertaken in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to native title assessment • case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking native title assessments
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking native title assessments, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- native title assessment undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Purpose of native title assessment may include

- claim management
- future act regime
- proposed dealing with public land

Data sources may include

- archives
- cancelled maps
- cancelled public plans
- central or regional government offices
- central plan (survey) registries
- correspondence files
- Crown allotments
- Crown leases
- Crown surveys
- databases
- deeds registers
- departmental systems
- files
- gazettes
- information storage
- land titles office/s
- legal precedents
- Local Government council offices
- maps
- newspapers
- public libraries or other public institutions
- public registers including those maintained by academic institutions
- reserve plans
- resumption plans
- State/Territory and Federal Government registers

Land records may include

- aerial photography
- cadastral records, current and historic
- certified plans
- correspondence

RANGE STATEMENT

- Crown grants
 - deeds
 - electronic records
 - field reports
 - file records, current and archived
 - freehold certificates of title
 - government gazette notices
 - government infrastructure records
 - historical records
 - historical survey data
 - land accounts
 - leasehold titles
 - legislation and executive orders
 - municipal building approvals
 - original plans
 - plans
 - records of land transfer or tenure
 - reserve development plans
 - tenure cards
 - tenure documents
 - titles
- Land records may be held*
- spatially
 - digitally
 - microfiched
 - electronically
 - in original hard copy format
- Best practice requirements may include*
- quality client service
 - quality system documentation
- Evidence may include*
- application material
 - cadastral records
 - government gazettes
 - aerial photography
 - maps
 - development plans
- Legislation, policy and procedures may include*
- legislation related to Crown land, State land or public land administration
 - public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety, environment and sustainability
 - privacy legislation and freedom of information

RANGE STATEMENT

- public sector standards
- organisational standards
- quality standards
- jurisdictional and organisational code/s of practice and code/s of ethics

Stakeholders may include traditional owners
native title applicants
legal representatives
Aboriginal people with an interest in an area
representative bodies
State governments
private developers
national Native Title Tribunal
community interest groups
Local Governments

Expert advice may be obtained from

- national Native Title Tribunal
- State indigenous land services
- land boards
- source/s of advice on Aboriginal heritage issues
- other expert sources

Native title legislation may include

- Commonwealth Native Title Act 1993
- regulations
- Wik amendments to the Native Title Act 1993

Assessment may

- vary in complexity, for example, unallocated Crown land compared to land where there has been a grant of exclusive tenure

Reports may be

- extinguishment reports

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND403A Prepare and lodge non-claimant native title applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to prepare and lodge non-claimant native title applications. It includes investigating native title and preparing and lodging applications.

In practice, preparing and lodging non-claimant native title applications may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate native title	1.1 The extent of the area to be searched is established 1.2 The <i>sources</i> that need to be searched are established 1.3 The <i>information</i> is gathered and examined to determine the history of use of the subject area 1.4 A report and accompanying documentation is prepared recording the outcome of the investigation in accordance with <i>organisational procedures</i>
2. Prepare and lodge non-claimant applications	2.1 Submission is prepared and directed to appropriate personnel to obtain approval to prepare a non-claimant application 2.2 The documentation required for the <i>non-claimant application</i> is gathered and directed according to the organisation's practices and procedures 2.3 Applications are prepared and lodged in accordance with <i>legislation, policy and procedures</i> 2.4 <i>Follow-up action</i> after approval for non-claimant application is carried out within the time specified

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- finding information in systems, databases and other sources
- searching historical records
- filing and retrieving organisational records
- retrieving spatial and textual information from electronic information systems
- obtaining a copy of a land title
- determining ownership and tenure
- consulting with Indigenous people and expert advisers
- responding to diversity, including gender and disability
- generating documentation to organisational standards
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of native title investigations and non-claimant applications

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to Crown/State land and native title claims
- the different types of organisational records that need to be noted or updated and in what circumstances
- organisational delegations
- cultural and heritage factors that might affect land use
- Aboriginal customs and culture relevant to native title
- sources of historical records relating to land tenures and ways to access them
- public sector legislation including occupational health and safety and environment in the context of native title investigations and non-claimant applications

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- native title investigations and preparation of non-claimant applications undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to native title investigations and preparation of non-claimant applications
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking native title investigations and preparing non-claimant applications

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking native title investigations and preparing non-claimant applications, including coping with

EVIDENCE GUIDE

difficulties, irregularities and breakdowns in routine

- native title investigations and preparation of non-claimant applications undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Data sources may include*
- archives
 - cancelled maps
 - cancelled public plans
 - central or regional government offices
 - central plan (survey) registries
 - correspondence files
 - Crown allotments
 - Crown leases
 - Crown surveys
 - databases
 - deeds registers
 - departmental systems
 - files
 - gazettes
 - information storage
 - land titles office/s
 - legal precedents
 - Local Government council offices
 - maps
 - newspapers
 - public libraries or other public institutions
 - public registers including those maintained by academic institutions
 - reserve plans
 - resumption plans
 - State/Territory and Federal Government registers
- Information may be gathered from*
- aerial photography
 - cadastral records, current and historic
 - certified plans
 - correspondence
 - Crown grants
 - deeds
 - electronic records

RANGE STATEMENT

- field reports
 - file records, current and archived
 - freehold certificates of title
 - government gazette notices
 - government infrastructure records
 - historical records
 - historical survey data
 - land accounts
 - leasehold titles
 - legislation and executive orders
 - municipal building approvals
 - original plans
 - plans
 - records of land transfer or tenure
 - reserve development plans
 - tenure cards
 - tenure documents
 - titles
- Information may be held*
- spatially
 - digitally
 - microfiched
 - electronically
 - in original hard copy format
- Organisational procedures may include*
- organisational guidelines
 - workplace notices
 - regulatory requirements
 - industry practices
 - manual or electronic application
- A non-claimant application may include*
- copies of titles
 - copies of plans and maps
- Legislation, policy and procedures may include*
- legislation related to Crown land, State land or public land administration, in particular Commonwealth Native Title Act 1993, regulations, and Wik amendments
 - public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 - privacy legislation and freedom of information
 - public sector standards
 - organisational standards
 - quality standards
 - jurisdictional and organisational code/s of practice and code/s

RANGE STATEMENT

Follow-up action after approval may include

- of ethics
- issuing a survey instruction
- granting a lease or licence agreement
- granting a lease surrender and subdivision application

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND404A Investigate tenure applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to investigate tenure applications. It includes preparing a complex land tenure and ownership report, setting tenure conditions/covenants, determining rental, and providing advice on tenure administration.

In practice, investigating tenure applications may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a complex land tenure/ ownership report	1.1 The purpose of the land tenure/ownership report is established 1.2 The extent of the area of the report is established 1.3 The information required for the report is gathered 1.4 Information gathered during the investigation is analysed and interpreted to determine the current land tenure/ ownership of the area 1.5 The report and accompanying documentation is prepared in accordance to the organisational procedures
2. Set tenure conditions/covenants	2.1 The need to impose tenure conditions/covenants is established 2.2 Conditions/covenants are prepared in accordance with organisational policies and procedures 2.3 Acceptance of conditions/covenants is successfully negotiated with affected parties 2.4 Final documentation is directed to the appropriate personnel for action
3. Determine rental	3.1 Information required to determine rental/rebate is gathered 3.2 Rental determination is made, following organisational procedures 3.3 Rental is negotiated with applicant in accordance with organisational policy and procedures 3.4 The information is recorded in accordance with legislation, policy and procedures
4. Advise on tenure administration	4.1 The scope and type of advice that needs to be provided is established 4.2 Organisational procedures or standards associated with the advice are identified and explained 4.3 Advice is supplied that is accurate, current and explained in a manner suited to the person requiring it

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation relating to Crown/State land administration and land management
- interpreting maps/plans/aerial photos
- preparing complex land tenure and ownership reports
- determining lease conditions/covenants
- determining rent
- advising staff and clients on tenure administration
- mediating/negotiating rent and/or conditions, covenants, disputes
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of tenure application investigations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to Crown/State land administration and land management, including historical background
- the different types of organisational records that need to be noted or updated and in what circumstances
- regulations and policies relating to tenure administration
- land tenure and ownership
- departmental delegations
- public sector legislation including occupational health and safety and environment in the context of tenure application investigations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- tenure application investigations undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to tenure application investigations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking tenure application investigations

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking tenure application investigations, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- tenure application investigations undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Land tenure/ownership report may be for

- land authorities/boards or equivalent structures
- land managers
- extinguishment of native title
- breach of conditions
- obtaining a legal opinion
- refusal/recommendation of an application
- determining the type of tenure

Complex land tenure/ownership report may include

- historical report
- current report
- schedule of interest

Organisational procedures may be specified in

- procedures manual
- office practice guidelines
- workplace notices
- computer training manuals

Organisational procedures may include

- regulatory requirements
- industry practices
- manual or electronic applications

Tenure conditions/covenants may include

- access
- clearing
- community use
- conservation
- cultivation
- extraction
- grazing
- insurance indemnity
- lease and development conditions
- limitations of use

RANGE STATEMENT

	multi use
	preservation
	rental
	royalties
	services
	sub-leasing
	subdivision
	term of tenure
	water access
<i>Preparation of conditions/covenants may include</i>	drafting
	setting by standard tenure documentation
	selecting additional conditions from a standard list
	having drafting completed by legal personnel
	site specific conditions
	compliance with legislation
<i>Rental may be</i>	calculated
	determined after referral to licensed valuer, Valuer General etc
	charitable organisations
	commercial
	• community purposes
	concessional
	government-held tenures
	industrial
	non-commercial
	public utilities
	residential
	rural
<i>Legislation, policy and procedures may include</i>	• legislation related to Crown land, State land or public land administration, in particular Commonwealth Native Title Act 1993, regulations, and Wik amendments
	• public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
	• privacy legislation and freedom of information

RANGE STATEMENT

- public sector standards
- organisational standards
- quality standards
- jurisdictional and organisational code/s of practice and code/s of ethics

Advice on tenure administration may include

interpretation of legislation
survey matters
tenure conditions and covenants
plan approval and registration
departmental policy
waiver of land assessment
waiver of fees
explanation of processes and policies
royalty rates for extractive industries
enclosure permits
conversions
lease/licence termination

Organisational standards may include

industry standards
land titles office standards

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND405A Administer public reserves

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to administer public reserves. It includes providing advice on public reserves, reviewing agreements and monitoring records.

In practice, administration of public reserves may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide advice on public reserves	1.1 Advice required by the <i>stakeholder</i> is established 1.2 Advice is provided on <i>public reserves</i> relevant to the request 1.3 <i>Advice</i> is provided in a manner and timeframe to suit the needs of the stakeholder, is clear, concise, technically correct and meets <i>organisational standards</i>
2. Review agreements	2.1 <i>Agreements</i> are checked to ensure they have been prepared in the correct format, in accordance with <i>legislation, policy and guidelines</i> 2.2 Any statutory conditions and <i>special conditions</i> required by the organisation are included 2.3 Other inclusions are checked to ensure compliance with organisational practices and procedures and legislative requirements
3. Monitor records	3.1 <i>Records</i> submitted in accordance with agreements are <i>checked</i> in accordance with <i>organisational procedures</i> 3.2 <i>Issues</i> are followed up with the trust manager 3.3 Unresolved issues are <i>referred</i> for advice on the appropriate course of action under legislation and the tenure agreement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation relating to Crown/State land administration and land management
- advising on legislation relating to reserve trusts
- determining ownership and tenure
- interpreting lease and license documents
- using effective communicating with a diverse range of clients and colleagues including negotiation and problem solving
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of public reserve administration

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to Crown/State land administration and land management
- the different types of organisational records that need to be noted or updated and in what circumstances
- policies and procedures relating to public reserves administration
- lease and licence agreements
- departmental delegations
- public sector legislation including occupational health and safety and environment in the context of public reserves administration

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLAND406A Monitor reserves management

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administration of public reserves in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to administration of public reserves
- case studies and workplace scenarios to capture the range of situations likely to be encountered when administering public reserves

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering public reserves, including

EVIDENCE GUIDE

coping with difficulties, irregularities and breakdowns in routine

- administration of public reserves in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may be

- Local Government
- other government agency
- Aboriginal land council
- Aboriginal groups
- rural lands protection board
- public
- trust member
- Member of Parliament
- internal customers
- local charities/clubs/sporting organisations
- other user groups
- committees of management

Public reserves may include

- as listed in organisational guidelines
- caravan parks
- cemeteries
- permanent reserves
- coastal waterside reserves
- commons

conservation estate reserves

Crown grants in trust (freehold reserves)

mall reserves

managed reserves

- reservations
- reserves for a community purpose
- schools of art/mechanics institutes
- showgrounds/racecourses
- State recreation areas
- walking tracks

Advice may be for

- insurance
- funding
- lease or licences

- unauthorised occupation or use
 - purchase
 - disposal
 - trust membership
 - trust or corporate management
 - ownership and tenure
 - revocations
 - industry standards
 - land titles office standards
- Organisational standards may include*
- Agreements may be*
- lease agreements
 - licence agreements
 - trustee leases and trustee permits issued by the reserve trustee
 - leasing and licensing under management orders
 - for purposes as listed in the organisational guidelines and Crown lands/commons management Act/s regulations
 - funding agreements
- Legislation, policy and guidelines may include*
- legislation related to Crown land, State land or public land administration, in particular Commonwealth Native Title Act 1993, regulations, and Wik amendments
 - public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 - privacy legislation and freedom of information
 - public sector standards
 - organisational standards
 - quality standards
 - jurisdictional and organisational code/s of practice and code/s of ethics
- Special conditions may include*
- rental
 - maintenance
 - sub-leasing
 - insurance
 - special uses
 - access
 - erection of improvements
- Records may include*
- financial returns
 - management body records:
 - committee of management records
 - incorporated body returns
 - records required by management plans/management orders
- Checking records may*
- checking for completeness

- include*
- checking for compliance with terms of the agreement or legislation
 - checking financial returns
- Organisational procedures may be specified in*
- procedures manual
 - office practice guidelines
 - workplace notices
 - computer training manuals
- Organisational procedures may include*
- regulatory requirements
 - industry practices
 - manual or electronic applications
- Issues may include*
- non-compliance with:
 - terms of the agreement
 - management orders
 - special auditing requirements for commercial use of managed reserves
 - discrepancies or abnormalities, such as:
 - missing documentation
 - omissions in reporting
 - misappropriation of funds
 - reconciliation not balanced
 - outstanding debtors or creditors
 - incomplete audit trail
- Referrals may be to*
- accountant/auditor for the organisation

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND406A Monitor reserves management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to monitor the management of public reserves. It includes reviewing planning documents, carrying out reserve inspections, attending meetings, and preparing reports and submissions that involve reserve management.

In practice, monitoring reserves management may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Review planning documents for public reserves

- 1.1 The purpose of the *planning document* is established
- 1.2 The planning document is reviewed and assessed according to statutory and *organisational procedures*
- 1.3 Documentation associated with the review is prepared and directed, following organisational best practice requirements

2. Inspect reserves

- 2.1 The need/reason to undertake the *inspection* is confirmed
- 2.2 Inspection activities are undertaken in compliance with occupational health and safety legislative requirements
- 2.3 Issues that require action are identified and noted
- 2.4 The outcome of the inspection and actions to be implemented are documented and directed in accordance with organisational practices and procedures

3. Attend meetings

- 3.1 Information and resources required for the *meeting* are ascertained and gathered prior to the meeting
- 3.2 The issues addressed at the meeting are communicated in a clear and concise manner
- 3.3 The matters dealt with at the meeting are confined to the listed agenda
- 3.4 The desired outcomes are successfully negotiated
- 3.5 Any required actions are implemented in accordance with organisational policies and procedures

4. Prepare submissions/ reports

- 4.1 The purpose of the *submission/report* is established
- 4.2 Information is gathered and presented in accordance with the organisational procedures and standards
- 4.3 Submission/report is directed to the appropriate personnel for endorsement/approval

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- writing reports to organisational standards
- communicating with people of different ages, genders, culture and language backgrounds
- resolving conflict
- facilitating meetings
- mediating during meetings
- identifying risks to public safety on reserves
- identifying land management problems
- reading building plans
- interpreting strategic planning/zoning documents
- identifying public reserve issues in a development application
- interpreting aerial photographs
- applying public sector legislation including occupational health and safety and environment in the context of reserves management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to Crown reserve administration and land management
- planning legislation
- strategic plans relating to reserves management
- land management principles and practices
- meeting procedures and protocols
- conflict resolution
- mediation/facilitation
- site identification and location
- building approvals
- development applications
- planning and land use/zoning principles
- organisational delegations
- public sector legislation including occupational health and safety and environment in the context of reserves management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLAND405A Administer public reserves

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- monitoring reserves management in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to reserves management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when monitoring reserves management

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring reserves management, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- monitoring reserves management in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Planning documents may be*
- plan of management
 - environmental impact statement
 - review of environmental effects
 - subdivision application
 - building application
 - development application
 - local environmental plan
 - regional environmental plan
- Organisational procedures may include*
- occupational health and safety requirements
 - organisational policy with regard to public reserves inspection
 - organisational policy in reviewing planning documents
- Organisational procedures may be specified in*
- office practice guidelines
 - workplace notices
 - computer training manuals
 - statutory regulations
 - procedural manuals
 - legislation
- An inspection may be for*
- risk management
 - land management issues
 - funding application
 - funding expenditure
 - proposed development
 - conflict resolution/mediation
 - routine monitoring
- Meetings may be for*
- focus group meeting
 - user group meeting
 - trust board
 - committee of management ordinary meetings

*A submission/report may
be for*

- Minister's approval/concurrence
- application for funding
- risk assessment/management
- waiver of land assessment
- development approval
- land acquisition for a public purpose

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND407A Coordinate land board sittings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to administer land boards. It includes maintaining and updating land board records, arranging land board sittings, and appointing land board members.

In practice, coordination of land board sittings may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain and update land board records	1.1 <i>Land board records</i> are updated and maintained according to legislative requirements and <i>organisational procedures</i> 1.2 The records are filed and kept in custody in accordance with organisational procedures
2. Arrange land board sittings	2.1 The jurisdiction of the land board in the <i>matters</i> to be heard is confirmed 2.2 The date, venue and cases to be heard are confirmed 2.3 All <i>parties</i> involved in the process are notified 2.4 <i>Notices/submissions</i> before and after the <i>sitting</i> are prepared and issued in accordance with organisation policy and procedures
3. Appoint land board members	3.1 The expiration date of any existing board membership is established 3.2 Documentation is prepared for new appointments and directed in accordance with statutory requirements, organisational procedures and <i>best practice requirements</i> 3.3 Applications are directed to the appropriate personnel for final selection and approval

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation relating to Crown/State land administration and land management
- communicating with diverse stakeholders including negotiation and problem solving
- responding to diversity, including gender and disability
- distributing land board material
- preparing sitting minutes and reports
- maintaining land board records
- coordinating land board sitting arrangements
- using computer technology for word processing
- accessing electronic information systems
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of land board sittings

Knowledge requirements

- Look for evidence that confirms knowledge and understanding of:
- legislation, policies and procedures relating to Crown/State land administration and land management
 - basic knowledge of court jurisdiction and procedures
 - organisational guidelines in relation to land board sittings
 - organisational standards for the preparation of documentation
 - land board structure and members
 - records that need to be maintained
 - public sector legislation including occupational health and safety and environment in the context of land board sittings

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- coordination of land board sittings in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to coordination of land board sittings
- case studies and workplace scenarios to capture the range of situations likely to be encountered when coordinating land board sittings

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating land board sittings, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- coordination of land board sittings in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Land board records may be</i> | <ul style="list-style-type: none"> • land board minute book • register - local land boards • decision sheets |
| <i>Organisational procedures may be specified in</i> | <ul style="list-style-type: none"> • procedures manual • office practice guidelines • workplace notices • computer training manuals |
| <i>Organisational procedures may include</i> | <ul style="list-style-type: none"> • regulatory requirements • industry practices • manual or electronic applications |
| <i>Matters that may be heard may be</i> | <ul style="list-style-type: none"> • appeals relating to decisions on leases, licences, enclosure permits • fencing matters • boundary fence neighbours • road openings and closures • water licensing matters • rural land protection board carrying capacity • naming of Crown roads • enquiries and complaints regarding commons management • land management proposals (such as change of land use) • appeals relating to rental matters |
| <i>Parties involved in the process may include</i> | <ul style="list-style-type: none"> • departmental officers • land board members • land holders • members of the public • chair of local land board |
| <i>Notices may include</i> | <ul style="list-style-type: none"> • summons • advertisements • memoranda • decision summary |
| <i>A land board sitting</i> | <ul style="list-style-type: none"> • to conduct hearings |

RANGE STATEMENT

- may be*
- to conduct public inquiries
 - to receive appeals
 - to settle disputes
- Land board sittings may be for*
- Dividing Fences Act
 - Roads Act
 - Water Act
 - Crown Land Acts
 - Common Management Act
 - Rural Land Protection Act
- Best practice requirements*
- quality client service
 - quality system documentation

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND408A Investigate Aboriginal land claims/applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to investigate Aboriginal land claims/applications. It includes analysing and reviewing information sourced for an Aboriginal land claim, consulting with stakeholders, preparing a submission, and carrying out post determination instructions.

In practice, investigating Aboriginal land claims may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse and review information sourced for an Aboriginal land claim	1.1 A complete review of the <i>information supplied</i> is carried out to ensure all technical aspects of the claim have been adhered to 1.2 The <i>evidence</i> supplied is analysed to ensure that the correct legal interpretation has been applied and that organisational policies have been considered
2. Consult with stakeholders	2.1 A check is made to ensure all <i>stakeholders</i> involved in the process have been consulted 2.2 Interests/concerns of all stakeholders are established in accordance with <i>organisational procedures</i> 2.3 Issues raised by stakeholders in their submissions are acknowledged and dealt with in accordance with organisational procedures 2.4 Stakeholders are consulted if clarification of information in a submission or an issue raised is required
3. Prepare a submission	3.1 Relevant information and evidence gathered for an Aboriginal land claim is documented and presented in accordance with organisational procedures 3.2 All information in the submission is clearly expressed and technically correct 3.3 The submission is directed to the appropriate personnel for determination and issue of approval or refusal by the Minister
4. Carry out post determination instructions	4.1 Details of <i>post determination instructions</i> are noted 4.2 All instructions are completed in accordance with organisational procedures 4.3 Documentation is prepared and directed following organisational and <i>best practice requirements</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

interpreting legislation relating to Crown/State land administration and Aboriginal land claims/applications

analysing evidence

gathering evidence

preparing detailed reports

determining land tenure and ownership

presenting evidence in a submission

interpreting maps/plans/aerial photos

communicating with diverse stakeholders including negotiation and mediation

responding to diversity, including gender and disability

applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of Aboriginal land claims/applications

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, policies and procedures relating to Crown/State land administration and Aboriginal land claims/applications

preparation of ministerial submissions requiring formality of style, language and format

information that can be used as evidence

Aboriginal culture and customs

land tenures

land title system

departmental delegations

the different types of organisational records that need to be noted or updated and in what circumstances

public sector legislation including occupational health and safety and environment in the context of Aboriginal land claims/applications

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- investigation of Aboriginal land claims/applications in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to investigation of Aboriginal land claims/applications
- case studies and workplace scenarios to capture the range of situations likely to be encountered when investigating Aboriginal land claims/applications

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating Aboriginal land claims/applications, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- investigation of Aboriginal land claims/applications in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information supplied for a claim may include

- parish maps
- titles
- survey plans
- field inspection report
- aerial photographs
- documentation provided by government authorities
- information relating to Aboriginal heritage issues that needs to be addressed to see if a survey is required

Evidence may be

relevant use at or about date of claim
 information from Bureau of Statistics
 local environmental study
 information supplied by government authorities
 reserve trust records
 letters of request for use of land
 rural lands protection board records
 fencing details
 weed control programs
 documentation proving occupation of land at date claim

Stakeholders may include

- Aboriginal groups
- Local Government
- government agencies
- Aboriginal land councils
- Aboriginal land trusts
- rural lands protection board
- public
- field inspection report
- local members
- objectors
- internal clients
- tenure holders

RANGE STATEMENT

Organisational procedures may include

- regulatory requirements
- industry practices
- manual or electronic applications

Organisational procedures may be specified in

- procedures manual
- office practice guidelines
- workplace notices
- computer training manuals

Post determination instructions may be

- record noting
- raise title
- arrange survey
- arrange presentation of title to local Aboriginal land council by local dignitary
- arrange publicity for title handover

Best practice requirements may include

- quality client service
- quality system documentation

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND409A Handle compensation claims

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers settlement of compensation claims with respect to public land. It includes responding to claims, and determining and settling compensation.

In practice, handling compensation claims may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, using resources, gathering and analysing information, working with diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to claims for compensation	1.1 Claims are assessed and responded to within statutory timeframes
	1.2 Compensation claims are served in the required format within the specified time period
	1.3 A determination is made as to whether a <i>claimant</i> is entitled to compensation in accordance with legislation, organisational policy and procedures
2. Determine compensation	2.1 <i>Settlement terms</i> are determined according to <i>legislation, organisational policy and procedures</i>
	2.2 Advice is obtained as necessary to deal with any <i>non-routine aspects</i> of claims
	2.3 Agreement is negotiated with the claimant in accordance with organisational policy and procedures
	2.4 If agreement cannot be reached, an action is prepared and processed through court or compensation court in accordance with <i>organisational procedures</i>
	2.5 Settlement documents are prepared in accordance with the compensation determination containing information that is technically correct
3. Settle compensation	3.1 Once a settlement is reached, compensation is paid in the required timeframe in accordance with agreements or court determination
	3.2 Settlement release is obtained from client and/or third party, as applicable
	3.3 Records of finalised compensation claims are stored, maintained and secured according to organisational policy and legislative requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

interpreting and applying legislation relating to Crown/State land administration and compensation

communicating with diverse stakeholders including effective negotiation

generating documentation to organisational standards

writing reports requiring formality of language and structure

responding to diversity, including gender and disability

applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of compensation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, policies and procedures relating to Crown/State land administration and compensation

organisational processes and protocols relating to the handling of compensation claims
court procedures

public sector legislation including occupational health and safety and environment in the context of compensation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- handling compensation claims in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to compensation
- case studies and workplace scenarios to capture the range of situations likely to be encountered when handling compensation claims

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling compensation claims, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- handling compensation claims in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Claimants may include

- Aboriginal groups
- Local Government
- government agencies
- Aboriginal land councils
- Aboriginal land trusts
- public

Settlement terms may include

cash settlement

Legislation, organisational policy and procedures may include

- legislation related to public land administration
- public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
- privacy legislation and freedom of information
- public sector standards
- jurisdictional and organisational code/s of practice and code/s of ethics
- organisational standards
- industry standards

Non routine aspects may include

- special inclusions/exclusions

Organisational procedures may include

- regulatory requirements
- industry practices
- manual or electronic applications

Organisational procedures may be specified in

- procedures manual
- office practice guidelines
- workplace notices
- computer training manuals

Unit Sector(s)

Not applicable.

Competency field

Competency field

Public Land Administration

PSPLAND501A Review planning documents and environmental assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to conduct environmental reviews of planning documents and environmental assessments involving public land and to consult with other authorities/parties.

In practice, reviewing planning documents and environmental assessments may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, engaging the community, managing projects, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Review planning documents/ environmental assessments

- 1.1 The purpose of the *planning document*/environmental assessment involving public land is established
- 1.2 An assessment is made to identify the impact of the likely effects of the proposal as submitted on public land
- 1.3 A check is made to ensure that any proposal is in accordance with legislative requirements and policies relating to public land
- 1.4 *Statutory* and organisational procedures are followed for the *review and assessment* of the planning document/environmental assessment
- 1.5 Documentation associated with the review is prepared and directed, following organisational *best practice requirements*
- 1.6 Responses are made within the specified timeframe where applicable

2. Consult with other authorities/parties

- 2.1 The authorities/*parties* that need to be consulted are established
- 2.2 The information submitted is directed to all authorities/parties promptly
- 2.3 Consultations are conducted in accordance with organisational policy and procedures
- 2.4 A coordinated response is prepared using the information supplied following *organisational procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- assessing impacts of development on public land
- interpreting policy and strategies
- interpreting planning documents
- interpreting engineering and construction plans
- interpreting aerial photographs
- interpreting electronic mapping (GIS)
- communicating with a diverse range of stakeholders to enable a coordinated response
- responding to diversity, including gender and disability
- preparing a response involving negotiation of an agreed position
- applying public sector legislation including occupational health and safety and environment in the context of conducting environmental reviews of planning documents and environmental assessments

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies and practices relating to public land administration and land use planning approvals
- legal implications of a development on public land
- risk management
- departmental delegations
- public sector legislation including occupational health and safety and environment in the context of conducting environmental reviews of planning documents and environmental assessments

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV507A Undertake negotiations

PSPCOM502A Develop and implement community engagement strategies

PSPLAND502A Develop and market public land

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the review of planning documents and environmental assessments in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the review of planning documents and environmental assessments
- case studies and workplace scenarios to capture the range of situations likely to be encountered when reviewing planning documents and environmental assessments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when reviewing planning documents and environmental assessments, including coping with difficulties, irregularities and breakdowns in routine

- the review of planning documents and environmental assessments in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Planning documents may include*
- development applications
 - development control plans
 - environmental protection authority referrals
 - environmental impact statements
 - statement of environmental effects
 - regional environmental plan
 - local environmental study
 - review of environmental factors
 - planning permit applications
 - planning scheme amendments
 - land management plans
 - waterways
 - local environmental plan
 - plans of management
 - State/Territory/Commonwealth environmental planning policy
- Statutory procedures may include*
- Acts and regulations relevant to environmental planning and assessment
 - Acts and regulations relevant to the Local Government
- Environmental or assessment review may include*
- impact on natural environment and built environment
 - legal impact
 - the economic impact
 - public reaction
 - method of operation
 - remedial works
 - social effects
- Best practice requirements may include*
- quality client service
 - quality system documentation
- Parties that may need to be referenced for assessments may include*
- other government agencies
 - Local Government
 - internal clients
 - the public
- Organisational*
- office practice guidelines

RANGE STATEMENT

procedures may include

- workplace notices
- computer training manuals
- executive directives
- manual or electronic applications

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND502A Develop and market public land

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to develop and market public land. It includes marketing public land, arranging tenders, auctioning public land and managing contracts for sale.

In practice, developing and marketing public land may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, engaging the community, managing projects, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Market public land	1.1 The organisation's database is updated with current and accessible details of available <i>public land</i>
	1.2 A market plan is prepared according to organisational practices and procedures
	1.3 The process for marketing of public land is conducted in accordance with legislative and <i>organisational procedures</i> , and is open and transparent
2. Arrange tenders	2.1 Expressions of interest to tender are invited from <i>consultants</i> in accordance with organisational guidelines and procedures
	2.2 Tender documentation is prepared and distributed in accordance with organisational guidelines and procedures
	2.3 Tenders are reviewed and selected using the organisational practices and procedures
3. Auction public land	3.1 Auction details including the venue are organised
	3.2 <i>Promotion material</i> is prepared and distributed in accordance with legislative and organisational procedures
	3.3 <i>Documents</i> required prior to auction are prepared in accordance with legislative and organisational procedures
	3.4 <i>Resources</i> required to conduct the auction are obtained and made available
4. Manage contracts for sale of public land	4.1 Details of the contract are checked and relevant details or special conditions are noted and recorded for follow-up action
	4.2 Contract exchange is effected according to legislative and organisational procedures
	4.3 Settlement is carried out according to organisational and statutory requirements
	4.4 Documentation is prepared and directed in accordance with organisational requirements, and the sale details are recorded in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying public land administration legislation to the development and marketing of public land

preparing development proposals, reports and submissions

preparing a marketing plan

arranging tenders

selecting tenderers

preparing a contract of sale requiring attention to detail and communication with diverse stakeholders including legal advisers, consultants and the public

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of developing and marketing public land

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies and procedures relating to public land administration

legislation relating to conveyancing

legislation relating to auctioneers and agents

identification of land suitable for commercial, industrial or residential development

tender protocols and procedures

contract management

marketing techniques

public sector legislation including occupational health and safety and environment in the context of developing and marketing public land

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPCOM502A Develop and implement community engagement strategies

PSPLAND501A Review planning documents and environmental assessments

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development and marketing of public land in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the development and marketing of public land
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and marketing public land

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and marketing public land, including coping with difficulties, irregularities and

EVIDENCE GUIDE

breakdowns in routine

- development and marketing of public land in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Public land may include</i> | <ul style="list-style-type: none"> • surplus government sites • vacant Crown land |
| <i>Organisational procedures may include</i> | <ul style="list-style-type: none"> • regulatory requirements • industry practices • manual or electronic applications • industry standards • land titles office standards |
| <i>Organisational procedures may be specified in</i> | <ul style="list-style-type: none"> • office practice guidelines • workplace notices • computer training manuals |
| <i>Consultants may include</i> | <ul style="list-style-type: none"> • surveyors • engineers • planners • real estate agents |
| <i>Promotion material may include</i> | <ul style="list-style-type: none"> • newspaper advertising • information sheets • brochures |
| <i>Documents required prior to auction may be</i> | <ul style="list-style-type: none"> • contract of sale |
| <i>Resources required to conduct the auction may be</i> | <ul style="list-style-type: none"> • public address system • receipt book • display board • tables and chairs |

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND503A Manage native title future act processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to assess a project in terms of the future act regime of the Native Title Act 1993 including preparation of procedural notices and coordinating agreement negotiations. It includes assessing a future act, observing procedural requirements, coordinating processes for indigenous land use agreements, recording outcomes and monitoring compliance.

In practice, managing native title future act processes may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess a future act	1.1 The nature of the future act is identified 1.2 Legislative provisions relating to the future act are identified 1.3 <i>Assessment</i> is conducted and documented in accordance with legislative provisions, organisational policy and <i>procedures</i>
2. Observe procedural requirements	2.1 Procedural notices are prepared and issued to native title applicants and representative bodies 2.2 Comments and submissions are received and assessed in accordance with organisational policy and procedures 2.3 <i>Stakeholders</i> are advised of outcomes of assessment in accordance with legislative requirements 2.4 Good faith negotiations are conducted and assessed against criteria 2.5 Recommendations are made for either project approval or additional negotiation
3. Coordinate processes for indigenous land use agreements	3.1 The jurisdiction's interests are presented and addressed in negotiations on indigenous land use agreements 3.2 Good faith negotiations are ensured and agreement on desired outcomes from negotiating parties is obtained
4. Record outcomes and monitor compliance	4.1 The effect on native title rights and interests of all future acts is recorded in the organisation's <i>information systems</i> 4.2 Conditions included within registered agreements are monitored and adhered to

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation relating to public land administration and native title
- recording information in systems, databases and other sources
- consulting with Indigenous people and expert advisers
- responding to diversity, including gender and disability
- negotiating agreements in good faith
- preparing procedural notices
- generating documentation to organisational standards
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of native title future act processes

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to Crown/State land and native title
- the different types of organisational records that need to be noted or updated and in what circumstances
- organisational delegations
- cultural and heritage factors that might affect land use
- Aboriginal customs and culture relevant to native title
- public sector legislation including occupational health and safety and environment in the context of native title future act processes

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPLAND501A Review planning documents and environmental assessments

PSPLAND502A Develop and market public land

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

management of native title future act processes in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to the management of native title future act processes

case studies and workplace scenarios to capture the range of situations likely to be encountered when managing native title future act processes

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing native title future act processes,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- management of native title future act processes in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Evidence for an assessment may include

- native title application material
- cadastral records
- government gazettes
- aerial photography
- maps
- development plans
- tenure records
- field reports

Organisational procedures may include

statutory and regulatory requirements
industry practices
manual or electronic applications

Organisational procedures may be specified in

- office practice guidelines
 - computer training manuals
 - executive directives
- court or tribunal directions

Stakeholder may be

- native title holders
- traditional owners
- native title applicants
- Aboriginal people with an interest in an area
- representative bodies
- State/Territory governments
- private developers
- National Native Title Tribunal
- community interest groups
- Local Government

Information systems may include

- Federal Government registers
- State Government registers
- other public registers including those maintained by academic institutions

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND504A Manage public land tenures and applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of public land tenures and applications. It includes monitoring and dealing with debtors, liaising/negotiating with stakeholders, reviewing applications for compliance and reviewing development applications.

In practice, managing public land tenures and applications may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, applying financial policies, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and deal with debtors	<p>1.1 Cases with outstanding debt on tenures are investigated to assess <i>options or solutions</i> in accordance with <i>organisational procedures</i></p> <p>1.2 Documentation is prepared outlining options or solutions and is directed to the applicant in accordance with organisational practices and procedures</p> <p>1.3 A satisfactory outcome is negotiated where appropriate</p> <p>1.4 Where a satisfactory outcome cannot be negotiated for outstanding moneys on tenures, recovery procedures are instigated in accordance with organisational procedures and guidelines</p> <p>1.5 Endorsement of documentation is obtained from personnel with delegated authority</p>
2. Liaise/negotiate with stakeholders	<p>2.1 <i>Issues</i> that require liaison or negotiation with <i>stakeholders</i> are identified</p> <p>2.2 All the facts are gathered prior to any discussions or correspondence</p> <p>2.3 Communication skills are used to establish the needs of the stakeholder</p> <p>2.4 Options to resolve the issues in question are presented to the stakeholder</p> <p>2.5 The outcome of the negotiations is confirmed as satisfactory to all parties involved</p> <p>2.6 Unresolved issues are referred to the appropriate <i>arbitrator</i></p>
3. Review applications for compliance	<p>3.1 Applications are checked to ensure all <i>legal requirements</i> have been met during processing</p> <p>3.2 <i>Departmental and government policies</i> are shown to have been considered and complied with in the application</p> <p>3.3 Any amendments required to be made to the application being reviewed are directed to the appropriate personnel for attention</p> <p>3.4 The review is conducted in accordance with organisational practices and procedures</p>
4. Review development applications	<p>4.1 The tenure/ownership of the area that is the subject of the <i>development application</i> is established</p> <p>4.2 An assessment is made to identify the impact of the likely effects of the proposal as submitted on the tenure</p> <p>4.3 A check is made to ensure that any proposal is in accordance with legislative requirements and policies relating to the tenure</p> <p>4.4 Organisational practices and procedures are followed for the review and assessment of the development application</p>

ELEMENT

PERFORMANCE CRITERIA

4.5 Endorsement of the approval/refusal of the development is made in accordance with organisational procedures

4.6 Documentation associated with the review is prepared and directed following organisational *best practice requirements*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

interpreting legislation, regulations, policies and practices relating to public land management

negotiating payment options

deciding recovery options for rent arrears

liaising/negotiating satisfactory outcomes with diverse stakeholders

responding to diversity, including gender and disability

identifying non-compliance with legislation and policy

applying public sector legislation including occupational health and safety and environment in the context of public land management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation and regulations relating to public land administration, native title, land management and development

land tenure and ownership

organisational regulations and policies relating to tenure administration

organisational policies relating to land development

organisational policies relating to rental arrears

comprehensive knowledge of land title system

plan registration and preparation of dealings

organisational delegations

public sector legislation including occupational health and safety and environment in the context of public land tenure management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFIN501A Apply public sector financial policies and processes

PSPGOV503B Coordinate resource allocation and usage

PSPLAND502A Develop and market public land

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of public land tenures and applications in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to management of public land tenures and applications
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing public land tenures and applications

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing public land tenures and applications, including coping with difficulties, irregularities and breakdowns in routine
- management of public land tenures and applications in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Options or solutions may include

- payment plans
- forfeiture of tenure
- waiver of rental
- waiver of fees
- deferral of payments
- rent rebate
- arrears notice
- writs
- judgments

Organisational procedures may include

- regulatory requirements
- industry practices
- manual or electronic applications
- office practice guidelines
- workplace notices
- computer training manuals

Organisational procedures may be specified in

Issues that require liaison or negotiation may be

- rental
- valuation
- purchase price
- conditions
- covenants
- fencing
- access

Stakeholders may be

- solicitors
- government authorities
- Local Government
- tenure holders

Appropriate arbitrator may be

- mediator
- panel
- land board
- land court
- land and environment court
- auditor

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Legal requirements may be

- fees
- native title
- environmental
- community use
- scheduled forums

Departmental and government policy may be specified in

- organisational guidelines
- executive directives
- departmental/unit/organisational memos/circulars

Development applications may be for

- extractive industry
- agricultural development
- commercial development
- industrial development
- subdivision
- utilities

Organisational best practice requirements may be

- quality client service
- quality system documentation

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND505A Provide technical expertise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to provide technical expertise in relation to public land management. It includes interpreting complex legislation; advising on technical issues; contributing to the development of organisational policies, practices and procedures; preparing complex documents; and providing evidence in court on public land administration issues.

In practice, providing technical expertise may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, applying financial policies, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret complex legislation	<p>1.1 The specific issues that are the subject of <i>legislation</i> interpretation are identified</p> <p>1.2 <i>Legislation and other reference material</i> relating to the specific issues identified are sourced</p> <p>1.3 The legislation is interpreted using the information sourced according to legal and organisational principles, policies and <i>procedures</i></p> <p>1.4 Expert assistance is obtained from legal advisers as required</p> <p>1.5 A report/submission clearly outlining the results of the findings is prepared and circulated to the appropriate personnel/unit</p>
2. Advise on technical issues	<p>2.1 Communications skills are utilised to establish the issues and the type of advice that is required</p> <p>2.2 <i>Advice</i> is only provided when qualified/delegated to give it</p> <p>2.3 Where advice is beyond one's level of expertise or delegation referrals are made in accordance with organisational policy and procedures</p> <p>2.4 Advice is given appropriate to the issues that have been identified and is provided verbally or in a format to suit the client in accordance with <i>organisational standards</i></p> <p>2.5 Advice is provided that is current, timely, accurate and satisfies client needs</p>
3. Contribute to the development of policies, procedures, protocols and practices	<p>3.1 The need to develop or change organisational policies, protocols, practices and procedures is identified</p> <p>3.2 A contribution is made to the draft policy, protocols, practices and procedures being developed to meet the changes or shortfalls in previous policies, practices and procedures</p> <p>3.3 Input is provided after consultations are conducted with appropriate personnel on draft policy, protocols, practices and procedures in accordance with legislative, organisational and <i>best practice requirements</i></p> <p>3.4 Suggested modifications on the draft policies, protocols, practices and procedures are provided following the consultation process as required in legislation, organisational protocols, policies and procedures and best practice</p> <p>3.5 After approval, the changes are recorded and circulated according to organisational requirements</p>
4. Prepare complex documents	<p>4.1 Existing similar <i>documents</i> are reviewed as a basis for new documents</p> <p>4.2 Research is carried out to ensure compliance with relevant legislation, regulations and policies</p>

ELEMENT

PERFORMANCE CRITERIA

- 4.3 Document content and *structure* are reviewed and *agreed* as required
- 5. Prepare evidence for court/tribunal**
- 5.1 Detailed *evidence* is collected and collated
- 5.2 Proceedings and protocols are adhered to in preparing evidence in accordance with the jurisdiction involved
- 5.3 Precedents relevant to the procedures are identified
- 5.4 A legal brief is prepared, where required, that identifies all relevant facts, sections of appropriate legislation, precedents, and provides detailed evidence and advice
- 5.5 Submission is prepared that supports the organisation's interest

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing and resolving complex issues
- interpreting legislation, regulations, policies and practices relating to public land management
- preparing comprehensive reports and briefings
- preparing answers to Questions on Notice for Parliament
- interpreting maps/plans/aerial photos
- developing policy/procedures
- providing extension service to other agencies
- providing input into legislative review
- interpreting legal advice (internal and external)
- preparing evidence to required standard
- applying public sector legislation including occupational health and safety and environment in the context of public land management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation and regulations relating to public land administration, native title, land management and development
- history of land tenures in the State/Territory
- regulatory and legislative requirements for land administration
- interpretation and application of departmental policies procedures and practices as they relate to the administration of Crown land
- land title/survey systems
- organisational delegations
- nature and levels/degree of evidence
- public sector legislation including occupational health and safety and environment in the context of public land tenure management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFIN501A Apply public sector financial policies and processes

PSPGOV503B Coordinate resource allocation and usage

PSPGOV513A Refine complex workplace documents

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of technical expertise in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to provision of technical expertise
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing technical expertise

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing technical expertise, including coping with difficulties, irregularities and breakdowns in routine
- provision of technical expertise in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Complex legislation may relate to</i> | <ul style="list-style-type: none"> • administration of Crown land • land management • environmental planning • Aboriginal land claims • administration of Crown roads • native title • conveyancing • statutory planning |
| <i>Legislation and other reference material may include</i> | <ul style="list-style-type: none"> • current Acts • past Acts • legal precedents • regulations • case histories • cancelled maps |
| <i>Organisational procedures may be specified in</i> | <ul style="list-style-type: none"> • office practice guidelines • workplace notices • computer training manuals |
| <i>Advice on technical issues may include</i> | <ul style="list-style-type: none"> • lease interpretation • tenures administration • reserves administration and management • roads administration and management • native title • Aboriginal land claims • tenure and ownership • map/survey plan preparation and investigation • land assessment • conveyancing • map/survey plan/aerial photo interpretation • environmental planning • land titles office procedures |
| <i>Organisational standards may include</i> | <ul style="list-style-type: none"> • industry standards • land titles office standards |

- Best practice requirements may include*
- quality client service
 - quality system documentation
- Documents may include*
- reports
 - briefing notes
 - draft legal documents, such as:
 - memoranda of understanding
 - leases
 - licences
 - contracts
 - agreements
- Document structure may include*
- for legal documents:
 - operative part
 - premises
 - habendum
 - reddendum
 - covenants
 - schedules
 - definitions
 - appendices
 - for other documents:
 - according to organisational templates/requirements
- Agreement may be required from*
- senior management
 - government solicitor
- Evidence may be*
- verbal
 - written

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND506A Identify and manage contaminated sites

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers identification of Crown/State land that is potentially contaminated and management of the sites. It includes identifying, reporting on and managing contaminated sites.

In practice, identifying and managing contaminated sites may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify contaminated sites	<p>1.1 Information is sourced from <i>historical records</i> to establish historical land tenure and use</p> <p>1.2 Evidence from historical tenure search is analysed to ensure it is correct and organisational policies have been considered</p> <p>1.3 Agreed procedures are applied to eliminate sites that are unlikely to be a concern and provide an audit lead for how the decision was made</p> <p>1.4 Identification of sites is conducted and presented in accordance with documented procedures and <i>organisational standards</i></p> <p>1.5 Records in relation to contaminated sites are updated in accordance with organisational policy and procedures</p>
2. Report on contaminated sites	<p>2.1 A report on findings is prepared in accordance with <i>organisational procedures</i></p> <p>2.2 Information is included in the report that is clearly expressed and technically correct</p> <p>2.3 Report is directed to the appropriate officer for decision in accordance with organisational policy and procedures</p> <p>2.4 <i>Information systems</i> are updated in accordance with organisational standards</p>
3. Manage contaminated sites	<p>3.1 <i>Legislation</i> and associated procedures relating to the management of contaminated sites are accessed and requirements are confirmed</p> <p>3.2 Agreements are negotiated with external parties for <i>remediation</i> or management of contaminated land</p> <p>3.3 Contracting of consultants is arranged to supervise and report on management of contaminated sites as agreed</p> <p>3.4 Dispositions of contaminated land are considered and the most cost-effective solution is determined and implemented</p> <p>3.5 <i>Notifications</i> are registered against titles to contaminated land in accordance with legislation, policy and procedures</p> <p>3.6 Liability is limited to the greatest extent possible in accordance with organisational procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation, regulations, policies and practices relating to public land management in general and contaminated sites in particular
- undertaking historical tenure searches
- undertaking historical land usage searches
- generating documentation to organisational standards
- filing and retrieving records
- retrieving spatial and textual information from electronic information systems
- obtaining copies of land titles where applicable
- undertaking research, analysis and interpretation
- coordinating and managing contractors/consultants
- obtaining quotes for remediation work
- writing reports requiring formality of structure and language
- responding to diversity, including gender and disability
- applying public sector legislation including occupational health and safety and environment in the context of public land management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to public land administration, land management and development
- legislation, policies and associated protocols relating to contaminated sites
- historical land records relating to land tenure and use
- different types of records that need to be updated and in what circumstances
- the organisation's quality management, document processing and associated systems
- key stakeholders in relation to contaminated sites
- public sector legislation including occupational health and safety and environment in the context of contaminated site management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV507A Undertake negotiations

PSPGOV509A Conduct evaluations

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- identification and management of contaminated sites in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to identification and management of contaminated sites
- case studies and workplace scenarios to capture the range of situations likely to be encountered when identifying and managing contaminated sites

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and managing contaminated sites, including coping with difficulties, irregularities and

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breakdowns in routine

- identification and management of contaminated sites in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Historical records may include*
- cancelled public plans
 - Crown allotments
 - Crown surveys
 - correspondence files
 - deeds registers
 - certified plans
 - gazette notices
 - Crown leases
 - original plans
 - resumption plans
 - reserve plans, etc
- Organisational standards may be*
- industry standards, such as land titles office standards
- Organisational procedures may be*
- regulatory requirements
 - industry practices
 - manual or electronic applications
- Organisational procedures may be specified in*
- office practice guidelines
 - workplace notices
 - computer training manuals
- Information systems may include*
- departmental systems
 - databases
 - files
 - archives
- Legislation may include*
- contaminated sites Acts and associated protocols
 - legislation related to public land administration
 - public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
 - privacy legislation and freedom of information
 - public sector standards
 - jurisdictional and organisational code/s of practice and code/s of ethics
 - organisational standards

RANGE STATEMENT

- industry standards
 - private contractors
 - government organisations such as LandCorp WA
 - memorials
 - dealings
- Remediation may be undertaken by*
- Notifications may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND507A Undertake land acquisitions/withdrawals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers acquisition (or resumption) of interests in land or land withdrawals under lease conditions. It includes determining an acquisition/withdrawal strategy, undertaking negotiated and compulsory acquisitions/withdrawals, and processing notifications for acquisition of interests.

In practice, undertaking land acquisitions/withdrawals may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine acquisition/ withdrawal strategy	<p>1.1 Land is identified/located and <i>legislation, policy and procedures</i> relating to the acquisition/withdrawal of <i>interests</i> in the land are accessed and requirements confirmed</p> <p>1.2 A historical and land use search is conducted to determine the most suitable <i>acquisition/withdrawal strategy</i></p> <p>1.3 Method and process for acquisition/withdrawal are determined in accordance with organisational policy and <i>procedures</i></p> <p>1.4 The urgency with which the process is required to be completed is assessed and factored into the acquisition strategy</p> <p>1.5 <i>Interested parties</i> are identified and consulted in accordance with legislative and organisational requirements</p> <p>1.6 Submissions, documentation, reports and briefings are prepared relative to the proposed acquisition/withdrawal in accordance with organisational standards, and delegate approvals are obtained/granted</p>
2. Undertake negotiated acquisition/ withdrawal	<p>2.1 Where negotiations are undertaken for an acquiring authority, instructions, indemnification and funding are received prior to commencement of negotiations</p> <p>2.2 Negotiations are undertaken diligently/in good faith as required by legislation in accordance with organisational limits for negotiations</p> <p>2.3 Contracts, registration documentation and clearances are arranged and a notification is lodged in accordance with organisational policy and procedures</p> <p>2.4 Proceedings are documented in accordance with organisational policy and procedures</p> <p>2.5 Where a negotiated agreement cannot be reached, support and information are provided for the organisation to proceed to compulsory acquisition/withdrawal</p>
3. Undertake compulsory acquisition/withdrawal	<p>3.1 The <i>type</i> of compulsory acquisition/withdrawal is identified</p> <p>3.2 Confirmation that negotiated acquisition/withdrawal was diligently attempted is obtained</p> <p>3.3 Notice/s of intention for compulsory acquisition/withdrawal are prepared in accordance with legislation, policy and procedures</p> <p>3.4 Procedures for dealing with objections are identified and used</p> <p>3.5 Advertisement and registration documentation are prepared and presented in accordance with organisational <i>standards</i></p>
4. Process notifications	<p>4.1 Notice of intention is lodged in accordance with organisational policy and procedures</p> <p>4.2 <i>Issues</i> are identified for which expert advice and consideration</p>

ELEMENT**PERFORMANCE CRITERIA**

are required

4.3 Valuation, survey, planning or legal advice is obtained as required

4.4 Parties to the acquisition/withdrawal are consulted as required

4.5 A report is prepared and submitted in accordance with organisational protocols and delegations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation, regulations, policies and practices relating to public land management in general and land acquisition/withdrawals in particular
- undertaking historical tenure and land use search
- generating documents to organisational standards
- writing reports requiring formality of language and structure
- lodging acquisition documents
- consulting and negotiating with diverse stakeholders including Aboriginal people and their legal representatives
- responding to diversity, including gender and disability
- applying public sector legislation including occupational health and safety and environment in the context of land acquisition/withdrawals

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to public land administration, land management and development
- legislation, policies and associated protocols relating to land acquisitions
- principles of natural justice and administrative law in relation to dealing with affected parties
- methods and approaches to acquisition
- valuation, property and town planning issues
- negotiation and consultation methods to suit a diverse range of stakeholders
- delegations and approval processes
- public sector legislation including occupational health and safety and environment in the context of land acquisition/withdrawals

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

land acquisition/withdrawals undertaken in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to land acquisition/withdrawals

case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking land acquisitions/withdrawals

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

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work practice and replicates the range of conditions likely to be encountered when undertaking land acquisitions/withdrawals, including coping with difficulties, irregularities and breakdowns in routine

- land acquisition/withdrawals undertaken in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Legislation, policy and procedures may include</i>	<ul style="list-style-type: none"> • legislation related to public land administration • public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety • privacy legislation and freedom of information • public sector standards • jurisdictional and organisational code/s of practice and code/s of ethics • organisational standards • industry standards
<i>Interests in land may include</i>	<p>freehold interest</p> <p>leasehold interest</p> <p>easement</p> <p>native title interest</p>
<i>Acquisition/withdrawal strategy may include</i>	<p>compulsory:</p> <p>taking</p> <p>negotiated</p> <p>surrender</p> <p>land exchange</p> <p>withdrawal under lease conditions</p>
<i>Organisational procedures may be</i>	<p>regulatory requirements</p> <p>industry practices</p> <p>manual or electronic applications</p>
<i>Organisational procedures may be specified in</i>	<p>office practice guidelines</p> <p>workplace notices</p> <p>computer training manuals</p>
<i>Interested parties may include</i>	<p>traditional owners</p> <p>native title applicants</p>

RANGE STATEMENT

	legal representatives
	Aboriginal people with an interest in an area
	representative bodies
	State/Territory/Federal governments
	private developers
	private land owners
	National Native Title Tribunal
	community interest groups
	Local Governments
	public
<i>Type of compulsory acquisition/withdrawal may be</i>	public works
	urban sites
	non-urban sites
	rural leases
<i>Organisational standards may be</i>	industry standards, such as land titles office standards
<i>Issues may include</i>	valuation
	survey
	planning
	compensation
	legal matters
	technical issues
	native title issues
	Aboriginal heritage issues

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND508A Coordinate Aboriginal land claims/applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to coordinate Aboriginal land claims by recording and distributing information, reviewing submissions, preparing ministerial submissions and recommendations, and issuing post determination instructions.

In practice, coordination of Aboriginal land claims/applications may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record and distribute information	1.1 Records and reference material are updated and maintained 1.2 Documents and information associated with an Aboriginal land claim are gathered and directed following organisational procedures and best practice requirements
2. Review claim submissions	2.1 Claim submission submitted is checked for completeness 2.2 The material contained in the submission is investigated to ensure its technical content is correct 2.3 The claim is reviewed to ensure current legislation and policies relating to claims have been fully considered 2.4 Evidence interpretation is reviewed to ensure it complies with legislative requirements 2.5 A check is made to ensure any legal precedent relating to the claim has been identified and considered 2.6 Submissions requiring further information or amendments are returned with an explanatory note clearly outlining the additional requirements
3. Prepare ministerial correspondence	3.1 Claim details and documented evidence are provided in ministerial documents that are clear, concise and technically correct 3.2 Recommendations are based on evidence provided and legislative requirements 3.3 Minister's draft response is prepared in accordance with organisational guidelines 3.4 Documentation is signed by personnel with delegated authority and directed to the appropriate person/s
4. Issue post determination instructions	4.1 Post determination instructions based on the review of the claim are ascertained 4.2 Actions required to effect a successful claim are documented and directed to the appropriate personnel, following organisational practices and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

interpreting legislation, regulations, policies and practices relating to public land management

maintaining claims register

preparing ministerial submissions and briefs

authorising surveys

providing advice on procedural matters

examining submissions from regions

interpreting aerial photographs

liaising with Aboriginal land councils

utilising mapping systems

exercising judgment

making decisions

accessing computer information systems

archiving and maintaining reference material

assessing responses of stakeholders

reviewing and updating procedures

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of public land management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation and regulations relating to public land administration, native title, land management and development

Aboriginal land claim records that are kept and updated

processes and protocols for submissions to the Minister

organisational delegations

public sector legislation including occupational health and safety and environment in the context of public land tenure management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV513A Refine complex workplace documents

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- coordination of Aboriginal land claims/applications in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to coordination of Aboriginal land claims/applications
- case studies and workplace scenarios to capture the range of situations likely to be encountered when coordinating Aboriginal land claims/applications

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating Aboriginal land claims/applications, including coping with difficulties,

EVIDENCE GUIDE

irregularities and breakdowns in routine

- coordination of Aboriginal land claims/applications in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Records and reference material may be</i> | <ul style="list-style-type: none"> • titles • plans • claims register |
| <i>Documents and information associated with an Aboriginal claim may be</i> | <ul style="list-style-type: none"> • title searches • plan searches • land tenure and ownership |
| <i>Organisational procedures may be</i> | <ul style="list-style-type: none"> • regulatory requirements • industry practices • manual or electronic applications |
| <i>Best practice requirements may include</i> | <ul style="list-style-type: none"> • quality client service • quality system documentation |
| <i>Ministerial documents may be</i> | <ul style="list-style-type: none"> • submissions to Minister for approval/rejection • ministerial briefing notes • advice to Minister |
| <i>Post determination instructions may be</i> | <ul style="list-style-type: none"> • issue of a survey instruction • presentation of titles to successful claimants • issue notice for non-successful claims • recording determinations |

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND509A Negotiate/mediate public land business agreements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to negotiate/mediate public land business agreements including negotiating business agreements on behalf of the organisation, and mediating on contentious issues involving public land.

In practice, negotiating business agreements may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, coordinating and using resources, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Negotiate business agreements on behalf of the organisation

- 1.1 The need for a *business agreement*, its type and purpose are established
- 1.2 Data and *information* required to evaluate and analyse a proposal are gathered and opinions or advice are sought where appropriate from technical or other personnel
- 1.3 An assessment of the proposal is carried out in accordance with *organisational criteria* prior to entering into negotiations on behalf of the organisation
- 1.4 Negotiations are conducted in a professional manner to ensure the best possible outcome for the organisation and in accordance with organisational and government policy

2. Mediate on contentious issues involving public land

- 2.1 Parties or stakeholders involved in the discussions are each given an opportunity to express issues of concern
- 2.2 Attentive listening is used to quickly identify the main *issues* and concerns
- 2.3 The issues are clearly defined and set down and then options or courses of action to resolve the issues are discussed
- 2.4 Agreement on desired outcomes is obtained and clearly documented to avoid further conflict
- 2.5 Follow-up actions required to ensure agreed outcomes or solutions are completed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

interpreting legislation, regulations, policies and practices relating to public land management

engaging in strategic influencing/using emotional intelligence

calculating financial projections

negotiating/mediating satisfactory outcomes

assessing risks

communicating at an advanced level

active listening

responding to diversity, including gender and disability

applying public sector legislation including occupational health and safety and environment in the context of public land management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation and regulations relating to public land administration, native title, land management and development

negotiation techniques

mediation techniques

departmental and government policies relating to contractual arrangements

risk management

communication techniques

public sector legislation including occupational health and safety and environment in the context of public land tenure management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV516A Develop and use emotional intelligence

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- negotiation/mediation of business agreements in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to negotiation/mediation of business agreements
- case studies and workplace scenarios to capture the range of situations likely to be encountered when negotiating/mediating public land business agreements

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when negotiating/mediating public land business

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agreements, including coping with difficulties, irregularities and breakdowns in routine

- negotiation/mediation of business agreements in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Business agreements may be</i> | <ul style="list-style-type: none"> • service agreements • joint venture agreements • Crown land/public land projects • negotiations with private developers |
| <i>Information required to evaluate and analyse a proposal may be</i> | <ul style="list-style-type: none"> • field assessment • survey report • valuation • consultant's report • financial arrangements and projections • feasibility study • native title information • development application • statistical data • demographics • project costs |
| <i>Organisational criteria may include</i> | <ul style="list-style-type: none"> • government policy • organisational policy • organisational business rules and conventions |
| <i>Contentious issues may be</i> | <ul style="list-style-type: none"> • land assessment • road opening or closure • development on public land • plan of management • valuation of public land • sale of public land • use of public land |

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLAND601A Manage unallocated land

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to manage unallocated Crown land, unleased land and reserved land with no appointed manager. It includes identifying land requiring management action; undertaking consultations; developing strategies for the management of land; implementing land management strategies; monitoring land use, condition and trend; and taking a strategic approach to the jurisdiction's land asset portfolio.

In practice, management of unallocated land may overlap with other generalist or specialist public sector work activities such as ethical leadership, compliance with legislation, applying government systems, managing resources, providing strategic direction, managing diversity, etc.

This is a new unit of competency, added to the *Public Land Administration* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify land requiring management action	1.1 <i>Unallocated</i> Crown and reserved land requiring management action is located and its boundaries are <i>confirmed</i> 1.2 Systematic site inspection is undertaken ensuring all relevant issues are observed 1.3 Results of site inspection are <i>recorded</i> in accordance with <i>organisational procedures</i> 1.4 Issues are listed and notes taken to underpin subsequent consultations and actions
2. Undertake consultations	2.1 <i>Key stakeholders and other interested parties</i> are identified 2.2 Joint site inspections, meetings and other consultative arrangements are organised in accordance with organisational policy and procedures 2.3 Various points of view/perspectives are listened to and documented 2.4 Issues of concern are identified and discussed with management to determine options 2.5 Feedback is given and received on the consultation process
3. Develop strategies for the management of land	3.1 Land information, evidence of use, town planning provisions and consultation outcomes are analysed to identify key issues 3.2 Draft management planning strategies are developed and consultation is undertaken with interested parties 3.3 Alternative strategies are evaluated and the best options are selected 3.4 The cost implications of selected strategies are assessed 3.5 Strategies are formalised in written reports or submissions 3.6 Well-researched reports are prepared and presented to management and stakeholders outlining management strategies
4. Implement land management strategies	4.1 Budgets and financial strategies are prepared to achieve land management outcomes 4.2 Priorities and targets are developed for achieving outcomes 4.3 Work projects are administered and supervised in accordance with best practice guidelines, budgets and agreed timelines 4.4 Progress with implementation is reported on at regular intervals in accordance with organisational policy and procedures
5. Monitor and report on land use	5.1 Regular inspection of land is undertaken subject to management planning regime 5.2 Ongoing management issues and <i>emerging issues</i> are identified and addressed promptly in accordance with organisational procedures

ELEMENT

PERFORMANCE CRITERIA

- 5.3 Consultations are held with interested parties for input on land use, condition and trend
- 5.4 Reports are provided to management on emerging issues
- 5.5 Plans and land management strategies are revised on a regular basis as required
- 6. Take a strategic approach to the jurisdiction's land asset portfolio**
- 6.1 Existing organisational systems are utilised to update information and strategies on managed lands
- 6.2 Opportunities are identified for effective utilisation of resources in accordance with *legislation, policy and procedures*
- 6.3 Land management budgets for works, maintenance, and other items are developed in accordance with organisational priorities
- 6.4 Strategic planning for land assets is promoted through linkages with local and regional land management initiatives and partnerships
- 6.5 A planned and strategic framework is implemented for Crown land and reserved land management

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting legislation relating to Crown/State land administration and land management
- researching issues relating to particular land from organisational databases, files and other sources
- managing and coordinating activities
- consulting and negotiating with diverse stakeholders using a range of techniques to suit different audiences
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety, environment, anti-discrimination and diversity in the context of land management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies and procedures relating to Crown/State land administration and land management
- resource condition and trend
- local/regional physical and environmental characteristics
- consultation processes and methodologies
- budgeting and project management
- contemporary land management issues and environmentally sustainable development principles
- strategic planning and management planning techniques
- public sector legislation including occupational health and safety and environment in the context of land management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of unallocated land in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to management of unallocated land
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing unallocated land

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing unallocated land, including coping

EVIDENCE GUIDE

with difficulties, irregularities and breakdowns in routine

- management of unallocated land in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Unallocated land may include</i>	<ul style="list-style-type: none"> Crown land reserved land unleased land variable amounts and extent in a locality/region requiring management different physical characteristics different locations varying levels of community interest in issues relating to the land varying hazards and levels of risk special, unique environmental features
<i>Boundaries may be confirmed using</i>	<ul style="list-style-type: none"> plans aerial photographs databases
<i>Site inspection results may be recorded through</i>	<ul style="list-style-type: none"> • photos • diagrams • sketches, etc
<i>Organisational procedures may be specified in</i>	<ul style="list-style-type: none"> • procedures manual • office practice guidelines • workplace notices • computer training manuals
<i>Organisational procedures may include</i>	<ul style="list-style-type: none"> • regulatory requirements • industry practices • manual or electronic applications
<i>Key stakeholders and other interested parties may include</i>	<ul style="list-style-type: none"> Aboriginal groups Aboriginal land councils environmental groups internal customers

RANGE STATEMENT

local charities/clubs/sporting organisations

Local Governments

Members of Parliament

other government agencies

- other user groups

the public

Emerging issues may include

- complaints from the public re nuisance issues such as:
- weeds
- pests
- fire hazards
- urgent matters affecting life and property

Legislation, policy and procedures may include

- legislation related to Crown land, State land or public land administration, in particular Commonwealth Native Title Act 1993, regulations, and Wik amendments
- public sector legislation such as equal employment opportunity, anti-discrimination, diversity, occupational health and safety
- privacy legislation and freedom of information
- public sector standards
- organisational standards
- quality standards
- jurisdictional and organisational code/s of practice and code/s of ethics

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Land Administration

PSPLEGN301B Comply with legislation in the public sector

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers compliance with legislation and related public sector policy guidelines and procedures. It includes identifying and complying with legislative requirements and reporting incidents of non-compliance.

In practice, complying with legislation is demonstrated in the context of other generalist or specialist work activities such as delivering client services, using financial resources, procuring goods or services, etc.

This unit replaces and is equivalent to *PSPLEGN301A Comply with legislation in the public sector*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify legislative requirements

- 1.1 Information is accessed that covers the range of *legislation and guidelines* relating to the workplace and is current and comprehensive
- 1.2 Key requirements of relevant pieces of legislation are identified and confirmed with senior staff
- 1.3 Requirements of legislation are clarified to confirm understanding and ensure consistency of interpretation and application
- 1.4 Clarification is obtained of the way various pieces of legislation are integrated to provide a legislative framework for public sector work
- 1.5 Advice is obtained when apparently *conflicting legislative directives* are found

2. Comply with legislative requirements

- 2.1 Work practices are carried out in accordance with the requirements of legislation relating to the work environment
- 2.2 Own conduct is reviewed and feedback from others is used to confirm continuing compliance with legislative requirements

3. Report incidents of non-compliance

- 3.1 Possible breaches of legislation are raised promptly with an authorised person/body in accordance with organisational procedures
- 3.2 *Inadequacies in workplace procedures* which may contribute to non-compliance are raised in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and evaluation
- undertaking self-assessment
- reading complex and formal documents such as legislation and related materials to apply them to work practices and to identify inappropriate conduct
- communicating with others involving exchanges of complex oral and written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety and environment) and the key requirements of each
- public sector codes of ethics/conduct
- equal employment opportunity, equity and diversity principles
- organisational processes/procedures for responding to legislative issues

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPIM301A Process claims

PSPPROC302A Undertake basic procurement

PSPSEC301A Secure government assets

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when complying with public sector legislation

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when complying with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Legislation and guidelines may relate to

- public sector standards:
- codes of conduct/ethics
- guarantee of service
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers' protection.
- public sector employment:
- employee relations
- chief executive officer's instructions
- Commissioner's instructions
- public sector notices.
- workplace environment:
- equal employment opportunity
- affirmative action
- workplace diversity
- anti-discrimination
- workplace harassment
- occupational health and safety
- duty of care.
- security, storage, handling and classification of documents
- financial management and accountability:
- Treasurer's instructions
- contractual obligations.
- transparency:
- freedom of information
- professional reporting
- accountability
- fair trading.
- business and community:
- privacy
- trade practices
- competition
- road transport legislation.
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law,

RANGE STATEMENT

- employment law and administrative law, including judges' rules
- international legislation/codes of behaviour

Conflicting legislative directives may include

- apparent contradiction between statutes
- apparent conflict between statutes and policy requirements

Inadequacies in workplace procedures may include

- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field Legislation&Compliance

PSPLEGN401A Encourage compliance with legislation in the public sector

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to encourage others (colleagues or those supervised) in the workplace to comply with legislation. It includes assisting others to comply with legislative requirements, and taking action on non-compliance.

In practice, encouraging compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as using government processes, delivering and monitoring client services, using resources, preparing quotations, conducting interviews, awarding contracts etc.

This is a new unit of competency, added to the *Legislation and Compliance* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Assist others to comply with legislative requirements

- 1.1 Knowledge of the range of *legislation and guidelines* relating to the public sector workplace is regularly updated to ensure currency
- 1.2 The way various pieces of legislation are integrated to provide a legislative framework for public sector work and the key requirements of each piece of legislation are confirmed and conveyed to *others* using language and examples suited to their individual needs
- 1.3 Own work practices and procedures are used to provide a consistent model of compliance with legislative requirements relating to the public sector work environment
- 1.4 The *consequences of non-compliance* with public sector legislation are identified and conveyed to others using language and examples suited to individual needs
- 1.5 Others are assisted to locate and access current information on legislation and guidelines
- 1.6 Others are encouraged to identify and obtain advice on apparently *conflicting legislative requirements* in accordance with organisational policy and procedures

2. Act on non-compliance

- 2.1 Actions that might constitute breaches of legislation are identified and discussed with others in accordance with organisational requirements
- 2.2 Possible breaches of legislation are acted upon or referred promptly to an authorised person/body in accordance with organisational procedures
- 2.3 *Inadequacies in workplace procedures* which may contribute to non-compliance are reported and addressed in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- accessing and reading complex and formal documents such as legislation and related materials
- assisting others to apply legislation to work practices and to identify inappropriate conduct
- using guidelines to effectively administer legislative requirements
- exercising discretion in accordance with legislation and guidelines
- communicating with others involving exchanges of complex oral/written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures and encouraging others in their application

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety, and specific enabling legislation relating to the business) and the key requirements of each
- public sector codes of ethics/conduct
- consequences of non-compliance
- procedures for acting on and reporting possible breaches of legislation
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV407B Provide a quotation

PSPGOV422A Apply government processes

PSPPROC409A Receive and select offers

PSPREG407B Produce formal record of interview

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when assisting others to comply with legislation

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when encouraging compliance with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Legislation and guidelines may relate to

- public sector standards:
- codes of conduct/ethics
- guarantee of service
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers' protection.
- public sector employment:
- employee relations
- chief executive officer's instructions
- Commissioner's instructions
- public sector notices.
- workplace environment:
- equal employment opportunity
- affirmative action
- workplace diversity
- anti-discrimination
- workplace harassment
- occupational health and safety
- duty of care
- security, storage, handling and classification of documents.
- financial management and accountability:
- Treasurer's instructions
- contractual obligations.
- transparency:
- freedom of information
- professional reporting
- accountability
- fair trading.
- business and community:
- privacy
- trade practices
- competition
- road transport legislation.
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law,

RANGE STATEMENT

- employment law and administrative law, including judges' rules
- international legislation/codes of behaviour

Others may include

- colleagues
- supervised staff
- contractors

Consequences of non-compliance may include

- for individuals:
- counselling
- disciplinary action
- transfer, demotion, dismissal
- legal liability
- fine.
- external consequences, for example:
- to clients
- to the organisation's reputation

Conflicting legislative requirements may include

- apparent contradiction between statutes
- apparent conflict between statutes and policy requirements
- contradictions between different policy requirements
- contradictions within a single piece of legislation

Inadequacies in workplace procedures may include

- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field Legislation&Compliance

PSPLEGN501B Promote compliance with legislation in the public sector

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers promotion of compliance with legislation in the public sector. It includes modelling compliance with legislation and related public sector guidelines and procedures and encouraging and assisting others to comply.

In practice, promoting compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as developing client services, coordinating financial resources, providing human resource services, conducting investigations, directing contracts etc.

This unit replaces and is equivalent to *PSPLEGN501A Promote compliance with legislation in the public sector*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Model and encourage compliance with legislative requirements

- 1.1 Personal work practices are used to provide a consistent model of compliance with current public sector *legislation and guidelines*
- 1.2 Responses to staff enquiries about the legislative requirements of the workplace are provided in a timely, consistent and constructive manner
- 1.3 The *consequences of non-compliance* relating to a range of legislation are explained to staff using language and materials suited to their levels of experience, learning styles and individual needs
- 1.4 *Compliance strategies* are used to encourage compliance with legislation, policies and guidelines in accordance with the situation at hand

2. Monitor compliance with legislative requirements

- 2.1 Compliance with legislative requirements is monitored in accordance with organisational procedures
- 2.2 Compliance issues are resolved or referred in accordance with organisational policy and procedures
- 2.3 *Inadequacies in workplace procedures* which may contribute to non-compliance are raised promptly and addressed in accordance with organisational procedures
- 2.4 Compliance with legislative requirements is reported on, in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying research and evaluation
- assisting other people in areas such as conflict resolution, coaching, problem solving
- reading and explaining complex and formal documents such as legislation and codes of ethics and applying them to work practices
- communicating with others involving exchanges of complex oral and written information
- responding to diversity, including gender and disability
- using technology skills to access legislation and guidelines electronically
- applying environmental and occupational health and safety procedures and promoting their use by others

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the public sector (including occupational health and safety and environment)
- regulations, guidelines, policy, practices
- public sector codes of ethics/conduct
- government processes
- governance practices
- equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV507A Undertake negotiations

PSPGOV511A Provide leadership

PSPGOV519A Manage performance

PSPPM502B Manage complex projects

PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation promoted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when promoting compliance with legislation

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting compliance with legislation, including coping with difficulties, irregularities and apparently conflicting requirements
- compliance with legislation promoted in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Legislation and guidelines may include

- public sector standards:
- codes of conduct/ethics
- guarantee of service
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers' protection.
- public sector employment:
- employee relations
- chief executive officer's instructions
- Commissioner's instructions
- public sector notices.
- workplace environment:
- equal employment opportunity
- affirmative action
- workplace diversity
- anti-discrimination
- workplace harassment
- occupational health and safety
- duty of care
- security, storage, handling and classification of documents.
- financial management and accountability:
- Treasurer's instructions
- contractual obligations.
- transparency:
- freedom of information
- professional reporting
- accountability
- fair trading.
- business and community:
- privacy
- trade practices
- competition
- road transport legislation.
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law,

RANGE STATEMENT

- employment law and administrative law, including judges' rules
 - international legislation/codes of behaviour
- Consequences of non-compliance may include*
- for individuals:
 - counselling
 - disciplinary action
 - transfer
 - demotion
 - dismissal
 - legal liability
 - fine.
 - external consequences, for example:
 - to clients
 - customer service
 - to the organisation's reputation
- Compliance strategies may include*
- education
 - mentoring
 - coaching
 - shadowing
 - supervision
 - taking disciplinary or legal action
- Inadequacies in workplace procedures may include*
- insufficient financial/other controls
 - insecure Internet/fax access
 - non-auditable records processes
 - ambiguous guidelines
 - no guidelines
 - unnecessary complexity
 - use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field Legislation&Compliance

PSPLEGN601B Manage compliance with legislation in the public sector

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of compliance with public sector legislative requirements. It includes assuring legislative compliance, interpreting legislation and evaluating compliance outcomes.

In practice, managing compliance with legislation is demonstrated in the context of other generalist or specialist work activities such as managing client services, managing financial resources, providing strategic human resource services, managing regulatory compliance, directing the management of contracts etc.

This unit replaces and is equivalent to *PSPLEGN601A Manage compliance with legislation in the public sector*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Assure legislative compliance

- 1.1 Personal conduct is used to demonstrate a commitment to compliance with legislation, policy and guidelines
- 1.2 Staff are encouraged to discuss, clarify and meet legislative requirements
- 1.3 Staff understanding of *legislation and guidelines* is confirmed and action to address professional development needs is timely
- 1.4 Risk assessment planning relating to legislative compliance is undertaken to establish the risk of non-compliance and develop/implement mitigation strategies in accordance with organisational policy and procedures
- 1.5 Workplace occurrences of compliance and non-compliance are used as learning situations for staff, without compromising privacy and confidentiality considerations

2. Interpret legislation relating to public sector work

- 2.1 Currency is maintained in knowledge of legislation and related legal opinions
- 2.2 Interpretation of legislative requirements is provided in a timely manner, is substantiated, and falls within the limits of authority, or is referred for advice

ELEMENT

PERFORMANCE CRITERIA

3. Evaluate compliance outcomes

3.1 Analysis of compliance outcomes is conducted to provide comprehensive and valid conclusions that are supported by evidence

3.2 Analysis is used to identify trends, possible reasons and potential mitigation strategies for improving outcomes in accordance with government policy and resource constraints

3.3 *Inadequacies in procedures* which allow breaches of legislation to occur are confirmed and addressed promptly in accordance with organisational procedures

3.4 Compliance with legislative requirements is reported on, in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing and explaining complex and formal documents such as legislation, regulations and instructions/directives and applying them to work practices
- applying critical analysis to identify political issues
- dealing with people in such areas as conflict resolution, coaching, problem solving
- responding to diversity, including gender and disability
- providing advice and discussion involving exchanges of complex oral and written information
- using mathematical techniques to interpret data and draw conclusions about compliance issues
- using qualitative data and analysis
- preparing written advice and reports requiring precision of expression
- using technology to access legislation and guidelines
- managing staff to implement environmental and occupational health and safety procedures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, guidelines relating to the public sector (including occupational health and safety and environment)
- public sector codes of ethics/conduct
- equal employment opportunity, equity and diversity principles
- government processes
- governance practices

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPPM601B Direct complex project activities

PSPPROC602B Direct the management of contracts

PSPSEC602A Manage security awareness.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- consistent interpretation of information to suit the level of understanding of audience
- compliance with legislation managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when managing compliance with legislation in the public sector

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing compliance with legislation, including coping with ambiguity, difficulties and irregularities
- compliance managed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Legislation and guidelines may include

- public sector standards:
- codes of conduct/ethics
- guarantee of service
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers' protection.
- public sector employment:
- employee relations
- chief executive officer's instructions
- Commissioner's instructions
- public sector notices.
- workplace environment:
- equal employment opportunity
- affirmative action
- workplace diversity
- anti-discrimination
- workplace harassment
- occupational health and safety
- duty of care
- security, storage, handling and classification of documents.
- financial management and accountability:
- Treasurer's instructions
- contractual obligations.
- transparency:
- freedom of information
- professional reporting
- accountability
- fair trading.
- business and community:
- privacy
- trade practices
- competition
- road transport legislation.
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law,

RANGE STATEMENT

- employment law and administrative law, including judges rules
- international legislation/codes of behaviour

Inadequacies in procedures may include

- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field Legislation&Compliance

PSPMNGT602B Manage resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of resources in accordance with planned business strategies. It includes analysing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

In practice, the management of resources occurs in the context of other generalist or specialist public sector work activities such as managing people, managing diversity, managing risk, developing a business case, formulating business strategies etc.

This unit is one of 6 units of competency in the *Working in Government* and *Management* Competency fields that deal with resources. Related units are:

PSPGOV204B Access and use resources

PSPGOV305B Access and use resources and financial systems

PSPGOV403B Use resources to achieve work unit goals

PSPGOV503B Coordinate resource allocation and usage

This unit replaces and is equivalent to *PSPMNGT602A Manage resources*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse resource requirements	<p>1.1 Resource bids are developed in line with outputs identified in business plans</p> <p>1.2 Key <i>stakeholders</i> are consulted in determining the nature and level of <i>resources</i> required</p> <p>1.3 Analysis of resource requirements is used to identify proposed costs and benefits</p> <p>1.4 Opportunities to share resources across <i>business units</i> within the organisation are identified</p>
2. Develop resource plans to support achievement of business unit objectives	<p>2.1 Resource plans are developed that detail the acquisition and allocation of resources, and the relationship to <i>business strategies</i>, contingencies, plans, programs and processes</p> <p>2.2 Internal resourcing capabilities and external resourcing requirements are identified</p> <p>2.3 Procedures for the evaluation of resource allocation are identified in resource plans</p> <p>2.4 Processes for managing changing government priorities are included in resource plans</p> <p>2.5 Approval for resource plans is obtained from senior management</p>
3. Allocate resources to achieve stated business objectives	<p>3.1 Resources are allocated in accordance with relevant <i>legislation, organisational policy and practices</i></p> <p>3.2 Resource allocation is managed to enable achievement of business unit objectives</p> <p>3.3 Resources are negotiated and obtained within required timeframe to enable achievement of business unit objectives</p> <p>3.4 Systems are developed and implemented to enable timely and accurate monitoring and review of resource usage</p> <p>3.5 Efficient use of <i>technology</i> is incorporated into work practices</p>
4. Review and report on resource usage	<p>4.1 Procedures to review resource allocation against business unit objectives are developed and implemented</p> <p>4.2 Compliance with program and project budgets is monitored and corrective action is recommended and actioned where necessary</p> <p>4.3 Reports are prepared that clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations, policies, procedures and guidelines relating to resource management in the public sector
- using effective consultation and negotiation with stakeholders
- writing reports requiring reasoning and precision of expression
- communicating using complex exchange of oral information
- responding to diversity, including gender and disability
- applying budgeting and financial management
- applying occupational health and safety and environmental strategies to resource management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- resource plans
- financial management and budgetary processes in the organisation
- business strategies
- risk management concepts
- organisational goals, policies and procedures
- equal employment opportunity, equity and diversity principles
- jurisdictional legislation and guidelines applicable to resource management, including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT610A Manage public sector financial resources

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of resources in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

procedures and protocols

jurisdictional legislation and guidelines applicable to resource management

workplace information such as resource allocations, resource plans

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing resources

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing resources, including coping with

EVIDENCE GUIDE

difficulties, irregularities and breakdowns in routine

- management of resources in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include* all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
- other public sector organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Resources may include*
- human
 - physical
 - financial
 - technological and information resources
- Business units may be*
- programs
 - sub-programs
 - cost centres
 - areas
 - divisions
 - branches
 - production units or sections located within the organisation
- Business strategies may include* programs, projects, processes and plans used to attain the business unit's strategic objectives
- Legislation, organisational policies and practices may include*
- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy

RANGE STATEMENT

codes of conduct

Technology may include computers and computer software
photocopiers
communication systems

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT603B Facilitate people management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the implementation of people management strategies, plans and processes within the business unit in cooperation with specialist human resources personnel. It includes undertaking human resource planning, managing the performance of individuals, managing learning and development, managing grievance procedures, counselling employees and managing employee rehabilitation.

In practice, people management occurs in the context of other generalist and specialist public sector work activities such as facilitating workforce effectiveness, managing diversity, managing client service, acting ethically, ensuring compliance with legislation etc.

This unit is one of four units dealing with people performance in the *Working in Government* and *Management Competency* fields of the Training Package. Related units are:

PSPGOV315B Give and receive workplace feedback

PSPGOV416A Monitor performance and provide feedback

PSPGOV519A Manage performance

This unit replaces and is equivalent to *PSPMNGT603A Facilitate people management*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake human resource planning	<p>1.1 Human resource needs are determined/reviewed in accordance with the organisation's short- and long-term needs, the anticipated <i>business unit</i> needs and the allocated budget</p> <p>1.2 Existing competencies of staff are compared with the needs of the business unit and plans to address shortfalls are developed</p> <p>1.3 Alternatives to staffing levels are developed which meet key provisions of the human resource plan</p> <p>1.4 Staff are <i>recruited, selected</i> and <i>separated</i> in accordance with business needs</p> <p>1.5 Organisational strategy is translated into performance goals and objectives</p>
2. Manage the performance of individuals	<p>2.1 <i>Performance management</i> criteria are linked to business unit, strategic and operational goals, are identified in accordance with the organisation's performance management system and agreed in consultation with staff</p> <p>2.2 <i>Performance requirements</i> are confirmed with staff and performance management <i>processes</i> are applied in accordance with the performance management system</p> <p>2.3 Performance management processes are equitable and implemented in accordance with <i>legislative requirements, and organisational policy and practices</i></p> <p>2.4 Performance management/<i>appraisal</i> meetings, interviews and discussions are conducted within the principles of industrial democracy and participative, consultative processes</p> <p>2.5 Outstanding performance and performance below agreed standards are identified and <i>responded</i> to in a constructive and timely manner, in accordance with organisational policy and practices to maximise the effectiveness of workplace performance</p> <p>2.6 Staff are motivated to improve their work performance through regular feedback, reflecting and acting on workplace experiences, coaching and mentoring arrangements, and through organisational reward and recognition strategies where these exist</p>
3. Manage learning and development	<p>3.1 Performance improvement strategies are developed that identify current learning needs and anticipate future requirements</p> <p>3.2 Areas identified for improvement are addressed through selection and implementation of learning and <i>development</i> strategies to suit a diverse workforce</p> <p>3.3 <i>Information</i> about learning and development activities is promoted to staff</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.4 Learning and development are managed equitably to maximise outcomes for the organisation and individuals
- 4. Manage grievance procedures**
- 4.1 Grievances and complaints are managed promptly and in a manner which optimises the likelihood of a positive outcome
- 4.2 Individuals rights and obligations under industrial awards/agreements and legislation are documented and communicated in a clear and concise manner
- 4.3 Meetings and interviews are conducted within the principles of industrial democracy and participative, consultative processes
- 5. Counsel employees**
- 5.1 Counselling is offered to support employees in relation to work difficulties, career aspirations and personal difficulties
- 5.2 Techniques and counselling style are chosen that are appropriate to the situation and cater for a diverse workforce base
- 5.3 Active listening skills are applied to formulate responses to employees
- 5.4 Referrals to appropriate support professionals and agencies are made to facilitate employee performance and well-being
- 5.5 Outcomes are documented and employee confidentiality is maintained in accordance with organisational requirements
- 6. Manage employee rehabilitation**
- 6.1 Establishment of a return to work program is coordinated for an injured employee in consultation with the employee and a rehabilitation specialist
- 6.2 A system is established to monitor the return to work program
- 6.3 Injured employee is effectively engaged through all parts of the return to work program
- 6.4 Records of the work program are maintained in accordance with organisational policy and legislative requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

facilitating learning, coaching and mentoring

negotiating and counselling

undertaking conflict and grievance resolution

using a variety of words and language structures to explain complex ideas to different audiences

preparing written advice and reports requiring reasoning and precision of expression

engaging in discussion using exchanges of complex oral information

responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

performance management processes

recruitment, selection and induction procedures

range of training and development strategies

principles of adult learning

range of facilitation techniques

development needs analysis techniques

the concept of rehabilitation

grievance procedures

counselling techniques

employee assistance services

organisational goals, policies and procedures

the concept of diversity and its integration within and across all human resource and management functions and areas

equal employment opportunity, equity and diversity principles

the relationship between effective human resource functions and the attainment of business unit objectives

knowledge of the organisation's career and human resource development strategies, programs and plans

conflict and grievance resolution strategies

jurisdictional legislation applicable to management and human resource management functions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT615A Influence workforce effectiveness

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- effective people management strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

people management procedures, protocols and guidelines

legislation relating to people management in the public sector

case studies and workplace scenarios to capture the range of situations likely to be encountered when facilitating people management in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating people management, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- effective people management strategies in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Business unit may refer to a program

sub-program

cost centre

area

division

branch

production unit or section located within the organisation

Recruitment and selection processes may include job analysis

job description

job evaluation

recruitment advertising

use of external agencies

application processing

competency profiling

job classifications

Separation of staff may include

transfer

termination

redeployment

Performance management refers to

planning and review of the on-the-job performance of individuals and groups of employees

Performance requirements may include

performance expectations

explicit standards for performance of tasks

performance targets and timeframes

role responsibilities

goals

RANGE STATEMENT

	strategies
	measures
	performance agreements
	finding a work-life balance
<i>Performance management processes may include</i>	planning
	measurement
	reviews and appraisals
	monitoring
	evaluation
	feedback
<i>Legislative requirements and organisational policies and practices may include</i>	Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
	national and international codes of practice and standards
	the organisation's policies and practices
	government policy
	codes of conduct
<i>Performance appraisal methods may include</i>	supervisor/employee
	peer
	360 degree
<i>Responses to performance may include</i>	counselling
	discipline
	reward
	recognition
	documenting performance issues
	later follow-up
<i>Development of individuals and teams may be through</i>	mentoring and coaching
	action learning sets
	counselling
	seminars, conferences and workshops
	approved leave to gain skills/experiences
	tertiary courses

RANGE STATEMENT

	in-house courses
	computer-based courses
	higher duties
	job exchange
	industry experience
	secondments
<i>Information about development opportunities may be communicated through</i>	written documentation
	manuals
	policy and procedure statements, guides
	information brochures and pamphlets
	oral advice and guidance
	one-on-one meetings
	small group meetings
	telephone contact and/or electronic mail

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT604B Manage change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the management of planned change (rather than emergent change) that may be caused by restructuring or Machinery of Government changes, change imposed by others, or business unit initiated change. It includes confirming that change is required, determining the likely impact of change, developing a change management strategy, fostering commitment to workplace change, and implementing the change management strategy.

In practice, managing change occurs in the context of other generalist or specialist public sector workplace activities such as managing client service delivery, managing policy implementation, applying government systems, networking etc.

This unit is one of 6 units of competency in the *Working in Government* and *Management Competency* fields that deal with change. Related units are:

PSPGOV205B Participate in workplace change

PSPGOV306B Implement change

PSPGOV405B Provide input to change processes

PSPGOV514A Facilitate change

PSPMNGT703A Lead and influence change

This unit replaces and, for qualification purposes, is equivalent to *PSPMNGT604A Manage change*. The unit no longer includes evaluation of change management strategies. Evaluation is addressed in *PSPMNGT611A Manage evaluations* in the *Management Competency* field of the Training Package.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm that change is required	<p>1.1 The requirement for <i>change</i> is confirmed through consideration of factors impacting upon the <i>business unit</i>, the organisation or within the political environment</p> <p>1.2 Key <i>stakeholders</i> are consulted in establishing that change is required/imminent and the nature of the change</p> <p>1.3 Benchmarking is conducted with other similar organisations/functions/best practice standards to confirm the need for change</p> <p>1.4 Specialists and experts are consulted as required to assist in the identification of major change requirements or opportunities</p> <p>1.5 The need for management support, expertise and advice is identified and addressed to maximise the advantages of change management strategies</p>
2. Determine the likely impact of change	<p>2.1 The proposed change is analysed in relation to organisational structure and function, and business unit strategic objectives</p> <p>2.2 The individuals, groups and others likely to be affected by change are identified and their expectations and concerns are identified</p> <p>2.3 The eventual impact of the proposed change on employees and employee relations within the business unit is identified and explained in line with individuals' specific needs and their differing responses to change</p> <p>2.4 Options and specific proposals for change and the consequences are discussed with staff and feedback is invited to ensure that people are involved in the decisions that affect them</p> <p>2.5 Potential risks associated with change are identified and planned for in accordance with the organisation's risk management procedures</p> <p>2.6 The requirements and planned outcomes for change are communicated in accordance with government requirements</p>
3. Develop a change management strategy	<p>3.1 Change management strategy and related communication strategies are prepared participatively with key stakeholders</p> <p>3.2 The <i>strategy</i> is structured to address the transition from present to future arrangements and identifies tactics for dealing with ambiguity in roles, functions, organisational priorities or structures</p> <p>3.3 Future trends and organisational needs are discussed and considered in the process of developing strategies for dealing with change</p> <p>3.4 Change management activities are designed to comply with the framework provided by relevant <i>legislation and organisational</i></p>

ELEMENT	PERFORMANCE CRITERIA
	<p><i>policy</i></p> <p>3.5 Time schedules, performance standards and <i>interim checkpoints</i> are devised for change management strategies</p> <p>3.6 Approval to implement the chosen change management strategy is obtained from senior management</p>
4. Foster commitment to workplace change	<p>4.1 A range of <i>strategies</i> is used to foster a positive attitude to change, especially from the individuals on whom the organisational change will have the most effect</p> <p>4.2 Advice is provided to key stakeholders on strategies for effective change management and sensitivity is shown to people's individual responses to change</p> <p>4.3 Resources required to implement change within the business unit are obtained and used</p> <p>4.4 <i>Leadership</i> and communication <i>strategies</i> are used to assist others to deal with ambiguity and adapt to change</p>
5. Implement a change management strategy	<p>5.1 Policies, practices and procedures are altered and implemented as required to support the change management strategy</p> <p>5.2 <i>Barriers to change</i> are identified and addressed in accordance with the organisation's risk management plan</p> <p>5.3 Priorities are identified, reviewed and renegotiated with key stakeholders in light of changing circumstances</p> <p>5.4 Strategies for embedding the change are activated in accordance with the change management strategy</p> <p>5.5 A system/process and performance indicators are developed to monitor the impact of change</p> <p>5.6 Adjustments to the change management strategy are implemented if necessary as a result of performance monitoring, to ensure change is managed effectively for sustained positive outcomes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

influencing and counselling in the context of change management

engaging in negotiation and conflict resolution in a change management environment

monitoring change management strategies

consulting with stakeholders using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression

responding to diversity, including gender, disability

applying public sector legislation such as occupational health and safety and environmental and sustainability requirements in the context of change management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

change management strategies

effects of change

industrial relations issues as applicable to change processes

negotiation processes

key factors in the internal and external operating environment

equal employment opportunity, equity and diversity principles

understanding of organisational goals, policies and procedures

jurisdictional legislation applicable to management and human resource management functions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- change management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, procedures and protocols

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing change in the public sector

change management strategies applicable to the public sector

tactics for dealing with ambiguity

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing change, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- management of change in a range of (2 or more) contexts (or occasions, over time)
- a variety of contexts that reflect the continuum of change management, from dealing with concrete change requirements to managing ambiguity and uncertainty

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Change may occur

- in response to government policy or Ministerial direction
- in response to Machinery of Government changes
- through organisational development or design strategies created by senior management
- through business unit level initiatives
- in response to technology changes

Business unit may refer to

- a program
- sub-program
- cost centre
- area
- division
- branch
- production unit or section located within the organisation

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
- employees at all levels of the organisation
- community
- clients
- other public sector organisations
- union and association representatives
- boards of management
- government
- Ministers
- human resources specialists

Change management strategy may include

risk management plan
communication strategy
timeframes
milestones
performance indicators

Legislation and organisational policy may include

Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
national and international codes of practice and standards
environmental/sustainability practices
the organisation's policies and practices
government policy
codes of conduct
Machinery of Government changes

<i>Change management strategy may include</i>	risk management plan communication strategy timeframes milestones performance indicators
<i>Interim checkpoints are</i>	points throughout the change implementation where the success of change management is assessed and change management plans are altered in response
<i>Strategies to foster commitment to change may include</i>	nurturing mutually beneficial and trusting relationships with stakeholders team building process consultation action learning/research staff development and training guiding coalition using specialist expertise to support/facilitate an environment supportive of change organisational communication processes/mechanisms
<i>Leadership strategies may include</i>	offering guidance and direction mentoring coaching positive role modelling provision of training and support
<i>Barriers to change may include</i>	<ul style="list-style-type: none">• individual misunderstanding the purpose of the changes• failure to see the need• fear of the unknown• fear of loss of status, security, power, friends• lack of identification with the change• lack of involvement in the change• vested interests• challenge to group norms/established roles• conflict between personal/organisational objectives• existing reward systems may support status quo• interdepartmental rivalry/conflict• threat to balance of power• tired of change

Change management strategy may include

- risk management plan
- communication strategy
- timeframes
- milestones
- performance indicators
- existing organisational culture
- change strategies poorly chosen
- history of failed change projects
- inappropriate organisational structure

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT605B Manage diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers productive diversity management to maximise workforce effectiveness. It includes contributing to, promoting and monitoring a diversity strategy; facilitating the development of a workforce that promotes and values diversity; and facilitating communication with a diverse workforce.

In practice, managing diversity occurs in the context of other generalist or specialist work activities such as managing compliance, managing people and performance, managing recruitment and selection, managing employee relations, managing client service etc.

This unit is one of a series of 6 competencies relating to diversity in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related units of competency are:

PSPGOV201B Work in a public sector environment

PSPGOV308B Work effectively with diversity

PSPGOV408A Value diversity

PSPGOV505A Promote diversity

PSPMNGT702A Influence and shape diversity management

This unit replaces and is equivalent to *PSPMNGT605A Manage diversity*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of a diversity strategy	<p>1.1 The organisational context and framework for the diversity strategy are identified and key result areas are established</p> <p>1.2 A <i>diversity strategy</i> is developed that identifies <i>diversity issues</i> and objectives to enhance business unit and organisational effectiveness in accordance with <i>public sector legislation and policies</i></p> <p>1.3 The strategy is used to identify <i>benefits and opportunities</i> provided by a diverse workforce and complies with legislative requirements, organisational policies and practices</p> <p>1.4 Diversity objectives in the strategy are linked with the demographic profile of the client base, the organisation's strategic goals and the core business of the <i>business unit</i></p> <p>1.5 The strategy is developed in consultation with <i>stakeholders</i>, including people from key equity groups and the organisation's clients</p> <p>1.6 The strategy is designed to provide a mechanism through which diversity issues can be integrated within <i>organisational policies and procedures</i>, for example, recruitment and selection</p>
2. Promote and review diversity strategy	<p>2.1 The strategy is communicated and <i>promoted</i> within the business unit and the organisation in accordance with audience needs and organisational requirements</p> <p>2.2 The need for diversity support programs is identified and programs are established in accordance with the objectives of the diversity strategy</p> <p>2.3 Individuals are encouraged to align everyday work with the diversity strategy in recognition that individuals are the implementers who will ensure the strategy's success</p> <p>2.4 Progress of diversity strategies within business plans is monitored and reported on in accordance with organisational policy and procedures</p> <p>2.5 The effectiveness of the strategy in contributing to organisational effectiveness is monitored and reviewed according to its specifications, and recommendations for enhancements are identified and acted upon</p>
3. Facilitate the development of a workforce that promotes and values diversity	<p>3.1 Benefits of a <i>diverse workforce</i> are identified and communicated to those working within the business unit and the organisation</p> <p>3.2 Initiatives and resources to address <i>barriers</i> to equal employment opportunity within the organisation are developed or adopted in accordance with the diversity strategy</p> <p>3.3 A range of leadership styles is employed to facilitate</p>

ELEMENT

PERFORMANCE CRITERIA

- intercultural management and to manage diverse teams
- 3.4 The diversity factors associated with individuals within the workforce are identified and utilised in the delivery of services to diverse clients
- 3.5 A range of working styles that are reflective of a diverse workforce is accepted and encouraged, unified to the organisational context
- 3.6 Diversity training and awareness programs are utilised, as appropriate, to promote the benefits of a diverse workforce
- 4. Facilitate communication within a diverse workforce**
- 4.1 Language, literacy and numeracy issues are identified and addressed to facilitate full participation of all members of the workforce in work and development activities
- 4.2 A range of *communication strategies* is employed to meet the needs of a diverse workforce and client base
- 4.3 The target audience is identified and tailored communications strategies are adopted
- 4.4 Resources to facilitate effective communication within the workplace are identified and utilised in accordance with organisational policy and procedures
- 4.5 Ineffective and inappropriate communication strategies are identified and adjusted to meet the information needs of a diverse workforce and client base

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

monitoring and reporting on the progress of diversity strategies

using communication involving exchanges of complex oral information

communicating with people from diverse backgrounds (including gender and disability)

managing diverse teams

applying intercultural management

using a variety of words and language structures to explain complex ideas to diverse audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written advice and reports requiring reasoning and precision of expression using plain English in written documents

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the concept of diversity and its integration within and across all human resource and management functions and areas

cultural diversity, including issues of racism, discrimination, harassment and victimisation

the organisation's policies and strategic goals relating to diversity and the implications of these for current and future human resource management

the relationship between management of diversity and organisational effectiveness

equal employment opportunity, access and equity principles

productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism

institutional racism and resulting indirect discrimination

jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity

public sector policies, practices and procedures related to diversity

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT603B Facilitate people management

PSPMNGT606B Manage quality client service

PSPMNGT615A Influence workforce effectiveness

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- diversity management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- information on diversity management in the context of public sector management and human resource management
- legislation, policy, procedures and guidelines relating to/impacting on diversity
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing diversity

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine

- management of diversity in a range of (2 or more) contexts (or occasions, over time)
- a variety of management contexts (2 or more) such as managing compliance, managing people and performance, managing recruitment and selection, managing employee relations, managing client service etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- A diversity strategy is*
- an expression of what a business unit or organisation intends to do to utilise diversity as a productive resource in order to maximise effectiveness and efficiency
- Diversity issues may include*
- equal employment opportunity issues such as:
 - direct and indirect discrimination - discriminatory systems and practices
 - harassment
 - racism
 - under-representation of equity groups in the public sector
 - employment of equity groups concentrated at lower levels in the public sector
 - women making up more than half of the public sector workforce but disproportionately represented at lower salary levels
 - barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels
 - disproportionate representation of equity group members in non-permanent, casual or contract positions
 - inappropriate supervisory treatment of equity group members
 - sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value
 - workplace systems or practices that don't allow a balance between work and family responsibilities
 - inequitable access to acting opportunities, workplace training and development
 - culturally inappropriate workplaces
 - making reasonable adjustment to work processes
 - enabling access to buildings to people with a disability
 - quality of service delivery to clients from diverse backgrounds
 - people from recognised diversity groups not choosing to be identified through usual statistical collection methods
 - questioning/disregarding the dominant paradigm of the organisation
 - inappropriate treatment of those who don't fit the dominant

RANGE STATEMENT

- paradigm of the organisation
- risks associated with diversity not managed
 - different values:
 - uncertainty avoidance
 - collectivist/individualist
 - power/distance
 - masculine/feminine
 - resolving communication issues
 - developing cultural competence
 - negotiating commonalities
 - resolving conflict
 - negotiating difference
- Public sector legislation and policies (relating to diversity) may include*
- Commonwealth legislation addressing diversity issues, for example:
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Disability Discrimination Act 1992
 - Workplace Relations Act 1996
 - Privacy Act 1988
 - Human Rights and Equal Opportunity Commission Act 1984
 - State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act
 - public service/public sector management acts
 - workplace diversity guidelines
 - national and international codes of practice and standards
 - the organisation's plans, strategies and policies relating to diversity
 - policies relating to language services
 - government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
 - Managing diversity in the Western Australian public sector, August 1995
 - Valuing cultural diversity, State of Victoria, 2002
 - public sector ethics/values/codes of conduct
 - public sector management standards (subordinate law)
 - Commissioner's directions/instructions
 - community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)
- Benefits and opportunities of diversity in the workplace may include*
- improved client service (internal and external)
 - improved access to government services and programs
 - improved relationship with the community

RANGE STATEMENT

- wider sources of recruitment
 - greater responsiveness to change
 - cultural enrichment
 - a workplace reflective of local demographics
 - promotion of creativity
 - retention of staff
 - community public relations
 - facilitation of attainment of organisation goals
 - improved service delivery
 - promoting equity and fairness
 - creation of a harmonious and supportive work environment
 - increased skills and experience added to the workplace
 - balanced workforce in terms of age, gender, race and culture
- Business unit may include*
- a program
 - sub-program
 - cost centre
 - area
 - division
 - branch
 - production unit or section located within the organisation
- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including
 - employees at all levels of the organisation
 - other government and non-government organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
 - community
 - clients
- Organisational policies and procedures may relate to*
- recruitment and selection
 - learning and development
 - performance management
 - promotion and retention of staff
 - employment conditions
 - organisational mission and values
 - performance assessment
- Methods of promoting diversity plans may*
- written documentation
 - manuals

RANGE STATEMENT

include

- policy and procedure statements
- guides
- information brochures and pamphlets
- oral advice and guidance
- one-on-one meetings
- small group meetings
- telephone contact and/or electronic mail
- training programs
- online resources

Diverse workforce refers to

- a workforce comprising employees with differences in:
- age
- culture
- disability
- educational background
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning styles
- life experience
- marital status
- not fitting the dominant paradigm of the organisation
- personality
- physical capability
- race
- religious belief
- sexual orientation
- socio-economic status
- thinking styles
- work experience
- working styles

Barriers to equal employment opportunity may include

- individual and structural/institutional racism, sexism and other forms of exclusion and discrimination
- direct and indirect discrimination
- issues related to cultural diversity
- exclusionary workplace practices

Communication strategies

- small group information sessions

RANGE STATEMENT

may include

- use of plain English
- translated information
- use of bilingual staff

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT606B Manage quality client service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the promotion, delivery and ongoing review of client service within complex or changing circumstances in the public sector. It includes analysing client needs, delivering service which satisfies changing client requirements, gaining employee commitment to quality service delivery, and promoting and monitoring client service.

In practice, managing quality client service may occur in the context of other generalist or specialist public sector workplace activities such as managing diversity, implementing policy, maintaining and enhancing ethical practice etc.

This unit is one of 5 dealing with client service in the *Working in Government* and *Management* Competency fields. Related units are:

PSPGOV203B Deliver a service to clients

PSPGOV309A Address client needs

PSPGOV402B Deliver and monitor service to clients

PSPGOV502B Develop client services

This unit replaces and is equivalent to PSPMNGT606A Manage the delivery of quality client service.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse client needs	1.1 Key <i>stakeholders</i> and <i>clients</i> are consulted to determine options for addressing client needs 1.2 Understanding of options for service delivery is used to match <i>client services</i> to clients needs 1.3 Records of client needs are developed and maintained in accordance with organisational policy and procedures 1.4 Client requirements are identified and client feedback is reviewed routinely to ensure that needs will be met 1.5 Service delivery is reviewed routinely to ensure it satisfies requirements of clients
2. Deliver service which satisfies changing client requirements	2.1 Current and relevant information and materials are provided to clients in accordance with their needs 2.2 Service delivery is based on up-to-date information, is successfully negotiated and finalised as required 2.3 Current good practice is reflected in client service delivery 2.4 Problems in client service delivery are identified and addressed 2.5 Improvements to client services practices and procedures are implemented within the area of responsibility
3. Secure employee commitment to the provision of client service	3.1 A consultative approach within the <i>business unit</i> is adopted to formulate service delivery standards 3.2 Sections, workgroups and individuals are encouraged to suggest and action strategies to improve service delivery 3.3 Quality client service provided by individuals or workgroups is identified and recognised 3.4 Quality client service is modelled for employees within the business unit
4. Promote client service	4.1 Service to potential clients is marketed effectively 4.2 Potential areas of difficulty in client services are identified and solutions recommended 4.3 Client concerns about the service are resolved and complaints of a serious nature are referred to senior staff 4.4 Responses to clients are actioned within an acceptable timeframe
5. Monitor client services	5.1 Relevant information on markets and trends is used to review client service delivery 5.2 Performance indicators are developed to monitor and improve client service delivery 5.3 The provision of client services is monitored for compliance with <i>legislative requirements and organisation policy</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- marketing and promotion of client services
- engaging in oral and written clarification of issues
- negotiating variations and changes with clients
- using appropriate language and style for written submissions
- using technical and other vocabulary
- using a variety of words and language structures to explain complex ideas to different audiences
- networking with clients, suppliers and stakeholders
- monitoring and reviewing client services
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislative and regulatory frameworks influencing the provision of client services
- current developments in effective client services delivery
- the constraints on the provision of client service caused by the availability of resources and the likelihood that client needs have to be prioritised and rationed
- the relationships between effective management of diversity and satisfying client needs
- equal employment opportunity, equity and diversity principles
- organisational goals and policies relating to client service delivery
- monitoring review strategies and methodologies for client services
- occupational health and safety and environmental issues relating to the provision of client services

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of quality client services in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, procedures, guidelines and protocols relating to client services

workplace scenarios and case studies to capture the range of situations likely to be encountered when managing client services

organisational materials on the range and type of services provided

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing quality client service, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- management of quality client services in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:

- employees at all levels of the organisation
- other public sector organisations
- union and association representatives
- boards of management
- government
- Ministers

Clients may include

- individual members of the public
- end users and sponsors
- potential providers or suppliers
- current providers/suppliers
- technical or functional experts or advisers
- Commonwealth, State/Territory and/or Local Government
- the organisation
- other public sector organisations
- non-government organisations
- employees
- unions or staff associations
- industry bodies
- local communities and society as a whole
- lobby groups
- special user groups
- any service relevant to the agency

Client services may include

Business unit may refer to

- a program
- sub-program
- cost centre
- area
- division
- branch

RANGE STATEMENT

Legislation requirements and organisational policy may include

- production unit or section located within the organisation
- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT607B Develop a business case

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers market analysis, development and costing of options, and justification for a recommended business solution. It includes researching a business case, examining business solutions, and constructing and finalising a business case.

In practice, developing a business case may overlap with other generalist or specialist public sector workplace activities such as applying government systems, complying with legislation, acting ethically, formulating business strategies, managing risk etc.

This unit is one of 3 related to quoting/tendering for business. Related units are:

PSPGOV407B Provide a quotation

PSPGOV603B Develop a tender submission response

This unit replaces and is equivalent to *PSPMNGT607A Develop a business case*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research a business case	1.1 Business problem is identified and confirmed in accordance with organisational policy and procedures 1.2 Analysis of key <i>stakeholder</i> requirements is used to clarify objectives 1.3 A range of <i>factors</i> is considered through research to identify opportunities and constraints 1.4 <i>Market analysis</i> is conducted in accordance with <i>legislation, policy and procedures</i>
2. Examine business solutions	2.1 Business and technical impacts and <i>risks</i> are analysed through research and consultation and documented in accordance with organisational requirements 2.2 Community, environmental and human resource impacts are analysed 2.3 Alternative solutions and their financial implications are canvassed and discussed with senior management and business case originator
3. Construct a business case	3.1 Options are developed and impacts, risks, costs and stakeholders are determined and documented 3.2 Recommendation is made and justified 3.3 Business case is prepared in accordance with organisational requirements
4. Finalise a business case	4.1 Business case is presented and recommendations are explained in a manner suited to the audience 4.2 Approvals and management endorsement are obtained in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- consulting with others
- managing financial/other resources
- using language and style suited to written submissions
- using technical and other vocabulary
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents
- preparing written advice and reports requiring reasoning and precision of expression
- engaging in discussion using exchange of complex oral information
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- government and organisational goals, policies and practices
- legal requirements related to the business activity
- financial and accounting issues relating to developing a business case
- whole-of-life considerations
- approval processes
- aspects of trade practices law, commercial law and law of contract relating to the development of business cases
- equal employment opportunity, equity and diversity principles
- jurisdictional legislation that applies to business case development including occupational health and safety and environmental requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- business case development in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, procedures and protocols related to developing a business case

workplace scenarios and case studies to capture the range of situations likely to be encountered when developing a business case

guidelines for constructing business cases in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing a business case, including coping with difficulties, irregularities and breakdowns in routine
- business case development in a range of (2 or more) contexts

EVIDENCE GUIDE

(or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
 - clients
- Factors to be considered in research phase may include*
- required outcomes
 - government policy and direction
 - links to organisational goals and objectives
 - market capabilities
 - needs analysis
 - background and current situation
 - funding availability
 - timing
 - interdependency with other activities
 - constraints
 - cost-benefit ratio
 - consultative processes
 - ownership/sponsorship
- Market analysis may include*
- structure of and 'players' in the market
 - market capability
 - market maturity
 - market strength
 - factors/conditions which may affect supply
 - potential impact of intended activity
 - environmental issues
- Legislation, policy and procedures may include*
- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
 - national and international codes of practice and standards

RANGE STATEMENT

- the organisation's policies and practices
- government policy
- codes of conduct
- national competition policy

- Risk analysis may include*
- financial matters
 - people
 - assets and physical environment
 - reputation and image
 - legal issues
 - business continuity
 - political impact
 - community interest

- Information sources used in risk assessment may include*
- computer modelling
 - sensitivity analysis
 - structured interviews
 - statistical data
 - questionnaires
 - fault trees
 - analysis of consequences - loss of money, time, labour, intangibles

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT608B Manage risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers maximising results and minimising consequences for a business unit activity by managing risk. It includes establishing the risk management context, planning for risk management, managing risk and evaluating the risk management plan.

In practice, managing risk may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing resources, managing change, managing diversity, formulating business strategies, etc.

The unit is one of 4 in the *Working in Government and Management* Competency fields dealing with risk. Related units are:

PSPGOV417A Identify and treat risks

PSPGOV517A Coordinate risk management

PSPMNGT704A Undertake enterprise risk management

This unit replaces and is equivalent to *PSPMNGT608A Manage risk*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk management context	<p>1.1 The nature and extent of <i>business unit</i> activity, its objectives and outcomes are established within the <i>organisational</i> context</p> <p>1.2 The <i>strategic and risk management</i> context are identified in accordance with organisational requirements</p> <p>1.3 <i>Stakeholders</i> are identified and consulted to ensure their views, concerns and needs are taken into account in the <i>risk management</i> process</p> <p>1.4 <i>Criteria</i> for risk assessment are determined in accordance with <i>legislation, policy and procedures</i></p> <p>1.5 Risk management criteria are determined to provide guidance on balancing risk, costs, benefits and opportunities</p> <p>1.6 Risk management criteria are monitored, reviewed and adjusted to ensure opportunities and current and emerging trends are reflected</p>
2. Plan for risk management	<p>2.1 <i>Sources of risk</i> are investigated and potential, perceived and actual <i>risks</i> are identified and consulted upon to ensure full coverage</p> <p>2.2 Risks are <i>analysed</i> and <i>documented</i> in consultation with stakeholders, and <i>levels of risk</i> are determined as the basis for risk management planning in a specific activity</p> <p>2.3 Risk management <i>methods/techniques/tools</i> are selected and modified as necessary to evaluate risks to determine those that are <i>acceptable</i> and those that are <i>unacceptable</i></p> <p>2.4 <i>Risk treatment options</i> are identified for unacceptable risks and preferred risk treatment approaches are determined</p> <p>2.5 A <i>risk management plan</i> is developed and communicated to key stakeholders to ensure clarity and achievement of objectives throughout the activity's life cycle</p>
3. Manage risk	<p>3.1 Activity is managed in accordance with agreed risk management plan</p> <p>3.2 Performance is reviewed, variance is analysed and risk responses are initiated to achieve objectives with minimal disruption and conflict</p> <p>3.3 Internal and external risks to outcomes are monitored and remedial actions are initiated to achieve business unit objectives</p>
4. Evaluate the risk management plan	<p>4.1 A valid and reliable <i>evaluation methodology</i> is developed and implemented</p> <p>4.2 Outcomes are reviewed and analysed to assess the effectiveness of current risk management strategies</p> <p>4.3 Evaluation is used to monitor existing risks, identify new risks</p>

ELEMENT

PERFORMANCE CRITERIA

- and identify any trouble spots
- 4.4 A variety of information, including the perspectives of key stakeholders, is obtained and utilised
- 4.5 Recommendations on enhancements to the plan are formulated and acted upon to inform subsequent risk management processes
- 4.6 The outcomes of evaluation are communicated to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- using communication and consultation with a diverse range of stakeholders
- applying problem solving using conceptual and reasoning skills
- using formal language and style for written plans
- engaging in discussion using exchange of complex oral information
- using a variety of words and language structures to explain complex, formal documents and assisting others to apply them in the workplace
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk management
- Australian and New Zealand standards - Risk management AS/NZS 4360:1999 or as revised
- international standards such as SIRCA 8001:2003
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999 or as revised
- risk management cycle
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- legal requirements related to the activity
- whole-of-life considerations
- approval processes
- range of evaluation methodologies
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the

REQUIRED SKILLS AND KNOWLEDGE

context of risk management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT609B Formulate business strategies

PSPMNGT611A Manage evaluations

PSPMNGT612A Review and improve business performance

PSPMNGT613A Develop partnering arrangements

PSPMNGT614A Facilitate knowledge management

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- management of risk in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to risk

EVIDENCE GUIDE

management

Australian and New Zealand standards - Risk management AS/NZS 4360:1999 or as revised

Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999 or as revised

other national and international standards relating to risk management such as SIRCA 8001:2003

case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing risk, including coping with difficulties, irregularities and breakdowns in routine
- management of risk in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the

EVIDENCE GUIDE

**For consistency of
assessment**

competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Business unit may refer to</i>	<ul style="list-style-type: none"> • a program • sub-program • cost centre • area • division • branch • production unit or section located within the organisation
<i>Organisational context may include</i>	<p>the organisation, how it is organised, and its capabilities</p> <p>any official resources, including physical areas and assets, that are vital to the operation of the organisation</p> <p>key operational elements and services of the organisation</p> <p>any major projects</p>
<i>Strategic and risk management context may include</i>	<p>the relationship between the organisation and the environment in which it operates</p> <p>the organisation's functions:</p> <p>political</p> <p>operational</p> <p>financial</p> <p>social</p> <p>legal</p> <p>commercial</p> <p>the various stakeholders and clients</p>
<i>Stakeholders may include</i>	<p>employees</p> <p>managers</p> <p>volunteers</p> <p>unions</p> <p>financial managers</p>

RANGE STATEMENT

self-insurers
clients
suppliers
contractors
service providers
community organisations
the public

Risk management

- is a logical and systematic process of identifying, analysing, evaluating, treating, and monitoring risks related to any strategy plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities
- may be considered in relation to an organisation's:
 - people
 - assets and physical environment
 - reputation and image
 - legal issues
 - business continuity
 - finances

may include written procedures to ensure staff know:

what

how

- when, and
- by whom, action is to be taken to treat risks in the organisation

Risk evaluation criteria are

used to rank risks and decide whether they are acceptable or not affected by:

legal requirements

perceptions of internal/external stakeholders

cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation relating to risk management
- national and international codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics

Australian and New Zealand standards - Risk management AS/NZS

RANGE STATEMENT

4360:1999 or as revised

- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999 or as revised
- professional standards for risk management, for example CPRM - certified practising risk manager
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

Sources of risk may include

human behaviour
technology/technical issues
occupational health and safety
legal
political
property/equipment
environmental
financial/market
natural events

Risks may be

internal
external
random
real
perceived

Risks may include

physical injury or death
failure of machinery or equipment
breaches of security
fraud
litigation
client dissatisfaction
unfavourable publicity

Analysis of risks includes

likelihood of risks:
almost certain
likely
possible

RANGE STATEMENT

	unlikely
	rare
	consequences of risks:
	insignificant
	minor
	moderate
	major
	catastrophic
	current control measures
<i>Documentation of analysis may include</i>	table showing all risks, any existing controls, likelihood of occurring, consequences and subsequent level of risk
<i>Level of risk may be</i>	low, treated with routine procedures
	moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented
	high, requiring action, as it has potential to be damaging to the organisation
	extreme, requiring immediate action, as the potential could be devastating to the organisation
<i>Methods/techniques/ tools may include</i>	<ul style="list-style-type: none"> • computer modelling • sensitivity analysis • structured interviews • statistical data • questionnaires • fault trees • analysis of consequences - loss of money, time, labour, intangibles
<i>Acceptable risks are</i>	those which an organisation has determined have the least potential for harm
	not necessarily insignificant
<i>Risks may be acceptable because</i>	the risk level is so low that it does not warrant spending time and money to treat it
	the risk is low and the benefits outweigh the cost of treating it
	the opportunities presented are much greater than the threat
<i>Unacceptable risks are</i>	those which an organisation has determined have the most potential

RANGE STATEMENT

	for harm
<i>Options for treating risks may include</i>	avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached) controlling the risk, by reducing the likelihood of the risk occurring, the consequences of the risk, or both transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk
<i>Risk management plan may include</i>	sources of risk and risk events analysis of risks - likelihood, consequences and risk levels prioritised list of unacceptable risks treatment options selected person/s responsible for implementing treatment options resources required performance measures timeframe for implementation timetable for review of plan
<i>Evaluation methodology may include</i>	observations physical inspections incident reports questionnaires interviews with stakeholders regular reviews of risk treatment procedures repeat of the risk management process

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT609B Formulate business strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirement to develop, implement and review business strategies to attain the business unit's strategic objectives. It includes defining and implementing business strategies, reviewing the effectiveness of strategies and managing risk associated with the strategies.

In practice, formulating business strategies may overlap with other generalist or specialist public sector workplace activities such as complying with legislation, acting ethically, managing risk, networking, developing business cases etc.

This unit replaces and is equivalent to *PSPMNGT609A Formulate business strategies*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define and implement business strategies	<p>1.1 <i>Business unit</i> objectives are formulated in accordance with the unit's strategic priorities</p> <p>1.2 Strategies are developed that relate to the business unit's strategic objectives</p> <p>1.3 Strategies are developed in consultation with key stakeholders including other business units and organisations, using a range of <i>communication strategies</i></p> <p>1.4 Strategies and associated objectives are delegated to operational levels within the business unit</p> <p>1.5 Strategies are delegated to individuals, teams and groups in a manner which ensures understanding, and commitment</p> <p>1.6 Information on <i>business strategies</i> that specifies output targets and performance standards is given to individuals, teams and groups</p> <p>1.7 A system which includes key performance indicators is developed to monitor the implementation and effectiveness of strategies</p>
--2. Review the effectiveness of business strategies	<p>2.1 Strategies developed to attain the business unit's strategic objectives are reviewed in a timely fashion</p> <p>2.2 Strategies are reviewed in relation to attainment of key objectives, budgets, resources and timelines</p> <p>2.3 Multiple perspectives and <i>sources of information</i> are considered in determining the effectiveness of strategies</p> <p>2.4 The effectiveness of the strategy is reviewed against key performance indicators</p> <p>2.5 Recommendations on appropriate enhancements to the strategies and plans are formulated and acted upon in accordance with organisational <i>policy and procedures</i></p>
3. Manage risk associated with business strategies	<p>3.1 Risks associated with the implementation of the business unit's strategies are identified and evaluated</p> <p>3.2 <i>Risk</i> levels are assessed as acceptable or unacceptable and balanced against opportunities afforded by taking risks</p> <p>3.3 <i>Information sources</i> are utilised to assess levels of identified risks</p> <p>3.4 Risk treatments are selected and implemented</p> <p>3.5 Risk treatments are monitored and reviewed</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

engaging in effective consultation with stakeholders

negotiating and influencing

applying environmental scanning

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

preparing written strategies requiring reasoning and precision of expression

using discussion involving exchanges of complex oral information

responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

strategic planning processes

business strategies

risk management principles and processes

organisational goals, policies and procedures

evaluation and review methodologies

jurisdictional legislation applicable to business strategies, including occupational health and safety and environmental and sustainability requirements

equal employment opportunity, equity and diversity principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT608B Manage risk

PSPMNGT610A Manage public sector financial resources

PSPPOL603B Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- business strategies reflective of the unit's strategic priorities developed and implemented in a range of (2 or more) contexts (or occasions over time)

Resources required to carry out assessment

These resources include:

legislation, procedures and protocols related to formulation of business strategies

workplace scenarios and case studies to capture the range of situations likely to be encountered when formulating business strategies

guidelines for formulating business strategies for the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when formulating business strategies, including coping with difficulties, irregularities and breakdowns in routine

- business strategies reflective of the unit's strategic priorities to be developed and implemented in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Business unit may refer to a program

sub-program

cost centre

area

division

branch

production unit or section located within the organisation

Communication strategies may include small group information sessions

computerised communications

in-house publications

oral presentations

Business strategies may include programs, projects and plans used to attain the business unit's strategic objectives

Information sources for strategy review may include statistical analyses

interviews with stakeholders

surveys

focus groups interviews

research on existing programs

solicited and unsolicited feedback

organisational reviews

workforce management data

Policy and procedure may include Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law

national and international codes of practice and standards

the organisation's policies and practices

RANGE STATEMENT

environmental/sustainability policies
government policy
codes of conduct

Risk management

is a logical and systematic process of identifying, analysing, assessing, treating, and monitoring risks related with any strategy, plan, process, program or procedure, that will enable the organisation to minimise losses and maximise opportunities

may be considered in relation to an organisation's:

people
assets
physical environment
reputation and image
legal issues
business continuity
finances

Risk information sources may include

computer modelling
sensitivity analysis
structured interviews
statistical data
questionnaires
fault trees
analysis of consequences - loss of money, time, labour, intangibles

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT610A Manage public sector financial resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers input into public sector budgeting, financial forecasting and reporting requirements, and the allocation and management of resources to achieve the required outputs of the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.

In practice, the management of public sector financial resources may occur in the context of other generalist or specialist public sector workplace activities such as managing compliance with legislation, maintaining and enhancing ethical practice, managing people, policy etc.

This unit is one of 6 units of competency in the *Working in Government* and *Management* Competency fields that deal with resources.

Related units are:

PSPGOV204B Access and use resources

PSPGOV305B Access and use resources and financial systems

PSPGOV403B Use resources to achieve work unit goals

PSPGOV503B Coordinate resource allocation and usage

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to financial bids and estimates	<p>1.1 Organisational initiatives requiring the preparation of <i>bids</i> and <i>estimates</i> are identified in accordance with resource constraints and organisational needs</p> <p>1.2 <i>Information</i> for bids/estimates is substantiated, contains logical assumptions and takes account of strategic plans, government policies and priorities</p> <p>1.3 Information for bids/estimates is prepared in accordance with government <i>budgetary requirements</i> including a timeframe to meet critical submission dates</p> <p>1.4 <i>Documentation</i> to support bids/estimates is prepared in accordance with budget guidelines</p>
2. Allocate funds	<p>2.1 <i>Budgets</i> are approved and financial resources are allocated according to organisational priorities/business plan</p> <p>2.2 Allocations are made in accordance with organisational policy and procedures and take account of any statutory requirements or constraints</p> <p>2.3 Audit trails are maintained to ensure accurate tracking and to identify variances between agreed and actual allocations</p> <p>2.4 Financial allocation is monitored against organisational objectives and priorities and <i>corrective action</i> is taken as required in accordance with organisational policy and procedures</p>
3. Manage budgets	<p>3.1 Budget management is undertaken that meets the financial accountability requirements of the organisation</p> <p>3.2 Expenses are monitored against budget and authorised in accordance with financial <i>delegation</i> and organisational <i>financial controls</i></p> <p>3.3 <i>Financial reports</i> are obtained and provided in accordance with organisational requirements</p> <p>3.4 Expenses are monitored through analysis of financial information/reports and problems are resolved or referred in accordance with organisational procedures and financial delegation</p> <p>3.5 Expenditure is aligned with service delivery milestones/expectations</p> <p>3.6 Changes to the budget are negotiated to account for potential under-spending, delays in service/program delivery, overruns and unneeded line items in accordance with organisational policy and procedures</p>
4. Report on financial	<p>4.1 Requirements for financial management and reporting are identified in accordance with the public sector <i>financial</i></p>

ELEMENT

activities

PERFORMANCE CRITERIA

management framework

4.2 Financial management and reporting are undertaken in accordance with organisational requirements and *public sector financial management policy and procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- preparing information and reports requiring precision of expression
- meeting formatting and process requirements for bids and estimates and linkages to strategic plans
- monitoring financial information
- interpreting and signing off on financial reports
- interpreting organisational information in financial terms
- adjusting communication to suit different audiences
- using cross-cultural communication relating to financial management - across professional cultures such as accounting, IT, arts, policy areas
- responding to diversity, including gender and disability
- accessing information and legislation electronically or in hard copy
- applying environmental, sustainability and occupational health and safety procedures relating to working in the public sector

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- financial management principles
- legislation, policies and processes relating to public sector financial management, such as conflicts of interest, procurement, value for money
- the organisation's financial accountability mechanisms
- corporate governance requirements
- internal controls and why they are used
- delegations and why the public sector uses them
- public sector financial management framework (detailed knowledge) and the relationship between the elements of the framework
- documents that make up the financial management framework
- legislation related to working in the public sector such as equal employment opportunity, environmental, sustainability and occupational health and safety requirements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT603B Facilitate people management

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPPOL603A Manage policy implementation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of public sector financial resources in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector and organisational financial procedures and protocols
- workplace scenarios and case studies to capture the range of situations likely to be encountered when managing public sector financial resources
- financial legislation and guidelines such as central agency guidelines
- budget process and guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when managing public sector financial resources, including coping with difficulties, irregularities and breakdowns in routine

- management of public sector financial resources in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Bids may include</i> | <ul style="list-style-type: none"> • program discretionary bids • program, sub-program, section, business unit bids • portfolio managed bids |
| <i>Estimates may include</i> | <ul style="list-style-type: none"> • budget estimates • additional estimates • forward estimates • long-term estimates • forecasts |
| <i>Information may include</i> | <ul style="list-style-type: none"> • historical information • cost-benefit analysis • staff requirements • contractual information • efficiency/sustainability requirements |
| <i>Budgetary requirements may include</i> | <ul style="list-style-type: none"> • zero-based budgeting • accrual budgeting • activity-based costing/management • output-based budgeting • top-down/bottom-up approach • base plus increment |
| <i>Supporting documentation may include</i> | <ul style="list-style-type: none"> • phasing for liability and expenditure/cash flow implications • impact statements • reasons for major variations to financial guidance • staffing resources |
| <i>Budgets may include</i> | <ul style="list-style-type: none"> • capital expenses • recurrent expenses • staffing costs • cash flow • forward estimates |
| <i>Corrective action may include</i> | <ul style="list-style-type: none"> • re-prioritising activities • funds transfer • re-phasing liability/expenditure |
| <i>Delegations are</i> | <ul style="list-style-type: none"> • functions or powers (under an act) assigned to others |

RANGE STATEMENT

- limited to specified powers or amounts
 - made to persons in specified positions
- Financial controls should*
- identify, record and measure revenue, expenses, assets, liabilities and equity
 - ensure assets are safeguarded and used to avoid waste, extravagance, loss and misuse
 - ensure liabilities are not incurred without proper authority
 - ensure correct valuation, cut-off, presentation and disclosure of financial balances and transactions
 - be linked to the organisation's risk management strategy
- Financial reports may include*
- program, sub-program, section, business unit financial reports
 - accrual reports
 - monthly/quarterly financial reports including cost/unit, costs incurred compared with share of program delivered
 - annual reports
- Elements of the public sector financial management framework may include*
- internal controls
 - segregation of duties
 - delegations
 - corporate governance requirements
 - service level agreements
 - internal and external reporting
 - risk management
- Public sector financial policies and procedures may include*
- financial management acts and regulations
 - financial administration and audit acts
 - Treasury guidelines
 - public sector finance standards
 - financial management benchmarking studies
 - the organisation's:
 - financial management practice manual
 - delegation manual
 - budget manual/instructions
 - style manual
 - quality manual
 - government financial policy statements

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT611A Manage evaluations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers managing evaluations relevant to the full range of processes and outcomes in the public sector such as policy, procedures, processes, structures, service delivery, projects etc. It includes initiating and managing the implementation of evaluations and utilising evaluation findings.

In practice, managing evaluations may overlap with other generalist or specialist public sector workplace activities such as managing people, performance and client service, acting ethically etc.

This unit is one of 2 competencies relating to evaluation in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related unit of competency is:

PSPGOV509A Conduct evaluations

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate evaluation	<p>1.1 A critical analysis of the need for evaluation is conducted that includes a scan of the internal and external environment, political imperatives, related activities and evaluations</p> <p>1.2 The <i>scope</i> of the evaluation and the terms of reference are determined in accordance with organisational policy and procedures, and a rationale, <i>purpose</i>, outcomes and <i>evaluation criteria</i> are identified</p> <p>1.3 <i>Stakeholders</i> are identified and canvassed to ensure that their requirements are addressed in the planning stage of the evaluation</p> <p>1.4 Ownership of the evaluation data/outcomes and right of access to the reported results is secured in accordance with organisational policy and procedures</p> <p>1.5 A <i>risk management</i> strategy is developed and applied to ensure evaluation objectives will be met</p> <p>1.6 <i>Infrastructure</i> for the evaluation is approved in accordance with <i>legislation, policy and procedures</i></p>
2. Manage implementation of evaluation	<p>2.1 Evaluation strategy is approved and a work plan for checking progress, reading reports and providing feedback and interim approvals is developed in accordance with requirements</p> <p>2.2 Processes identified for monitoring, evaluating and reporting progress of the evaluation against objectives and timelines are established in accordance with organisational requirements</p> <p>2.3 The political context and stakeholder expectations are managed in accordance with organisational policy and procedures, to overcome barriers and ensure ongoing commitment/input to the evaluation</p> <p>2.4 Progress of evaluation is monitored and changes are negotiated as needed to timeframes, methodology or tools in accordance with organisational policy and procedures</p> <p>2.5 Interim and final evaluation <i>reports</i> are analysed, outcomes are compared to the evaluation criteria established at the outset and <i>recommendations for action</i> are analysed to ensure they are compatible with the organisation's strategic requirements</p> <p>2.6 Evaluation findings are reported to stakeholders in accordance with organisational policy and procedures</p>
3. Utilise evaluation findings	<p>3.1 An implementation strategy is developed to action approved recommendations and facilitate transition from current to future position</p> <p>3.2 Evaluation findings are <i>disseminated</i> and <i>applied</i> in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

researching information

developing objectives and evaluation criteria

data gathering/management/measurement

planning and analysis

negotiating and problem solving

applying project management in the context of managing an evaluation

using a range of communication styles for communicating with different audiences and purposes

responding to diversity, including gender and disability

applying sustainability principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

evaluation principles - time, cost, quality, quantity, efficiency

reporting requirements to a range of audiences

legislation, policy and procedures relating to the conduct of evaluations in the public sector

public sector values, ethics and codes of conduct

equal employment opportunity, equity and diversity principles

environmental/sustainability standards

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPMNGT610A Manage public sector financial resources

PSPMNGT612A Review and improve business performance

PSPMNGT613A Develop partnering arrangements

PSPMNGT614A Facilitate knowledge management

PSPPOL601A Develop public policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of evaluations in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policies, procedures and protocols
- evaluation models/types
- access to evaluation targets/objectives
- case studies and workplace scenarios to capture the range of evaluation situations likely to be encountered in the public sector

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing evaluations, including coping with difficulties, irregularities and breakdowns in routine
- management of evaluations in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Scope may include evaluation of

- planning
- delivery
- results
- needs
- objectives
- design
- outputs
- outcomes

Purpose of evaluation may include

- measuring merit/quality
- measuring worth or value for a particular purpose
- measuring results, outputs or outcomes
- decision making
- unintentional negatives

Evaluation criteria may include

- whether objectives have been met
- standards against which to compare quality
- baseline studies for comparison
- performance measures
- key success areas
- key performance indicators
- results/outputs/outcomes
- value for money
- public interest
- those identified for a project prior to its implementation

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - employees at all levels of the organisation
 - community
 - clients
 - students, parents/guardians
 - other public sector organisations
 - private sector
 - non-government organisations

RANGE STATEMENT

- union and association representatives
- boards of management
- government
- Ministers
- identification of risks
- acceptance of risks
- avoidance of risks
- minimisation of risks
- steering committee
- manager
- research staff
- administration staff
- office
- telephone
- technology
- email
- web site
- equipment
- consumables
- resources including time, staffing, budget
- specialist or technical support
- contractors
- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
- national and international codes of practice and standards
- the organisation's policies and practices
- government policy
- codes of conduct
- confidentiality
- privacy
- ethical practices and procedures
- intellectual property
- copyright
- freedom of information
- environmental/sustainability policies
- interim reports
- progress reports
- draft reports
- executive summaries
- presentations to meetings, groups, seminars

Risk management may include

Evaluation infrastructure may include

Legislation, policy and procedures may include

Reports may include

RANGE STATEMENT

- | | |
|---|--|
| <i>Recommendations for action may include</i> | <ul style="list-style-type: none">• Internet or email presentations• new goals• improvement strategies• changes to services, products• change management strategies• termination• replacement• compliance with standards• further review |
| <i>Dissemination of findings may be affected by</i> | <ul style="list-style-type: none">• privacy requirements• security requirements |
| <i>Application of evaluation findings may include</i> | <ul style="list-style-type: none">• informing other projects• organisational development• contributing to knowledge management |

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT612A Review and improve business performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers review and improvement of business performance using a range of methods. It includes undertaking management audits, reviewing governance arrangements and benchmarking organisational performance.

In practice, reviewing and improving business performance may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake management audit	<p>1.1 <i>Scope</i> and objectives of the <i>management audit</i> are determined in consultation with key <i>stakeholders</i></p> <p>1.2 <i>Methodology, instruments, and baseline data</i> (to be used for comparison) are determined</p> <p>1.3 Expert advice and assistance are arranged as required</p> <p>1.4 Management data is gathered, collated and circulated to stakeholders for comment in accordance with determined scope and methodology</p> <p>1.5 Results are analysed, strengths identified and recommendations formulated to <i>improve management performance</i></p> <p>1.6 A <i>management audit report</i> is prepared and presented in accordance with organisational requirements</p>
2. Review governance arrangements	<p>2.1 <i>Legislation, policies, standards and guidelines</i> impacting on public sector governance are identified and key requirements are extracted</p> <p>2.2 The organisation's <i>governance framework</i> is analysed to identify <i>parameters</i> and compare them to legislative and organisational requirements</p> <p>2.3 Data is analysed to evaluate the organisation's <i>deployment</i> of its governance framework</p> <p>2.4 Analysis is conducted of previous reviews, audits or self-assessments to see how the organisation has measured and analysed the effectiveness of the governance framework and how/whether the organisation has learnt from the experience</p> <p>2.5 The effectiveness and compliance of the governance framework is determined, shortcomings are identified and recommendations formulated to incorporate learning from previous reviews and improve processes and practices where required</p> <p>2.6 Recommendations are discussed with management and staff, feedback is incorporated and a report is prepared and presented in accordance with organisational requirements</p>
3. Benchmark organisational performance	<p>3.1 A <i>benchmarking model</i> is designed in accordance with the organisation's core business, functions and desired objectives/outcomes</p> <p>3.2 <i>Research</i> is conducted to establish <i>benchmarks</i> for the measurement of organisational performance in <i>key result areas</i> determined by the organisation</p> <p>3.3 A process is established and managed to conduct the benchmarking exercise</p> <p>3.4 Networking and consultation are undertaken with staff in the</p>

ELEMENT

PERFORMANCE CRITERIA

areas to be benchmarked, to gather information and provide support to ensure outcomes are valid, reliable and useful for improving performance

3.5 Data is gathered and analysed against benchmarks, and results are discussed with staff and management and presented in accordance with organisational requirements

3.6 Benchmarking report is written to meet audience needs and contains recommendations for improvement and an implementation model that meets organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to governance, benchmarking and management audit
- planning and project management of reviews
- collecting, recording and collating information
- scheduling meetings/sessions
- undertaking research and analysis
- using records management systems
- interpreting organisational information
- using communication/consultation with a range of diverse stakeholders
- responding to diversity, including gender and disability
- writing recommendations/reports using formality of expression
- using numeracy for data analysis
- applying public sector procedures relating to occupational health and safety and environment and sustainability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to public sector governance benchmarking and management audit
- principles of management audit, benchmarking, compliance assessment, self-assessment and governance arrangements
- organisational structure and lines of management authority
- statutory and reporting requirements
- public sector standards including ethics and security relating to organisational information
- project management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPMNGT610A Manage public sector financial resources

PSPMNGT611A Manage evaluations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- evaluation and improvement of business performance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public sector governance, benchmarking, and management audit
- benchmarking and audit tools and techniques
- case studies and workplace scenarios to capture the range of situations likely to be encountered when evaluating and

EVIDENCE GUIDE

Where and how to assess evidence

improving business performance

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating and improving business performance, including coping with difficulties, irregularities and breakdowns in routine
- evaluation and improvement of business performance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- presentations
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Scope may include

- management behaviours and practices
- staffing
- staff training
- practices
- procedures
- processes
- policies
- guidelines
- work instructions
- complaints mechanisms
- planning
- financial management
- financial controls
- management systems and processes
- administrative policy and procedures
- environmental policy and procedures
- resource usage
- written routines for quality and how they are followed
- roles and responsibilities
- lines of accountability
- business practices
- service delivery
- occupational health and safety
- security
- diversity
- risk management
- work flows
- critical incidents

Management audit is

- an activity designed to gauge whether an organisation is operating as effectively, efficiently and economically as possible
- an extensive examination of an organisation's corporate structure, administrative policies, processes and procedures, as

RANGE STATEMENT

well as its staffing patterns and financial practices. It is broader in scope than a financial audit

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - boards of management
 - clients
 - community organisations
 - contractors
 - employees at all levels of the organisation
 - government
 - Ministers
 - other public sector organisations
 - service providers
 - suppliers
 - the public
 - union and association representatives
 - volunteers

Methodology and instruments may include

- specialist management audit expertise
- consultation
- observation
- analysis of written information from:
 - files and business systems
 - surveys
 - questionnaires
 - focus groups
 - compliance assessment
 - organisational self-assessment
 - business process reviews
 - client feedback
 - stakeholder input

Baseline data may be

- internal
- external
- historical data
- annual reporting data
- annual reports to Parliament
- ministerial portfolio statements
- human resource data, such as exit interview data, turnover, days off
- from strategic and operational plans
- organisational goals and outputs

RANGE STATEMENT

- benchmarks
 - qualitative/quantitative
 - legislative requirements
 - related to incident reports
 - results/action on previous management audits
 - public sector standards such as those for ethics, fraud control, security management, risk management
 - government priorities
 - whole-of-government outcome indicators
 - output performance measures
- Improved performance may be achieved through*
- modified business processes, procedures and practices
 - staff training and development
 - organisational design/development
 - staff working collaboratively to modify structures, practices and procedures
 - cultural change
 - incremental changes
 - cycle of continuous improvement
 - innovation
 - policy changes
- Management audit report may include*
- implementation methodology/plan
 - resource requirements
 - timeframes
 - performance indicators
 - critical success factors
- Legislation, policies, standards, and guidelines may include*
- public sector management acts
 - financial management acts
 - audit acts
 - public sector standards
 - fraud control standards
 - government security standards
 - risk management guidelines
 - Australian standards, such as accounting standards, audit standards, risk management standards, knowledge management standards, quality standards
 - ethics and accountability standards
 - environmental and sustainability standards
- Governance framework may include*
- structures, practices and management procedures to ensure that an entity adheres to legal and regulatory requirements and optimises organisation performance
 - a combination of legal and better practice organisational

RANGE STATEMENT

structure and management requirements aimed at facilitating accountability and improving performance

- how an organisation is managed - its functional structures, culture, policies and strategies
- regular/ongoing management audit to ensure organisation continues to meet governance requirements
- integrated (with other agencies) governance arrangements in a shared services environment

Parameters may include

- organisational structure and culture
- organisational practices and procedures
- roles and responsibilities
- management arrangements/hierarchy
- approval processes
- legal and regulatory controls
- financial procedures - methods of tracing and recording expenditures and revenue
- accountability systems and controls
- transparency of processes
- information systems and policies
- procurement processes
- risk management
- security arrangements
- human resource management processes
- organisational performance
- national business excellence frameworks

Deployment of governance framework may include

- staff knowledge of processes and requirements
- implementation of governance processes and compliance with requirements
- 'walking the talk'
- collaboration across units/departments/agencies

Benchmarking model may include

- a project team approach
- comparison with similar organisation/function/processes
- visit to and critique of a similar organisation
- collaboration in 'critical friends' program
- comparison with pre-determined standard
- identifying and setting targets for improved performance
- change management
- resourcing commensurate with the size and perceived importance of the exercise
- membership of benchmarking network or partnership

RANGE STATEMENT

- Research may include*
- key stakeholders
 - current literature
 - industry research
 - internal, local, national or international search for benchmarks
 - ensuring benchmarks are valid (comparing apples with apples) and reliable
 - identifying confounding variables
- Benchmarks may include*
- internal standards/performance indicators
 - historical data - past performance
 - external standards
 - industry standards
 - best/leading practice standards
 - national standards
 - international standards
- Key result areas may include*
- service delivery
 - finance
 - people management
 - client service
 - administration
 - safety
 - security
 - fraud control
 - business processes

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT613A Develop partnering arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the exploration of opportunities for government organisations to develop partnering arrangements with the private sector and to proceed to formal agreement based on evaluation to ensure the public interest is fully protected. It includes exploring partnering opportunities, assessing feasibility, establishing partnering arrangements and fostering productive partnering relationships

In practice, development of partnering arrangements may overlap with other generalist or specialist public sector workplace activities such as applying government systems, establishing and maintaining strategic networks, planning procurement, managing risk etc.

This is one of two units dealing with partnering arrangements. The second unit is an imported unit, *CHCCD19A Establish and maintain community, government and business partnerships* from the Community Services Training Package which may be used in Diploma or Advanced Diploma qualifications.

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT**PERFORMANCE CRITERIA****1. Explore partnering opportunities**

- 1.1 Rigorous assessment is undertaken to establish the potential for private sector involvement in the delivery of public sector services or infrastructure
- 1.2 Need, affordability and priority for private sector *partnering* are determined to ensure the public interest is fully protected
- 1.3 The service/infrastructure requirement to be provided through a partnering arrangement is identified, benefits to the community are confirmed and *potential partners* are identified

2. Assess feasibility

- 2.1 A full feasibility study is conducted that includes environmental analysis, social impact and cost-benefit analysis to confirm the merits of partnering options for financing, delivery and *value for money*
- 2.2 A full assessment of risk is conducted, including the risks and costs the government would be prepared to retain
- 2.3 A detailed assessment of costs and potential revenue streams is undertaken and a comparison is undertaken with the costs associated with public sector provision
- 2.4 Community *stakeholders* are consulted to provide input in the feasibility and planning stages of any partnering arrangement

3. Establish partnering arrangements

- 3.1 Detailed *requirements* are determined for the partnering arrangement in accordance with government policy and priorities
- 3.2 Procurement options are investigated, including a full public tender process, in accordance with legislative and organisational requirements
- 3.3 Contracts are arranged that specify partnering duration, outputs, benefits and performance incentives, if any, in accordance with government policy and procedures
- 3.4 *Risk* is allocated to whichever party is best able to manage it and an accountability structure and approval process is developed
- 3.5 Government approvals are obtained and contractual arrangements are entered into in accordance with organisational policy and procedures

4. Foster productive partnering relationships

- 4.1 Reasons/benefits for the partnering arrangement, roles, limitations and expectations are affirmed throughout the life of the relationship
- 4.2 Ongoing communication is used to confirm vision, agreed goals, outcomes, measures of performance, agreed accountabilities and the limits of the arrangement for both parties
- 4.3 Ethical standards and public sector accountabilities are maintained and, when necessary, explained to partners in a

ELEMENT

PERFORMANCE CRITERIA

- manner suited to their requirements
- 4.4 Strategies for solving problems and dealing with conflict are agreed and used in accordance with organisational policy and procedures to build trust/mutual respect for the benefit of both parties

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- establishing and fostering trusting, ongoing relationships with individuals and businesses
- using a range of communication styles to suit different audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- responding to diversity, including gender and disability
- applying workplace safety procedures to partnering activities
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- probity
- public sector ethics and accountability
- public sector values and codes of conduct
- government/agency policies and procedures relating to public private partnering
- relationship contracting with the private sector
- relationship management in the context of partnering
- management of expectations in the context of partnering
- principles of cultural awareness and cross-cultural communication
- equal employment opportunity, equity and diversity principles
- workplace safety issues relating to public private partnering

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPPROC604A Plan for strategic procurement outcomes

PSPMNGT608B Manage risk

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of 1 significant long-term partnering arrangement or a number of (2 or more) smaller arrangements

Resources required to carry out assessment

These resources include:

- workplace scenarios or case studies
- government partnering policy, principles and practices
- legislation related to public private partnering arrangements
- public sector values and codes of conduct
- relationship contracts
- government requirements for value for money, public benefit testing
- public sector comparator

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing partnering arrangements, including coping with difficulties, irregularities and breakdowns in routine
- development of 1 significant long-term partnering arrangement

EVIDENCE GUIDE

or a number of (2 or more) smaller arrangements

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Partnering with the private sector may include

- harnessing private sector management skills, innovation and efficiencies
- significant private sector involvement in provision of infrastructure or service need
- qualitative risk transfer to the private sector
- long-term output based contract arrangements
- relationship contract
- community input into specifications

Potential partners will consist of

- an identifiable market of private sector bidders prepared to compete for the partnering opportunity

Value for money may be achieved where

- the project size justifies the transaction and management costs
- there is a defined measurable service delivery function or output mechanism
- there is scope within the project delivery for the optimisation and the allocation of manageable risk to the private sector, delivering a cost-effective outcome
- there is scope for sector private sector innovation, value adding and/or cost reductions in the delivery and operation of the service
- there is real value in transferring responsibility for the operational and maintenance phase of the project to the private sector
- there is an identifiable market of private sector bidders prepared to compete for the opportunity to deliver the project

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
 - employees at all levels of the organisation
 - community
 - clients
 - other public sector organisations
 - private sector
 - non-government organisations
 - union and association representatives

RANGE STATEMENT

- Requirements for the partnering arrangement may include*
- boards of management
 - government
 - Ministers
 - statement of benefits
 - specified outputs
 - contract term
 - risk assessment and management plan
 - accountability structure
 - performance incentives
 - operational or management efficiencies
 - optimally developed relationship contract
 - best value for money
 - responsible use of public and private resources
 - probity
 - transparency
 - fair appeals process
 - market sounding
 - financing options
- Risk management may include*
- acceptance of risks
 - avoidance of risks
 - minimisation of risks

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT614A Facilitate knowledge management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of knowledge and information in the business unit to improve productivity and organisational efficiency, promote innovation and meet business unit goals. It includes establishing the organisational context for knowledge management, developing capability, facilitating knowledge management, and integrating aspects of knowledge management with information/records management.

In practice, facilitation of knowledge management may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, facilitating workforce effectiveness, etc.

Related units in the Information competency theme in the *Working in Government* Competency field are:

PSPGOV206B Handle workplace information

PSPGOV307B Organise workplace information

PSPGOV406B Gather and analyse information

PSPGOV504B Undertake research and analysis

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the organisational context for knowledge management	<p>1.1 The organisation's history, culture, functions, strategic direction, performance and <i>knowledge</i> resources are identified</p> <p>1.2 Organisational strategies and goals that may be assisted by the development of organisational capability in <i>knowledge management</i> are identified</p> <p>1.3 The current <i>knowledge management position</i> of the organisation is assessed and the <i>strengths and weaknesses</i> of its knowledge resources and activities are determined</p> <p>1.4 Consultation with <i>stakeholders</i> is undertaken to raise knowledge and awareness of knowledge management and to establish knowledge management <i>goals</i> for the business unit and/or the organisation</p> <p>1.5 The cultural aspects of knowledge and knowledge management are identified and explored in the context of the organisational environment</p>
2. Develop capability in knowledge management	<p>2.1 The <i>benefits</i> of knowledge management are identified and promoted to build an environment where these benefits may be realised</p> <p>2.2 Knowledge management <i>initiatives</i> are developed and aligned with the overall organisational strategy and contribute to business unit goals</p> <p>2.3 Initiatives are developed to build long-term capability in knowledge management and a culture of sharing knowledge and creating new knowledge in the organisation</p> <p>2.4 Knowledge management initiatives are focused on the management and use of tacit knowledge in the business unit and creating new knowledge, as well as the capture and sharing of explicit knowledge</p> <p>2.5 Management and stakeholder support is built throughout knowledge management initiatives to ensure immediate successes are transformed into ongoing benefits</p>
3. Facilitate knowledge management	<p>3.1 Strategies are implemented to facilitate the development of strong and trusting culturally diverse networks where knowledge can be created and shared</p> <p>3.2 <i>Methods for creating, discovering and acquiring</i> knowledge are facilitated in the business unit</p> <p>3.3 <i>Methods and systems for capturing and storing</i> knowledge are promoted in accordance with <i>legislation, policy and procedures</i></p> <p>3.4 <i>Methods and systems for presenting, distributing and sharing</i> knowledge are promoted</p> <p>3.5 <i>Activities for revising and disposing of</i> knowledge are</p>

ELEMENT

PERFORMANCE CRITERIA

4. Integrate aspects of knowledge management with information management

facilitated in accordance with legislation, policy and procedures

- 4.1 Processes for the management of explicit knowledge are integrated with the organisation's information management processes/systems to ensure efficiency and to provide wide access to explicit knowledge
- 4.2 Explicit knowledge is recorded and stored in accordance with organisational and public sector standards for information/records management
- 4.3 Structuring, maintaining and linking of explicit knowledge to related organisational *information* is facilitated in accordance with organisational requirements
- 4.4 Knowledge and information are managed to improve their integration and use to meet business unit goals

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to knowledge management and information management

showing leadership and taking risks in the context of knowledge management

applying organisation and resource management techniques and methods

building strong and trusting networks

facilitating groups and learning

communicating with a diverse range of stakeholders to build knowledge management capacity

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of knowledge and information management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to knowledge management and information management, such as privacy, freedom of information

principles of knowledge management

Australian Standard AS 5037(Int)-2003 Knowledge management

tools and techniques related to introduction of knowledge management initiatives

intersection of knowledge management with other disciplines, such as organisational learning, information management/technology, human resources management, communications

cultural aspects of knowledge and knowledge management

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of knowledge and information management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT615A Influence workforce effectiveness

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to knowledge management and information management
- current theory and practice in knowledge management
- Australian Standard AS 5037(Int)-2003 Knowledge management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing knowledge and information

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing knowledge and information, including coping with difficulties, irregularities and breakdowns in routine
- management of knowledge and information in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Knowledge is*
- a body of understanding and skills that is constructed by people
 - increased through interaction with information (typically from other people)
 - tacit - residing in the mind and may include aspects of culture or 'ways of doing things'
 - explicit - when recorded as information in a document, image, film clip or some other medium AS 5037(Int)-2003
 - also sometimes identified as 'expert' knowledge, or 'entrepreneurial' knowledge
 - affected by experience
- Knowledge management is*
- a multi-disciplined approach to achieving organisational objectives by making best use of knowledge
 - involves the design, review and implementation of both social and technological processes to improve the application of knowledge in the collective interest of stakeholders AS 5037(Int)-2003
- The organisation's current position in relation to knowledge management may include*
- low literacy in knowledge management and no trust or networks developed (new organisation)
 - low literacy in knowledge management but well-networked staff (existing organisation)
 - high literacy in knowledge management but no trust or networks developed (new organisation)
 - high literacy in knowledge management and well-networked staff (existing organisation)
- Strengths and weaknesses may relate to*
- people
 - process
 - technology
 - content
- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - boards of management
 - clients
 - community organisations

RANGE STATEMENT

- contractors
 - employees at all levels of the organisation
 - government
 - Ministers
 - other public sector organisations
 - service providers
 - suppliers
 - the public
 - union and association representatives
 - volunteers
- Knowledge management goals may include*
- new knowledge creation
 - improving knowledge utilisation
 - developing a community of practice in knowledge management with strong social networks
- Benefits of knowledge management may include*
- improved decision making
 - improved performance
 - improved productivity and organisational efficiency
 - retaining corporate knowledge and organisational learning
 - improving networking, trust and morale
 - increased innovation
 - increased motivation
- Knowledge management initiatives may include*
- development of knowledge management policy/strategy
 - knowledge management projects
 - mentoring in knowledge management
 - electronic collaboration
 - tools and approaches to remedy weaknesses in knowledge management or build on strengths
- Methods for creating, discovering and acquiring knowledge may include*
- meetings to foster innovation
 - employing staff or consultants with knowledge/skills not currently in the organisation for the purpose of knowledge transfer
 - research outside the organisation
 - through publications
 - analysis of existing and archived information
 - auditing/mapping of information
 - consulting staff in similar organisations
- Methods and systems for capturing and storing knowledge may include*
- traditional information management systems, such as:
 - files
 - books
 - journals

RANGE STATEMENT

- documentation and archives
 - intranets
 - portals
 - web sites
 - databases
 - electronic documents
 - ways of making tacit knowledge visible and available (without making it explicit and storing as above), such as advertising available expertise, providing help desk facilities
 - capturing learning from past activities
 - openness to change
 - drive for continual improvement
- Legislation, policy and procedures may include*
- State/Territory and Commonwealth legislation, regulations and guidelines relating to knowledge management and information management, such as privacy, freedom of information, confidentiality, security, etc
 - public sector management acts
 - codes of ethics
 - codes of conduct
 - public sector standards, such as fraud control, security management, risk control
 - disaster recovery
- Methods and systems for presenting, distributing and sharing knowledge may include*
- information management systems
 - intranets
 - files
 - databases
 - work processes where explicit knowledge is formally distributed
 - face-to-face meetings
 - providing leadership to encourage risk taking
 - development of trusted social networks for knowledge exchange
- Activities for revising and disposing of knowledge may include*
- processes to authenticate and update knowledge
 - processes to ensure that out-of-date or incorrect knowledge (especially tacit knowledge) is not used
 - processes for destruction of explicit knowledge that follow records management standards for destruction of records and public sector/legal requirements
- Information is*
- data in a context to which meaning has been attributed AS 5037(Int)-2003

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT615A Influence workforce effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to ensure the effectiveness of the workforce, whether staff or contractors, in promoting the attainment of strategic objectives. It includes providing leadership to individuals and work teams, creating a cooperative work environment, capitalising on workplace emotions, motivating the workforce to achieve quality results, and delegating work to achieve strategic objectives, and managing up.

In practice influencing workforce effectiveness occurs in the context of other generalist or specialist work functions such as managing performance, managing diversity, managing change, managing client service etc.

This unit is one of a series of 4 units of competency relating to working with others, located in the Competency fields of *Working in Government* and *Management*. Related units are:

PSPGOV302B Contribute to workgroup activities

PSPGOV404B Develop and implement work unit plans

PSPGOV511A Provide leadership

This unit replaces *PSPMNGT601A Facilitate workforce effectiveness*. The units are not equivalent as elements dealing with emotional intelligence and managing up have been added.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT**PERFORMANCE CRITERIA****1. Provide leadership to individuals and work teams**

- 1.1 The vision and strategic goals of the organisation that impact on the work area are identified and promoted
- 1.2 *Workforce members* are regularly consulted on business objectives, plans and operational issues to minimise role ambiguity and uncertainty
- 1.3 Roles, functions, responsibilities and work goals are defined in accordance with organisational requirements, and are communicated and agreed
- 1.4 Opportunities are provided for workforce members to clarify aspects of particular tasks, resolve issues and seek feedback or further direction
- 1.5 Encouragement is provided to develop new and innovative practices, procedures, processes, technologies and strategies in line with corporate values, vision and goals
- 1.6 *Leadership* is provided appropriate to changing priorities and situations and takes account of the specific needs of a diverse workforce

2. Create a cooperative work environment

- 2.1 Cooperation in the work environment is actively facilitated through balanced and fair work allocation and recognition of all contributions
- 2.2 Teams and individuals are encouraged to find styles of working which are consistent both with team and individual competencies, preferences and *business unit* objectives
- 2.3 Conflict management strategies are used to facilitate a cooperative work environment
- 2.4 Cooperative and productive relationships with individuals and teams are established
- 2.5 Leadership style and guidance that take into account the differing needs and background of a diverse workforce are used

3. Monitor and respond to workplace emotions

- 3.1 Emotional *strengths* and triggers are *identified* for self and *others in the workplace*, and communication, client service or work allocations are tailored to take account of these
- 3.2 Self-reflection and feedback is used to identify the effect on others of own emotions, and emotional control is exerted to model positive workplace behaviour
- 3.3 Opportunities are provided for others to express their thoughts and feelings, and *emotions* are taken into account in decision making to maintain a positive emotional climate in the workplace
- 3.4 Assistance is provided to others to identify the effect of emotions in the workplace and to *develop* and use their own *emotional intelligence* to build productive relationships and

ELEMENT**PERFORMANCE CRITERIA**

- maximise workplace outcomes
- 4. Motivate the workforce to achieve quality results**
- 4.1 Ways to motivate a diverse workforce are explored and matched to individual needs
- 4.2 Opportunities are identified for individuals to develop competencies required to meet work objectives
- 4.3 Individuals' career development requirements are recognised and balanced with team objectives
- 4.4 Feedback that is prompt, consistent and constructive and ongoing is provided on performance
- 4.5 Achievements are promoted and rewarded in a way which openly acknowledges the contribution of individuals and teams
- 4.6 *Team building strategies* are applied to strengthen individual and team commitment to organisational vision and work unit goals
- 5. Delegate work to achieve business unit strategic objectives**
- 5.1 Work is delegated in accordance with individual competencies or as development opportunities arise, and sufficient information is communicated, resources allocated and support provided to enable tasks to be completed successfully
- 5.2 Responsibilities are delegated while still accepting accountability for their success/failure
- 5.3 Mechanisms for monitoring progress in achieving work goals are established and implemented in accordance with organisational policy and practices
- 5.4 Areas for improvement are determined collaboratively and improved processes/strategies are implemented
- 5.5 Tasks are delegated effectively to facilitate the attainment of business unit objectives and the continuous improvement of business processes
- 5.6 Up-to-date and accessible record of delegations is maintained in accordance with organisational policy and procedures
- 6. Manage up**
- 6.1 People and influences outside the immediate work environment with the potential to affect work priorities, outcomes and resources are identified
- 6.2 Role relationships and responsibilities for managing up are analysed
- 6.3 Strategies are developed and implemented to ensure executives consider the operational consequences of policy changes
- 6.4 Strategies are used to engage support for public sector activities and ensure sufficient resources are provided to implement initiatives
- 6.5 Self-evaluation and feedback from *others* on own performance is used to continuously improve performance and outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

delegating work to others

counselling and resolving conflict in teams

using team building strategies

using facilitation, negotiation and consultation requiring exchanges of complex oral information

using consensual decision making skills

keeping check of emotions when challenges arise, maintaining composure, perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimize organisational performance

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

responding to diversity, including gender and disability

applying occupational health and safety strategies relevant to managing and working with others in a public sector workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

organisational goals, policies and procedures

equal employment opportunity, equity and diversity principles

the relationship between effective human resource functions and the attainment of business unit objectives

human resource policies and practices

emotional intelligence principles and strategies

group processes and facilitation techniques

team building strategies

the organisation's career and human resource development strategies, programs and plans

conflict resolution strategies

jurisdictional legislation applicable to management and human resource management functions

occupational health and safety issues relevant to managing and working with others in

REQUIRED SKILLS AND KNOWLEDGE

a public sector workplace
environmental and sustainability issues relevant to managing and working in a public
sector environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<ul style="list-style-type: none"> • <i>Pre-requisite</i> units that must be achieved prior to this unit: <i>Nil</i> • <i>Co-requisite</i> units that must be assessed with this unit: <i>Nil</i> • <i>Co-assessed units</i> that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: <ul style="list-style-type: none"> PSPETHC601B Maintain and enhance confidence in public service PSPGOV601B Apply government systems PSPGOV602B Establish and maintain strategic networks PSPLEGN601B Manage compliance with legislation in the public sector PSPPOL603A Manage policy implementation
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) <ul style="list-style-type: none"> • workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> procedures and protocols public sector policies and legislation such as those dealing with: <ul style="list-style-type: none"> human resource management and development workforce capability case studies and workplace scenarios to capture the range of situations likely to be encountered when influencing workforce effectiveness
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when facilitating workforce effectiveness, including coping with difficulties, irregularities and breakdowns in routine

- workforce effectiveness influenced in a range of (3 or more) contexts (or occasions, over time) such as working with staff, clients and contractors

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Workforce members may include</i>	<ul style="list-style-type: none"> employees consultants external contractors job rotation staff trainees
<i>Leadership refers to</i>	the process of influencing others to engage in work behaviours that facilitate the attainment of the business unit's strategic objectives
<i>Business unit may refer to</i>	<ul style="list-style-type: none"> a program sub-program cost centre area division branch production unit or section located within the organisation
<i>Emotional strengths may include ability to</i>	<ul style="list-style-type: none"> monitor and control negative emotions recognise and respond to others' emotional states see beyond an immediate emotional reaction to the real cause, rather than responding to the emotions on face value
<i>Identification of emotions may need to take account of</i>	the varying cultural expressions of emotion
<i>Others in the workplace may include</i>	<ul style="list-style-type: none"> management staff clients contractors

RANGE STATEMENT

<i>Emotions may include</i>	<p>anger</p> <p>anxiety</p> <p>apprehension</p> <p>caring</p> <p>confidence</p> <p>depression</p> <p>elation</p> <p>enthusiasm</p> <p>excitement</p> <p>fear</p> <p>happiness</p> <p>inadequacy</p> <p>joy</p> <p>nervousness</p> <p>over-confidence</p> <p>pride</p> <p>stress</p> <p>under-confidence</p> <p>unhappiness</p>
<i>Development of emotional intelligence may occur through</i>	<p>mentoring</p> <p>shadowing</p> <p>coaching</p> <p>training</p> <p>simulation</p>
<i>Emotional intelligence is</i>	<p>widely recognised as the ability of an individual to monitor their own and others' emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions</p> <p>characterised by self-awareness (personal), self-management (personal), social awareness (social) and relationship management (social)</p>
<i>Team building strategies may include</i>	<p>defining and clarifying objectives/work area plans</p>

RANGE STATEMENT

strengthening communication processes
clarifying ground rules and behavioural expectations
fostering creativity
offering constructive feedback
providing facilitated meetings
recognising achievements

Others may include superiors
reportees

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT701B Provide strategic direction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of strategic direction within the organisation. It includes analysing factors in the operating environment, developing and coordinating a strategy for determining strategic priorities, and formulating and communicating strategic priorities.

In practice, providing strategic direction overlaps with other generalist or specialist public sector work activities such as providing ethical leadership, influencing strategic policy, managing diversity, leading human resources etc.

This unit replaces and is equivalent to *PSPMNGT701A Provide strategic direction*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse factors in the operating environment	<p>1.1 The organisation's purpose and direction within the overall government strategy, and its integration with other government service providers, are analysed with a view to determining key factors and issues for consideration and response</p> <p>1.2 The organisation's culture, values and strategic priorities are analysed with a view to determining key factors and issues for consideration and response</p> <p>1.3 Internal and external factors likely to impact upon the organisation are continually monitored and analysed</p> <p>1.4 <i>Best practice models</i> related to the nature of the organisation's core business are explored</p> <p>1.5 Client needs and preferences are identified and analysed</p> <p>1.6 <i>Legislation and organisational policies and practices</i> that may impact upon organisation's operations are identified and analysed</p>
2. Develop and coordinate a strategy for determining strategic priorities	<p>2.1 Consultation with key <i>stakeholders</i> is conducted in a manner that maximises their commitment and contribution</p> <p>2.2 Constructive solutions are found where stakeholders are in conflict</p> <p>2.3 Analysis and evaluation of information gained from a variety of sources, including key stakeholders, is used to identify strategic options for prioritisation</p> <p>2.4 Benchmarking is undertaken with other organisations or best practice standards to inform development of <i>strategic priorities</i></p> <p>2.5 Priorities of other government service providers are considered to ensure duplication will be avoided and services integrated for the benefit of clients</p>
3. Formulate and communicate strategic priorities	<p>3.1 Strategic priorities are developed that support overall government strategy</p> <p>3.2 Strategic priorities are developed that embody the organisation's values, beliefs and philosophy</p> <p>3.3 Strategic priorities are used to draw together and reflect the suggestions and interests of stakeholders</p> <p>3.4 Strategic priorities are developed that embody a shared vision for the future and set out challenging but realistic objectives that encourage staff to be creative and innovative in their approach to attaining objectives</p> <p>3.5 Strategic priorities are communicated to stakeholders using a variety of strategies and in such a way as to attract their support</p> <p>3.6 Implementation is monitored to ensure strategic priorities are addressed through related business unit and individual</p>

ELEMENT

PERFORMANCE CRITERIA

objectives

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

delegating work to others

counselling and resolving conflict in teams

using team building strategies

using facilitation, negotiation and consultation requiring exchanges of complex oral information

using consensual decision making skills

keeping check of emotions when challenges arise, maintaining composure, perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimise organisational performance

using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

responding to diversity, including gender and disability

applying occupational health and safety, environmental and sustainability strategies relevant to managing and working with others in a public sector workplace

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

organisational goals, policies and procedures

equal employment opportunity, equity and diversity principles

the relationship between effective human resource functions and the attainment of business unit objectives

human resource policies and practices

environmental and sustainability practices

emotional intelligence principles and strategies

group processes and facilitation techniques

team building strategies

the organisation's career and human resource development strategies, programs and plans

conflict resolution strategies

jurisdictional legislation applicable to management and human resource management functions

REQUIRED SKILLS AND KNOWLEDGE

occupational health and safety issues relevant to managing and working with others in a public sector workplace

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

PSPPOL701A Influence strategic policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- provision of strategic direction in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

strategic planning guidelines

relevant legislation, procedures and protocols

workplace information such as mission, vision, goals etc

case studies and scenarios to capture the range of situations likely to be encountered when providing strategic direction

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing strategic direction, including

EVIDENCE GUIDE

coping with difficulties, irregularities and breakdowns in routine

- provision of strategic direction in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

portfolios

projects

questioning

scenarios

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Best practice models may include*
- state, national and international models
- Legislation, organisational policies and practices may include*
- Commonwealth and State/Territory legislation including equal employment opportunity and anti-discrimination law
 - national and international codes of practice and standards
 - environmental/sustainability standards
 - the organisation's policies and practices
 - government policy
 - codes of conduct
- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, such as:
 - employees at all levels of the organisation
 - other public sector organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers
- Strategic priorities may be*
- objectives in key result areas identified through the organisation's strategic planning process that have the highest priority rating demanding immediate action

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT702A Influence and shape diversity management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers influencing and shaping the development of organisational culture, structures and processes to maximise the strategic advantages of a diverse workforce. It includes influencing organisational culture, providing strategic direction in diversity management and formulating strategic diversity priorities.

In practice, influencing diversity management occurs in the context of other strategic activities such as providing strategic direction, leading change or providing leadership in human resources management, etc.

This unit is one of a series of 6 competencies relating to diversity in the public sector, located in the Competency fields of *Working in Government* and *Management*. Related units of competency are:

PSPGOV201B Work in a public sector environment

PSPGOV308B Work effectively with diversity

PSPGOV408A Value diversity

PSPGOV505A Promote diversity

PSPMNGT605B Manage diversity

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT**PERFORMANCE CRITERIA****1. Influence organisational culture**

- 1.1 The *strategic advantage of diversity* to the core business of the organisation, the organisation's strategic goals and the demographic profile of the client base is reflected in the leadership position adopted on all *matters related to the organisation's human resources*
- 1.2 Diversity strategies and performance indicators are embedded in organisational strategies, policies and senior management performance agreements to mainstream workplace diversity as 'the way we do business' rather than an added requirement
- 1.3 Initiatives to attract and advance the position of equity groups within the organisation are supported and resourced in accordance with the organisation's diversity objectives
- 1.4 Diversity *education* is embedded in induction, on-the-job learning and professional development opportunities provided to staff to support the development of a diverse workforce responsive to a diverse client base
- 1.5 Staff with a range of attributes that are reflective of a diverse workforce are recruited, developed and deployed in accordance with organisational *policies* and procedures, and *legislative requirements* to maximise the organisation's strategic advantage
- 1.6 Organisational culture, working relationships, business outcomes and client feedback are monitored and positive diversity achievements are identified and celebrated in accordance with organisational policy

2. Provide strategic direction in diversity management

- 2.1 Future trends and issues that may impact upon workplace diversity are identified, analysed and communicated to senior management, business unit and line managers
- 2.2 Different leadership styles are modelled and promoted for application in different contexts with a diverse workforce and client base
- 2.3 The current and future diversity needs of the organisation are identified, and the development of strategies is initiated to address gaps in accordance with organisational policy and procedures
- 2.4 Key *stakeholders* are kept informed, in a manner suited to their needs, of what constitutes good practice in the area of diversity management and its potential impact on the organisation

3. Formulate strategic diversity priorities for the organisation

- 3.1 Strategic priorities are formulated in consultation with key stakeholders in the organisation and the community, and set out a shared vision for the future that provides challenging but realistic objectives to address *equity and diversity issues* and maximise outcomes
- 3.2 Strategic priorities are identified that support overall

ELEMENT

PERFORMANCE CRITERIA

- government diversity policy and are embedded in performance measures to encourage staff to be creative and innovative in their approach to attaining the organisation's diversity objectives
- 3.3 Strategic priorities are communicated to stakeholders using a variety of *strategies* tailored to their needs and purposes and in such a way as to attract their support
- 3.4 Implementation is monitored to ensure strategic diversity priorities are addressed through related business unit and individual objectives
- 3.5 Stakeholders are engaged to contribute to the evaluation of outcomes, and strategies are continued, enhanced or replaced, based on feedback and supporting organisational data

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using a range of leadership styles in different contexts depending on the diversity of the workforce or client base

articulating and applying a cultural change model that has worked in similar contexts
influencing and persuading others involving complex exchanges of oral and written information

reading and interpreting statistics

developing innovative strategies to progress or impact on organisational culture

responding to diversity, including gender and disability

interpreting and explaining complex, formal documents and influencing others to action them in the workplace

using a variety of words and language structures to explain complex ideas to diverse audiences

preparing written advice and reports requiring reasoning and precision of expression

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

the concept of diversity and its integration within and across all human resource, management and operational functions and areas

cultural diversity, including issues of racism, discrimination, harassment and victimisation

productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism

institutional racism and resulting indirect discrimination

the critical influence of organisational culture on the success of diversity objectives

the nature of cultural change and the influence that can be exerted when cultural change is initiated from the higher echelons of management

cultural change models

the organisation's policies and strategic goals relating to diversity and the implications of these for current and future human resource requirements

the relationships between strategic management of diversity and the organisation's core business and strategic goals

equal employment opportunity, equity and diversity principles

public sector legislation, regulations, standards, instructions, policies, practices or

REQUIRED SKILLS AND KNOWLEDGE

procedures that underpin or impact on diversity management in the organisation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit: *Nil*
- *Co-requisite units* that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT701B Provide strategic direction

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- influence on and shaping of diversity management in a range of (2 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- information on diversity leadership and management in the context of public sector management
- public sector legislation, regulations, standards, instructions, policies, practices or procedures that underpin or impact on diversity management in the organisation
- case studies and workplace scenarios to capture the range of situations likely to be encountered when influencing and shaping diversity management

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered in a workplace, including coping with difficulties, irregularities and breakdowns in routine
- influence on and shaping of diversity management in a range of (2 or more) contexts (or occasions, over time)
- a variety of strategic leadership contexts (2 or more) such as providing strategic direction to the organisation, providing strategic leadership in human resources management

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

RANGE STATEMENT

Strategic advantages of workplace diversity may include

- a workplace reflective of local demographics
- being an employer of choice
- cultural enrichment
- economic benefits
- equity and fairness
- facilitation of attainment of organisation goals
- greater capacity for flexibility and responsiveness to change
- harmonious, inclusive, supportive work culture
- improved community public relations
- improved service delivery
- increased people management skills
- innovative, creative staff
- less staff turnover
- positive relationship with the community
- responsive and valued client service
- social benefits
- wide competency pool for meeting the organisation's future skill needs
- wide pool of talent for recruitment, selection and promotion
- wider circulation of agencies' services through informal diversity based networks

Diversity may include

- age
- cultural background
- disability
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning styles
- life experience
- marital status
- not fitting the dominant paradigm of the organisation
- personality
- physical capability
- political orientation
- race

RANGE STATEMENT

- religious belief
 - sexual orientation
 - socio-economic background
 - thinking styles
 - work experience
 - working styles
- Matters related to human resources may include*
- preparation of duty statements and selection criteria
 - recruitment and selection
 - learning and development
 - performance management
 - performance appraisal
 - promotion and retention of staff
 - employment status
 - remuneration
 - employment conditions
 - work allocation
 - job design and re-design
 - organisational restructures
 - job rotations
 - acting opportunities
 - work-life balance
- Diversity education may include*
- specific training programs for middle and senior managers
 - core organisational training for a diverse workforce
 - necessary support programs for a diverse workforce
- Public sector legislation and policies (relating to diversity) may include*
- Commonwealth legislation addressing diversity issues, for example:
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Disability Discrimination Act 1992
 - Workplace Relations Act 1996
 - Privacy Act 1988
 - Human Rights and Equal Opportunity Commission Act 1984
 - State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act
 - public service/public sector management acts
 - workplace diversity guidelines
 - national and international codes of practice and standards
 - the organisation's plans, strategies and policies relating to diversity
 - policies relating to language services
 - government policy mandating equal employment opportunity

RANGE STATEMENT

and/or workplace diversity requirements, such as:

- Managing diversity in the Western Australian public sector, August 1995
- Valuing cultural diversity, State of Victoria, 2002
- public sector ethics/values/codes of conduct
- public sector management standards (subordinate law)
- Commissioner's directions/instructions
- community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - employees at all levels of the organisation
 - other public sector organisations
 - community organisations
 - non-government organisations
 - union and association representatives
 - boards of management
 - government
 - Ministers

Equity and diversity issues may include

- equal employment opportunity issues such as:
 - direct and indirect discrimination - discriminatory systems and practices
 - harassment
 - racism
 - under-representation of equity groups in the public sector
 - employment of equity groups concentrated at lower levels in the public sector
 - women making up more than half of the public sector workforce but disproportionately represented at lower salary levels
 - barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels
 - disproportionate representation of equity group members in non-permanent, casual or contract positions
 - sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value
 - workplace systems or practices that don't allow a balance between work and family responsibilities
 - inequitable access to acting opportunities, workplace training and development

RANGE STATEMENT

- inappropriate supervisory treatment of equity group members
- culturally inappropriate workplaces
- making reasonable adjustment to work processes
- quality of service delivery to clients from diverse backgrounds
- enabling access to buildings to people with a disability
- people from recognised diversity groups not choosing to be identified through usual statistical collection methods
- questioning/disregarding the dominant paradigm of the organisation
- inappropriate treatment of those who don't fit the dominant paradigm of the organisation
- risks associated with diversity not managed
- different values:
 - uncertainty avoidance
 - collectivist/individualist
 - power/distance
 - masculine/feminine
- resolving communication issues
- developing cultural competence
- negotiating commonalities
- resolving conflict
- negotiating difference
- oral advice and guidance
- one-on-one meetings
- small group meetings
- telephone contact and/or electronic mail
- information presentations
- written documentation
- use of plain English
- policy and procedure statements
- guides
- information brochures and pamphlets
- online resources

Strategies to communicate with stakeholders may include

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT703A Lead and influence change

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers organisational leadership in change management through influencing and shaping an organisational culture that is receptive to and embraces the opportunities from change. This requires flexible organisational structures and processes in place to support clients and staff to maximise the strategic advantages of a change for the organisation. The unit includes influencing organisational culture, anticipating change and providing strategic leadership in change management.

In practice, leading change occurs in the context of other strategic activities such as providing strategic direction, influencing diversity, providing leadership in human resources management, etc.

The unit is one of 6 units of competency in the *Working in Government* and *Management* Competency fields that deal with change. Related units of competency are:

PSPGOV205B Participate in workplace change

PSPGOV306B Implement change

PSPGOV405B Provide input to change processes

PSPGOV514A Facilitate change

PSPMNGT604B Manage change

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT**PERFORMANCE CRITERIA****1. Influence organisational culture**

- 1.1 A strategic review of organisational culture is undertaken to establish existing attitudes to change and identify key issues for action
- 1.2 The *strategic advantages* of ongoing change for individuals, groups and the organisation are identified, supported and actively promoted to *foster commitment* to workplace change
- 1.3 The acceptance of new ideas and management methods, and challenges to existing practices and structures are embedded in managerial practice and decision making to develop an organisational culture that seeks and thrives on change for continuous improvement and business flexibility
- 1.4 Change management activities and related performance indicators for managers are embedded in organisational strategies, policies and plans as an ongoing requirement rather than added/transitory elements
- 1.5 Staff with a range of attributes that are reflective of a *diverse workforce* are recruited, developed and deployed to maximise the organisation's strategic advantage in dealing with change
- 1.6 Learning and development opportunities for managing change are embedded in induction and professional development for staff to support the development of a culture that embraces change

2. Anticipate change

- 2.1 The likelihood of significant *change* for the organisation is identified through strategic networking and ongoing consideration of factors impacting upon the community, the public sector, the organisation or within the political environment
- 2.2 Key *stakeholders* are consulted in identifying external drivers for change, and likely change is analysed in relation to its potential effect on organisational purpose, functions, structure, strategic objectives and the people in the organisation
- 2.3 Early planning is undertaken with managers, human resource personnel and staff to ensure maximum lead time, support for those likely to be affected by change and to allow thoughtful, proactive responses to be generated to optimise outcomes for the organisation
- 2.4 *Resourcing* challenges of both implementing and sustaining change are anticipated and planned for in accordance with organisational *policies*, procedures guidelines and *legislative requirements*

3. Provide strategic leadership in change management

- 3.1 Strategic priorities are formulated in consultation with key stakeholders in the organisation and the community, and set out a vision for the future that provides challenging but realistic

ELEMENT

PERFORMANCE CRITERIA

- objectives to address change and maximise outcomes
- 3.2 Current best practice information on change management is accessed and used to ensure change is managed effectively for sustained positive outcomes for the organisation and its people
- 3.3 *Leadership strategies* are used to assist others to deal with ambiguity and to be creative and innovative in their approaches to dealing with change
- 3.4 Strategies are designed to address the transition from present to future arrangements and provide guidance for dealing with ambiguity in roles, functions, organisational priorities or structures
- 3.5 Organisational culture, business outcomes and client feedback are monitored and positive achievements identified and celebrated in accordance with organisational policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

influencing and leading in the context of change management

consulting with stakeholders using a variety of words and language structures to explain complex ideas to different audiences

interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

responding to diversity, including gender and disability

applying public sector legislation such as occupational health and safety and environment and sustainability in the context of change management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

change management models

change management leadership strategies

effects of change and ways to ensure strategic advantage

the importance of organisational culture and influencing down

key factors in the internal and external operating environment

equal employment opportunity, equity and diversity principles

organisational goals, policies, procedures and guidelines

jurisdictional legislation applicable to management and human resource management functions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT704A Undertake enterprise risk management

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

- leadership in and influence on change management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, procedures and protocols

workplace scenarios and case studies to capture the range of situations likely to be encountered when leading and influencing change

strategies to influence organisational culture

change management strategies applicable to the public sector

leadership strategies for dealing with ambiguity

reporting tools

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when leading and influencing change, including coping with difficulties, irregularities and breakdowns in routine
- leadership in and influence on change management in a range of (2 or more) contexts (or occasions, over time)
- leadership in a variety of contexts that reflect the continuum of change management requirements from dealing with concrete change requirements to managing ambiguity and uncertainty

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Strategic advantages of change may include</i>	<ul style="list-style-type: none"> more responsive and valued client service flexible, innovative, creative staff greater capacity for flexibility and responsiveness economic benefits social benefits improved relationship with the community increased organisational capability organisational sustainability improved sustainability improved performance motivation reduced cost of outputs
<i>Strategies to foster commitment to change may include</i>	<ul style="list-style-type: none"> team building process consultation action learning/research staff learning and development leadership and direction
<i>Diverse workforce refers to employees with differences in</i>	<ul style="list-style-type: none"> age cultural background educational level ethnicity expertise family responsibilities gender interests

RANGE STATEMENT

interpersonal approach
language
life experience
marital status
not fitting the dominant paradigm of the organisation
personality
physical ability
political orientation
religious belief
sexual orientation
socio-economic background
thinking/learning styles
work experience
working styles

Change may be

in response to government policy
in response to Machinery of Government changes
in response to economic, social or environmental pressures
related to technological developments
through organisational development or design strategies
as a result of changes to client needs or the client base
initiated at the business unit level
in response to financial constraints
related to disaster recovery

Stakeholders may include

all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as:
employees at all levels of the organisation
community
clients
other public sector organisations
union and association representatives
boards of management

RANGE STATEMENT

	government
	Ministers
	local government
<i>Resourcing may include</i>	people
	funding
	facilities
	specialist expertise to support/facilitate change
<i>Policies and legislation may include</i>	Commonwealth and State/Territory legislation
	national and international codes of practice and standards
	the organisation's policies, practices and guidelines
	government policy
	codes of conduct
	Machinery of Government policy changes
<i>Leadership strategies may include</i>	positive role modelling
	mentoring
	offering guidance and direction
	coaching
	providing opportunities for learning and development
	support arrangements
	counselling
	succession planning

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPMNGT704A Undertake enterprise risk management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers development of a risk management culture in the organisation (embedding risk management within organisational culture) to maximise the strategic outcomes for the organisation from enterprise risk management - a whole of organisation approach to risk management. It includes influencing organisational culture and providing strategic direction in risk management.

In practice, undertaking enterprise risk management may occur in the context of other generalist or specialist public sector work activities such as providing strategic direction, leading change, providing leadership in human resources management, etc.

The unit is one of 4 in the *Working in Government* and *Management* Competency fields dealing with risk. Related units of competency are:

PSPGOV417A Identify and treat risks

PSPGOV517A Coordinate risk management

PSPMNGT608B Manage risk

This is a new unit of competency, added to the *Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Influence organisational culture**

- 1.1 The *strategic advantages* of embedding *risk management* within organisational culture are promoted and reflected through the leadership position adopted on all matters related to the management of enterprise risk
- 1.2 Risk management requirements and performance indicators are embedded in senior position profiles, organisational strategies, policies and plans to mainstream risk management as part of normal business operations rather than an added requirement
- 1.3 Strategies are developed and implemented to promote knowledge sharing on risk and risk control across organisational functions
- 1.4 Initiatives to embed risk management within organisational culture are supported and resourced in accordance with the *legislation, policy, procedures* and the overall enterprise risk management strategy
- 1.5 Risk management training and awareness programs are resourced and embedded in induction and professional development opportunities provided to staff to support the development of a risk management culture
- 1.6 Organisational culture, business outcomes and *stakeholder* feedback are monitored, and positive achievements related to risk management initiatives are identified and celebrated in accordance with organisational policy

2. Provide strategic direction in risk management

- 2.1 Future trends and issues that may impact on the organisation's risk management strategies are identified, analysed and communicated to senior management, business unit and line managers
- 2.2 The impact of current and changing needs of the organisation is identified, and the development of strategies is initiated to address risk management at the enterprise level in accordance with organisational policy and procedures
- 2.3 Strategic priorities for risk management in the organisation are developed to support overall government policies on risk management and to encourage staff to share information and think laterally in their approach to identifying and managing risks
- 2.4 Strategic priorities are communicated to key stakeholders using a variety of *strategies* tailored to their needs and purposes and in such a way as to attract their support
- 2.5 Key risk management stakeholders are kept informed, in a manner suited to their needs, of what constitutes best practice in the area of risk management and its potential impact on the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to risk management in the public sector

articulating models of cultural change and influencing key stakeholders to participate
influencing and consulting with others in the implementation of enterprise risk management

explaining complex concepts and gaining support for implementation

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment and sustainability in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to risk management

strategic approaches to risk management

the principles of enterprise risk management

models of cultural change

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environmental requirements in the context of enterprise risk management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

enterprise risk management in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to risk management

principles and practices of enterprise risk management

case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking enterprise risk management

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking enterprise risk management,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- enterprise risk management undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

portfolios

projects

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Strategic advantages of a risk management culture may include

increased ability to deal with continually evolving risks and opportunities

aggregated risk information for decision making, as opposed to reporting by function or business unit

alignment of strategy, people, technology and knowledge on an enterprise-wide basis

economic benefit

improved business performance

improved client service

innovative, creative staff who are not risk averse

greater capacity for flexibility and managed responsiveness to change

risk optimisation rather than risk minimisation

politically acceptable decision making

reduced resource wastage

improved sustainability

Risk management

- is a logical and systematic process of identifying, analysing, evaluating, treating, and monitoring risks related to any strategy plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities
- may be considered in relation to an organisation's:
 - people
 - assets and physical environment
 - reputation and image
 - legal issues
 - business continuity
 - finances
 - decision making approaches
 - processes/procedures
- is being recognised as inseparable from strategy development,

RANGE STATEMENT

- capital allocation and other core management processes
- needs to be integrated into the management actions of staff at all levels of the organisation
 - at strategic or enterprise level overcomes a fragmented approach, such as managing risk by silos, and provides an integrated, aligned, holistic, synergistic and inclusive process
- Legislation, policy and procedures may include*
- Commonwealth and State/Territory legislation relating to risk management
 - national and international codes of practice and standards, such as SIRCA 8001: 2003
 - the organisation's risk management policies and practices
 - codes of conduct/codes of ethics
- Australian and New Zealand standards - Risk management AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999 or as revised
 - professional standards for risk management, for example CPRM - certified practising risk manager
 - jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au
- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services, including:
 - boards of management
 - clients
 - community organisations
 - contractors
 - employees at all levels of the organisation
 - government
- Ministers
- other public sector organisations
 - self-insurers
 - service providers
 - suppliers
- the public
- union and association representatives
 - volunteers

RANGE STATEMENT

*Strategies to
communicate with
stakeholders may include*

oral advice and guidance
one-on-one meetings
small group meetings
telephone contact and/or electronic mail
information presentations
written documentation
policy and procedure statements
guides
information brochures and pamphlets

Unit Sector(s)

Not applicable.

Competency field

Competency field Management

PSPOHS201B Follow workplace safety procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to follow occupational health and safety procedures in order to ensure a safe workplace. It includes participating in workplace safety arrangements and following workplace safety procedures.

The unit is based on *Generic Competency A* in the *National Guidelines for Integrating OHS Competencies into National Industry Competency Standards* (NOHSC:7025, 1998 2nd Edition).

In practice, workplace safety may be demonstrated in the context of other work activities such as accessing and using resources, handling workplace information, using technology in the workplace etc.

This unit replaces and is equivalent to *PSPOHS201A Follow defined Occupational Health and Safety policy and procedures*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Participate in workplace safety arrangements

- 1.1 Occupational health and safety *issues* are raised with *designated personnel* in accordance with workplace procedures and *occupational health and safety legislation*
- 1.2 *Involvement* in workplace safety *arrangements* is undertaken within organisational procedures and scope of responsibilities and competencies

2. Follow workplace safety procedures

- 2.1 *Hazards* in the work area are recognised and reported to designated personnel according to workplace procedures
- 2.2 *Workplace procedures* and work instructions for ensuring safety are followed
- 2.3 Workplace procedures for dealing with accidents and *other hazardous events* are followed whenever necessary within scope of responsibilities and competencies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- documenting hazards in clear language according to organisational guidelines
- accessing workplace safety policies and procedures electronically or in hard copy
- reading workplace documentation such as policies and procedures and applying them to work practices
- communicating issues to different audiences, such as colleagues, management, safety representatives, inspectors
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal rights and responsibilities of the workplace parties
- the ways in which occupational health and safety is managed in the workplace, and legal requirements
- workplace hazards
- occupational health and safety procedures
- the meaning of workplace occupational health and safety symbols and signs
- designated workplace personnel responsible for occupational health and safety
- use of personal protective equipment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV205B Participate in workplace change

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- workplace safety procedures followed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- organisational occupational health and safety policies and procedures
- details of the organisation's occupational health and safety system
- information on hazards and risks relevant to the workplace
- personal protective equipment
- relevant work areas for identification of hazards and control measures

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when following workplace safety procedures, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to follow workplace safety procedures in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Occupational health and safety issues may include

- hazards relating to the physical environment
- workplace stress
- conflict
- bullying
- harassment

Designated personnel may include

- supervisors
- managers
- team leaders
- designated occupational health and safety officers
- elected health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
 - perform specified work
 - approve specified work
 - inspect specified work
 - direct specified work

Occupational health and safety legislation may include

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice including, but not limited to:
 - regulations and codes of practice relating to hazards present in the workplace or industry
 - general duty of care under occupational health and safety legislation and common law
 - provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
 - provisions relating to occupational health and safety issue resolution

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- Involvement may include***
- recognising and reporting hazards
 - using workplace equipment according to guidelines
 - listening to the ideas and opinions of others in the workplace
 - sharing opinions, views, knowledge and skills
- Workplace safety arrangements may include***
- consultation processes
 - formal and informal health and safety meetings
 - health and safety committees
 - other committees, for example, consultative, planning and purchasing
 - meetings called by health and safety representatives
 - suggestions, requests, reports and concerns put forward to management
 - application of the hierarchy of control, namely:
 - elimination
 - substitution
 - engineering controls
 - administrative controls
 - personal protective equipment
- Hazard identification may include***
- checking equipment or the work station and work area before work commences and during work
 - on-the-job housekeeping checks (spills, furniture out of place, loose hand rails, curling mats, frayed cords, etc)
- Workplace procedures may relate to***
- workplace occupational health and safety symbols and signs
 - hazard reporting procedures
 - job procedures and safe work instructions
 - emergency procedures
 - incident and near miss reporting and recording procedures
 - input on occupational health and safety issues
 - correct selection, use, storage and maintenance procedures for personal protective equipment
 - risk control procedures

RANGE STATEMENT

Other hazardous events may include

- fires
- bomb threats
- chemical spills
- occupational violence
- natural disasters/events
- terrorist attacks

Unit Sector(s)

Not applicable.

Competency field

Competency field Occupational Health&Safety

PSPOHS301A Contribute to workplace safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to contribute to a safe workplace for self and others. It includes contributing to workplace safety arrangements, identifying hazards and controlling risks.

The unit is based on *Generic Competency A* in the *National Guidelines for Integrating OHS Competencies into National Industry Competency Standards* (NOHSC:7025, 1998 2nd Edition).

In practice, workplace safety may be demonstrated in the context of other work activities such as contributing to workplace activities, organising workplace information, implementing change, giving and receiving feedback etc.

This is a new unit of competency, added to the *Occupational Health&Safety* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Contribute to participative workplace safety arrangements

- 1.1 Occupational health and safety *issues* are addressed/reported to *designated personnel* in accordance with workplace procedures and *occupational health and safety legislation*
- 1.2 *Contributions* are made to participative workplace safety *arrangements* within organisational procedures and scope of responsibilities and competencies

2. Identify hazards and control risks

- 2.1 Existing and potential *hazards* in the work area are identified, dealt with and/or reported to designated personnel according to workplace procedures.
- 2.2 *Workplace procedures* and work instructions for *controlling risks* are identified and implemented
- 2.3 Workplace procedures for dealing with accidents and *other hazardous events* are followed whenever necessary within scope of responsibilities and competencies
- 2.4 Feedback on the effectiveness of safety procedures and risk control measures is provided to enable improvements to be made where necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying objective identification of workplace safety issues
- documenting hazards in clear language according to organisational guidelines
- accessing workplace safety legislation, policies and procedures electronically or in hard copy
- reading documentation such as workplace safety legislation, policies and procedures and applying them to work practices
- tailoring communication to suit different audiences, such as colleagues, management, safety representatives, inspectors
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legal rights and responsibilities of the workplace parties
- the ways in which occupational health and safety is managed in the workplace, and legal requirements
- participative arrangements for workplace safety
- workplace hazards and associated risks
- preferred order of ways to control risks
- occupational health and safety procedures
- the meaning of workplace occupational health and safety symbols and signs
- designated workplace personnel responsible for occupational health and safety

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV303B Build and maintain internal networks

PSPGOV306B Implement change

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workplace safety in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- organisational occupational health and safety legislation, policies and procedures
- details of the organisation's occupational health and safety system
- information on hazards and risks relevant to the workplace
- personal protective equipment
- relevant work areas for identification of hazards and control measures

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workplace safety, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to contribute to workplace safety in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Occupational health and safety issues may include

- hazards relating to the physical environment
- workplace stress
- conflict
- bullying
- harassment

Designated personnel may include

- supervisors
- managers
- team leaders
- designated occupational health and safety officers
- health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
 - perform specified work
 - approve specified work
 - inspect specified work
 - direct specified work

Occupational health and safety legislation may include

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice including, but not limited to:
 - regulations and codes of practice relating to hazards present in the workplace or industry
 - general duty of care under occupational health and safety legislation and common law
 - provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
 - provisions relating to occupational health and safety issue resolution

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Contributions may include

- identifying and reporting hazards and their associated risks
- identifying safety issues and hazards that can be addressed immediately and taking action in accordance with safety procedures
- reporting on effectiveness of safety procedures and risk controls
- suggesting improvements to procedures and controls
- listening to the ideas and opinions of others in the workplace
- sharing opinions, views, knowledge and skills

Participative workplace safety arrangements may include

- formal and informal health and safety meetings
- health and safety committees
- other committees, for example, consultative, planning and purchasing
- meetings called by health and safety representatives
- suggestions, requests, reports and concerns put forward to management

Hazard identification may include

- checking equipment or the work station and work area before work commences and during work
- workplace inspections
- responding to physical cues that ergonomics are ineffective and need adjustment
- on-the-job housekeeping checks (spills, furniture out of place, loose hand rails, curling mats, frayed cords, etc)
- anticipation of potential hazards

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Workplace procedures may include

- complying with workplace occupational health and safety symbols and signs
- hazard reporting procedures
- job procedures, safe work instructions and allocation of responsibilities
- emergency procedures
- incident and near miss reporting and recording procedures
- consultation on occupational health and safety issues
- correct selection, use, storage and maintenance procedures for use of personal protective equipment
- risk control procedures

Controlling risks may include actions such as

- consultation with others
- measures to remove the cause of the risk at its source
- application of the hierarchy of control, namely:
 - elimination
 - substitution
 - engineering controls
 - administrative controls
 - personal protective equipment

Other hazardous events may include

- fires
- bomb threats
- chemical spills
- occupational violence
- natural disasters/events
- terrorist attacks

Unit Sector(s)

Not applicable.

Competency field

Competency field Occupational Health&Safety

PSPOHS401B Implement workplace safety procedures and programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation of the organisation's occupational health and safety policies, procedures and programs by those with supervisory responsibilities, to meet occupational health and safety standards.

The unit is based on *Generic Competency B* in the *National Guidelines for Integrating OHS Competencies into National Industry Competency Standards* (NOHSC:7025, 1998, 2nd edition).

In practice, the implementation of workplace safety procedures and programs may be demonstrated in the context of generalist and specialist work activities such as delivering service to clients, using resources, making arrests, conducting searches, managing contracts, etc.

This unit replaces and is equivalent to *PSPOHS401A Implement and monitor the organisation's occupational health and safety policies, procedures and programs*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Provide workplace safety information to the workgroup

- 1.1 Relevant provisions of *occupational health and safety legislation and codes of practice* are confirmed as current and are explained to the workgroup using language and materials to suit their level of experience, existing knowledge and *individual needs*
- 1.2 *Information* on the organisation's *occupational health and safety policies, procedures* and programs is provided in a readily accessible manner to the workgroup
- 1.3 Information about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided and explained to the workgroup

2. Implement and monitor participative arrangements for workplace safety

- 2.1 *Participative arrangements* for consultation over occupational health and safety issues are implemented and monitored to ensure that all members of the workgroup have the opportunity to contribute
- 2.2 Issues raised through consultation are dealt with in accordance with organisational consultation procedures
- 2.3 The outcomes of consultation over occupational health and safety issues are recorded and communicated to the workgroup in accordance with organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
3. Identify hazards and assess risks	<p>3.1 Existing and potential <i>hazards</i> in the work area are <i>identified</i> and reported so that risk assessment and risk control procedures can be applied</p> <p>3.2 Risks are prioritised in accordance with risk management procedures</p>
4. Implement and report on procedures for controlling risks	<p>4.1 Work procedures to <i>control risks</i> are implemented and adherence to them by the workgroup is overseen in accordance with workplace procedures</p> <p>4.2 Existing risk control measures are monitored and <i>results</i> reviewed and reported regularly in accordance with workplace procedures</p>
5. Implement procedures for dealing with hazardous events	<p>5.1 Workplace <i>procedures</i> for dealing with <i>hazardous events</i> are implemented whenever necessary to ensure that prompt control action is taken</p> <p>5.2 Hazardous events are analysed, and information to identify their cause/s is gathered in accordance with organisational procedures</p> <p>5.3 Measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control if within scope of responsibilities and competencies or, alternatively, referred to designated personnel for implementation</p>
6. Implement procedures for providing workplace safety training	<p>6.1 <i>Occupational health and safety training</i> needs are identified, specifying gaps between occupational health and safety competencies required and those held by workgroup members</p> <p>6.2 Arrangements are made for fulfilling identified occupational health and safety training needs in both on-the-job and off-the-job training programs in consultation with relevant parties</p>

ELEMENT

PERFORMANCE CRITERIA

7. Implement procedures for maintaining workplace safety records

- 7.1 Occupational health and safety *records* for work area are completed in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease
- 7.2 Records are compiled to allow evaluation of hazard identification and risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing the work environment, recognising hazards and judging occupational health and safety interventions
- reading complex and formal documents such as legislation and codes of practice and assisting others to apply them to work practices
- research into occupational health and safety areas not covered in legislation and codes of practice
- tailoring oral and written communication to suit different audiences, such as staff, senior management, safety representatives, inspectors, clients, visitors
- preparing reports on hazards requiring accuracy of expression
- accessing legislation and codes of practice electronically or in hard copy
- responding to diversity, including gender and disability
- compiling occupational health and safety records

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- provisions of relevant occupational health and safety legislation
- principles and practice of effective occupational health and safety management
- workplace hazards
- consultative arrangements including in-house communication
- range and selection of control measures
- organisational occupational health and safety management systems and policies and procedures needed for legislative compliance

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV417A Identify and treat risks

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC410A Administer contracts

PSPREG403B Assess compliance

PSPREG408C Conduct search and seizure

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- implementation of workplace safety procedures and programs in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- occupational health and safety Acts, regulations and codes of practice
- national standards, such as Australian and New Zealand risk management standards - ASNZS 4360:1999
- enterprise occupational health and safety policies and procedures
- personal protective equipment
- relevant work areas for identification of hazards and control measures

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing workplace safety procedures and programs, including coping with difficulties, irregularities and breakdowns in routine
- the assessee to implement workplace safety procedures and programs in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays

EVIDENCE GUIDE

- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Occupational health and safety legislation may include

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice, including:
- regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- requirements for provision of occupational health and safety information, consultation and training
- provisions relating to health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

RANGE STATEMENT

Individual needs may relate to

- literacy
- communication skills
- gender
- cultural background
- people with disabilities
- part-time, contract or casual workers

Information topics may include

- induction to new work/management systems
- the nature of work
- tasks and procedures
- hazards and risk management procedures
- consequences of breaching safety procedures/programs and procedures for dealing with breaches
- assistance in work tasks
- new/inexperienced workers
- legislation and codes of practice, for example, relating to hazards in the work area
- consultation with health and safety representatives and occupational health and safety committees

Occupational health and safety policies and procedures, may include

- job procedures and work instructions
- maintenance of plant and equipment
- purchasing of supplies and equipment
- counselling/disciplinary processes
- providing occupational health and safety information
- consultation and participation
- emergency response
- housekeeping
- specific hazards
- identifying hazards, for example, inspections
- incident investigation
- assessing risks
- controlling risks
- personal protective equipment
- occupational health and safety training and assessment
- occupational health and safety recordkeeping
- reporting occupational health and safety issues
- occupational health and safety issue resolution

RANGE STATEMENT

Participative arrangements may include

- formal and informal meetings which include occupational health and safety
- occupational health and safety committees
- other committees, for example, consultative, planning and purchasing
- health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management

Identifying hazards and assessing risks may occur through activities such as

- audits
- workplace inspections
- housekeeping
- checking work area and/or equipment before and during work
- job and work system assessment
- reviews of occupational health and safety records, including registers of hazardous substances, dangerous goods, etc
- maintenance of plant and equipment
- purchasing of supplies and equipment, for example, review of Material Safety Data Sheets and manufacturer/supplier information
- identifying employee concerns

Controlling risks may include actions such as

- measures to remove the cause of a risk at its source
- consultation with workers and their representatives
- application of the hierarchy of control, namely:
 - elimination of the risk
 - substitution
 - engineering controls
 - administrative controls
 - personal protective equipment

Results of risk control monitoring may include

- inadequacies in risk control measures
- inadequacies in resource allocation for implementation of risk control measures

RANGE STATEMENT

Hazardous events may include

- incidents and near misses
- fires and explosions
- emergencies such as chemical spills
- bomb scares
- violent incidents, for example, armed robberies
- natural disasters/events
- occupational violence, including bullying

Procedures for dealing with hazardous events may include

- evacuation
- chemical containment
- first aid
- accident/incident reporting and investigation
- counselling
- de-briefing
- use of Employee Assistance Program

Occupational health and safety training may include

- induction training of staff/visitors
- specific hazard training
- specific task or equipment training
- emergency and evacuation training
- management system
- training as part of broader programs, for example, equipment operation

Occupational health and safety records may include

- complying with privacy requirements
- occupational health and safety audits and inspection reports
- health surveillance and workplace environmental monitoring records
- records of instruction and training
- manufacturers' and suppliers' information, including Material Safety Data Sheets and dangerous goods storage lists
- hazardous substances registers
- maintenance and testing reports
- workers compensation and rehabilitation records
- first aid/medical post records
- purchasing criteria

Unit Sector(s)

Not applicable.

Competency field

Competency field Occupational Health&Safety

PSPOHS501A Monitor and maintain workplace safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the monitoring and improvement of the organisation's occupational health and safety policies, procedures and programs in the relevant work area to achieve and maintain occupational health and safety standards.

The unit is based on *Generic Competency B* in the *National Guidelines for Integrating OHS Competencies into National Industry Competency Standards* (NOHSC:7025, 1998, 2nd edition).

In practice, monitoring and maintaining workplace safety may be demonstrated in the context of generalist and specialist work activities such as coordinating a workgroup, developing client services, coordinating and allocating resources, initiating and managing projects, etc.

This is a new unit of competency, added to the *Occupational Health&Safety* Competency Field of the Training Package in 2004

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Monitor the provision of workplace safety information**

- 1.1 Explanations to the workgroup of relevant provisions of *occupational health and safety legislation and codes of practice* are monitored to ensure they meet *individual needs* and are in accordance with organisational requirements
- 1.2 The quality of *information* on the organisation's *occupational health and safety policies, procedures* and programs is monitored and improvements implemented to ensure they remain up-to-date and readily accessible to the workgroup
- 1.3 Information about identified hazards and the outcomes of risk assessment and risk control procedures is monitored and the workgroup's understanding of the information is regularly assessed through feedback and questioning suited to individual needs

2. Monitor and maintain participative arrangements for workplace safety

- 2.1 The importance of effective *participative arrangements* in managing health and safety risks is promoted and all members of the workgroup are encouraged to contribute in accordance with organisational policy and procedures
- 2.2 Consultative procedures are monitored to ensure participation of the workgroup in the management of workplace hazards in accordance with legislative requirements
- 2.3 Issues raised through consultation are resolved or referred for resolution in accordance with workplace procedures for issue resolution
- 2.4 The outcomes of consultation over occupational health and safety issues are monitored and progressed in accordance with organisational policy and procedures

3. Review procedures for identifying hazards and assessing risks

- 3.1 Procedures for *identifying* existing and potential *hazards* in the work area are monitored and evaluated for effectiveness
- 3.2 Improvements are identified and recommended for hazard identification where necessary
- 3.3 Recommendations are made for risk assessment and risk control procedures to be enhanced where necessary

ELEMENT**PERFORMANCE CRITERIA****4. Monitor and continuously improve procedures for controlling risks**

- 4.1 Work procedures to *control risks* and adherence to them by the workgroup are monitored in accordance with workplace procedures
- 4.2 Results of monitoring existing risk control measures are analysed and recommendations for any action are reported regularly in accordance with workplace procedures
- 4.3 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and are reported to designated personnel
- 4.4 Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel

5. Monitor and maintain procedures for dealing with hazardous events

- 5.1 Workplace *procedures* for dealing with *hazardous events* are monitored whenever necessary to ensure that control action is effective and timely
- 5.2 Hazardous events are investigated to identify their cause in accordance with investigation procedures
- 5.3 Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control if within scope of responsibilities and competencies or, alternatively, referred to designated personnel for implementation

6. Monitor and maintain procedures for providing workplace safety training

- 6.1 Training records and skills audits are regularly monitored to ensure ongoing *workplace safety training* needs are identified and addressed in accordance with organisational policy and procedures
- 6.2 The effectiveness of both on-the-job and off-the-job training programs to address the organisation's occupational health and safety training needs is evaluated in consultation with relevant parties, and continuous improvements are negotiated and implemented as necessary

ELEMENT

PERFORMANCE CRITERIA

7. Monitor procedures for maintaining workplace safety records

- 7.1 *Occupational health and safety records* for the work area are monitored to ensure they meet workplace requirements and legal requirements for the maintenance of records of occupational injury and disease
- 7.2 Aggregate information from the area's occupational health and safety records is used to identify hazards and monitor risk control procedures within the work area according to organisational procedures and within scope of responsibilities and competencies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing the work environment, recognising hazards and judging occupational health and safety interventions
- evaluating the quality and effectiveness of written and oral workplace safety information and training provided to staff
- identifying inadequacies in procedures and control measures
- reading and explaining complex and formal documents such as legislation and codes of practice
- tailoring communication to suit different audiences, such as staff, senior management, safety representatives, inspectors
- preparing reports on workplace safety requiring precision of expression
- investigating hazardous events
- analysing workplace safety data
- assessing resources needed for risk control
- accessing legislation and codes of practice electronically or in hard copy
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- provisions of relevant occupational health and safety legislation
- principles and practice of effective occupational health and safety management
- workplace hazards
- Australian and New Zealand standards - AS/NZS 4360:1999
- range and selection of effective control measures
- organisational occupational health and safety management systems, policies and procedures needed for legislative compliance
- impact of characteristics and composition of the workforce on occupational health and safety management
- relevance of occupational health and safety management to other organisational management policies, procedures and systems

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM501B Design complex projects

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- monitoring and maintaining workplace safety in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- occupational health and safety acts, regulations and codes of practice
- organisational occupational health and safety policies and procedures
- Australian standards such as AS/NZS: 4360 for risk management, or as revised
- relevant work areas for identification of hazards and control measures

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring and maintaining workplace safety procedures and programs, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to monitor and maintain workplace safety in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Occupational health and safety legislation may include

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice, including:
- regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- requirements for provision of occupational health and safety information and training
- provisions relating to health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Individual needs may relate to

- literacy
- communication skills
- gender
- cultural background
- people with disabilities
- part-time, contract or casual workers
- level of experience
- existing knowledge

RANGE STATEMENT

Information topics may include

- induction to new work/management systems
- the nature of work
- tasks and procedures
- hazards and risk management procedures; to assist in work tasks
- new/inexperienced workers
- legislation and codes of practice, for example, relating to hazards in the work area
- consultation with health and safety representatives and occupational health and safety committees

Occupational health and safety policies and procedures may include

- job procedures and work instructions
- maintenance of plant and equipment
- purchasing of supplies and equipment
- counselling/disciplinary processes
- providing occupational health and safety information
- consultation and participation
- emergency response
- housekeeping
- specific hazards
- identifying hazards, for example, inspections
- incident investigation
- assessing risks
- controlling risks
- personal protective equipment
- occupational health and safety training and assessment
- occupational health and safety recordkeeping
- reporting occupational health and safety issues
- occupational health and safety issue resolution
- change management

RANGE STATEMENT

Participative arrangements may include

- formal and informal meetings which include occupational health and safety
- occupational health and safety committees
- other committees, for example, consultative, planning and purchasing
- health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management
- external providers
- clients/visitors

Identifying hazards and assessing risks may occur through activities such as

- audits
- workplace inspections
- housekeeping
- checking work area and/or equipment before and during work
- job and work system assessment
- reviews of occupational health and safety records, including registers of hazardous substances, dangerous goods, etc
- maintenance of plant and equipment
- purchasing of supplies and equipment, for example, review of Material Safety Data Sheets and manufacturer/supplier information
- identifying employee concerns

RANGE STATEMENT

Controlling risks may include actions such as

- measures to remove the cause of a risk at its source
- consultation with workers and their representatives
- application of the hierarchy of control, namely:
 - elimination of the risk
 - substitution
 - engineering controls
 - administrative controls
 - personal protective equipment.

Hazardous events may include

- incidents and near misses
- fires and explosions
- emergencies such as chemical spills
- bomb scares
- violent incidents, for example, armed robberies
- workplace violence, including bullying
- natural disasters/events

Procedures for dealing with hazardous events may include

- evacuation
- chemical containment
- first aid
- accident/incident reporting and investigation

Workplace safety training may include

- induction training
- management systems/policy
- specific hazard training
- specific task or equipment training
- emergency and evacuation training
- training as part of broader programs, for example, equipment operation

RANGE STATEMENT

Occupational health and safety records may include

- complying with privacy and confidentiality requirements
- occupational health and safety audits and inspection reports
- health surveillance and workplace environmental monitoring records
- records of instruction and training
- manufacturers' and suppliers' information, including Material Safety Data Sheets and dangerous goods storage lists
- hazardous substances registers
- maintenance and testing reports
- workers compensation and rehabilitation records
- first aid/medical post records

Unit Sector(s)

Not applicable.

Competency field

Competency field Occupational Health&Safety

PSPOHS601B Establish and maintain a workplace safety system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers establishment, maintenance and evaluation of the organisation's occupational health and safety system in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees.

The unit is based on *Generic Competency C* in the *National Guidelines for Integrating OHS Competencies into National Industry Competency Standards* (NOHSC:7025, 1998, 2nd edition).

In practice, establishing and maintaining a workplace safety system may be demonstrated in the context of generalist and specialist work activities such as coordinating a workgroup developing client services, coordinating and allocating resources, managing change, managing regulatory compliance, etc.

This unit replaces and is equivalent to *PSPOHS601A Establish, maintain and evaluate the organisation's occupational health and safety system*.

This unit and unit *PSPOHS602A Manage workplace safety*, are mutually exclusive. One or the other, but not both, may contribute to a qualification

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish and maintain the framework for the occupational health and safety system

- 1.1 Occupational health and safety policies are developed to underpin the *framework* and detail the organisation's commitment to occupational health and safety within the area of responsibility
- 1.2 Occupational health and safety policies are used to detail how relevant *occupational health and safety legislation* will be implemented, consistent with overall organisational policies
- 1.3 Occupational health and safety responsibilities and duties which will allow implementation and integration of the occupational health and safety system are defined, allocated and included in job descriptions and duty statements for all relevant positions
- 1.4 Financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner
- 1.5 Information on the occupational health and safety system and procedures for the area of responsibility is provided and explained in a form which is readily accessible to employees

ELEMENT**PERFORMANCE CRITERIA****2. Establish and maintain participative arrangements**

- 2.1 *Participative arrangements* are established and maintained in consultation with employees and their representatives in accordance with relevant occupational health and safety legislation and consistent with the organisation's overall process for consultation
- 2.2 Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution
- 2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees

3. Establish and maintain procedures for identifying hazards

- 3.1 Existing and potential hazards within the area of responsibility are identified and identification is confirmed in accordance with occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system
- 3.2 *Procedures for ongoing identification of hazards* are developed and integrated within systems of work and procedures
- 3.3 Activities are monitored to ensure that procedures are adopted and effective throughout the area of responsibility
- 3.4 Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created without effective control

4. Establish and maintain procedures for assessing risks

- 4.1 Risks presented by identified hazards are assessed in accordance with occupational health and safety legislation and codes of practice
- 4.2 *Procedures for ongoing assessment of risks* are developed and integrated within systems of work and procedures
- 4.3 Activities are monitored to ensure that procedures are adopted and effective throughout the area of responsibility
- 4.4 Risk assessment is addressed at the planning, design, purchasing and evaluation stages of any change within the area of responsibility to ensure that the risk from hazards is not increased

ELEMENT**PERFORMANCE CRITERIA****5. Establish and maintain procedures for controlling risks**

- 5.1 *Measures to control assessed risks* are developed and implemented in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system
- 5.2 When measures which control a risk at its source are not immediately practicable, interim solutions are implemented through consultation with the workforce until a control measure is developed
- 5.3 Procedures for ongoing control of risks, based on the hierarchy of control, are developed and integrated within general systems of work and procedures
- 5.4 Activities are monitored to ensure that the risk control procedures are adopted and effective throughout the area of responsibility
- 5.5 Risk control is addressed at the planning, design, purchasing and evaluation stages of any change within the area of responsibility to ensure that adequate risk control measures are included
- 5.6 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures

6. Establish and maintain procedures for dealing with emergencies and hazardous events

- 6.1 Potential hazardous events and the risks associated with them are identified in accordance with occupational health and safety legislation and codes of practice
- 6.2 *Procedures* are developed in consultation with appropriate emergency services to control the risks associated with emergencies and *hazardous events* and meet any legislative requirements as a minimum
- 6.3 Appropriate information and training is provided to all employees to enable implementation of the procedures in all relevant circumstances

7. Establish workplace safety training arrangements

- 7.1 Occupational health and safety *training* is developed and implemented to identify and fulfil employees' occupational health and safety training needs as part of the organisation's general training program

ELEMENT

PERFORMANCE CRITERIA

8. Establish and maintain a system for occupational health and safety records

8.1 A *system for keeping occupational health and safety records* is established and monitored to allow identification of patterns of occupational injury and disease within the area of responsibility

9. Evaluate workplace safety

9.1 The effectiveness of the occupational health and safety system and related policies, procedures and programs is *evaluated* according to the organisation's aims with respect to occupational health and safety.

9.2 Continual improvements to the occupational health and safety system are developed and implemented to ensure more effective achievement of the organisation's aims with respect to occupational health and safety.

9.3 Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing the working environment and designing occupational health and safety management systems to suit
- analysing relevant data and evaluating occupational health and safety system effectiveness
- assessing resources required to establish and maintain occupational health and safety management systems
- reading and interpreting complex and formal documents such as legislation and codes of practice
- tailoring communication to suit different audiences, such as staff, managers, safety representatives, inspectors
- responding to diversity, including gender and disability
- preparing reports on workplace safety requiring precision of expression
- accessing legislation and codes of practice electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- provisions of relevant occupational health and safety legislation
- principles and practice of effective occupational health and safety management
- management arrangements relating to regulatory compliance
- organisational hazards and risks, control measures and relevant expertise required
- characteristics and composition of workforce and their impact on occupational health and safety management
- relevance of enterprise management systems to occupational health and safety management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV601B Apply government systems

PSPHR621A Manage organisational design strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPREG601B Manage regulatory compliance

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- establishment and maintenance of a workplace safety system in a range of (2 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- occupational health and safety acts, regulations and codes of practice
- occupational health and safety management information including policies and procedures
- information relevant to the management of the enterprise, for example, planning, operations, maintenance, purchasing and budgeting
- work areas in the area of responsibility

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when establishing and maintaining a workplace safety system, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to establish and maintain a workplace safety system in a range of (2 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

A framework for occupational health and safety may include

- policy development and updating
- determining the ways in which occupational health and safety functions will be managed which may include distinct occupational health and safety management activities, or inclusion of occupational health and safety functions within a range of management functions and operations such as:
 - maintenance of plant and equipment
 - purchasing of materials and equipment
 - designing operations, work flow and materials handling
 - planning or implementing alterations to site, plant, operations or work systems.
- mechanisms for review and allocation of human, technical and financial resources needed to manage occupational health and safety, including defining and allocating occupational health and safety responsibilities for all relevant positions
- mechanisms for keeping up-to-date with relevant information and updating the management arrangements for occupational health and safety, for example:
 - information on health effects of hazards
 - technical developments in risk control and environmental monitoring
 - changes to legislation.
- mechanisms to assess and update occupational health and safety arrangements relevant to legislative requirements
- a system for communicating occupational health and safety information to employees, supervisors and managers within the enterprise

RANGE STATEMENT

Occupational health and safety legislation may include

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- requirements for the maintenance and confidentiality of occupational injury and disease
- requirements for provision of occupational health and safety information and training
- provisions relating to health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Participative arrangements should cover

- occupational health and safety committees and other committees, for example, consultative, planning and purchasing
- health and safety representatives
- employee and supervisor involvement in occupational health and safety management activities, for example, occupational health and safety inspections, audits, environmental monitoring, risk assessment and risk control
- procedures for reporting hazards, risks and occupational health and safety issues by managers and employees
- inclusion of occupational health and safety in consultative or other meetings and processes

Procedures for identifying hazards may include

- workplace inspections, including plant and equipment
- audits
- maintaining and analysing occupational health and safety records, including environmental monitoring and health surveillance reports
- maintenance of plant and equipment
- reviews of materials and equipment purchases, including manufacturers' and suppliers' information
- employee reporting of occupational health and safety issues

RANGE STATEMENT

Procedures for assessing risks may include

- nationally recognised procedures such as National Safety Council procedures for risk assessment
- determining the likelihood and severity of adverse consequences from hazards
- occupational health and safety audits
- workplace inspections
- maintenance of plant and equipment
- purchasing of materials and equipment
- planning or implementing alterations to site, operations or work systems
- analysis of relevant records and reports, for example:
 - injuries and incidents (including near misses)
 - hazardous substances inventories/registers
 - audit and environmental monitoring reports
 - occupational health and safety committee records

Measures to control risks may include

- assessing the occupational health and safety consequences of materials, plant or equipment prior to purchase
- obtaining expert advice
- reducing/minimising risk through appropriate application of measures according to the hierarchy of control, namely:
 - elimination of the risk
 - substitution
 - engineering controls
 - administrative controls
 - personal protective equipment.
 - designing safe operations and systems of work
 - inclusion of new occupational health and safety information into procedures
 - checking enterprise compliance with regulatory requirements

RANGE STATEMENT

Organisational procedures for dealing with hazardous events may include

- making inventories of, and inspecting, high risk operations
- inspecting systems and operations associated with potentially hazardous events such as:
 - emergency communications
 - links to emergency services
 - fire fighting
 - chemical spill containment
 - bomb alerts
 - first aid services
 - counselling
 - Employee Assistance Program

Occupational health and safety training may include

- arrangements for ongoing assessment of training needs such as those relating to supervisors and managers
- specific hazards
- specific tasks or equipment
- emergencies and evacuations
- training required under occupational health and safety legislation
- allocation of resources for occupational health and safety training, including:
 - acquisition of training resources
 - development of staff training skills
 - purchase of training services.
 - induction training
 - training for new operations, materials or equipment

RANGE STATEMENT

Records system for occupational health and safety may cover

- identifying records required under occupational health and safety legislation, for example, workers compensation and rehabilitation records
- hazardous substances registers
- Material Safety Data Sheets
- incident/injury notifications (including near misses)
- certificates or licences
- manufacturers' and suppliers' occupational health and safety information
- occupational health and safety audits and inspection reports
- maintenance and testing reports
- workplace environmental monitoring and health surveillance records
- records of instruction and training
- first aid/medical post records
- change of management

Evaluation may include

- reviewing the effectiveness of the occupational health and safety management system
- regular review of operating procedures
- regular analysis of occupational health and safety records
- audits against occupational health and safety legislative requirements and organisational health and safety policies and procedures (some organisations have more stringent requirements than legislation requires because of risks associated with the work)

Unit Sector(s)

Not applicable.

Competency field

Competency field Occupational Health&Safety

PSPOHS602A Manage workplace safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management and evaluation of occupational health and safety by operational managers who do not have responsibility for establishing the system, but must ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees.

The unit is based on *Generic Competency C* in the *National Guidelines for Integrating OHS Competencies into National Industry Competency Standards* (NOHSC:7025, 1998, 2nd edition).

In practice, managing workplace safety may be demonstrated in the context of generalist and specialist work activities such as coordinating a workgroup, developing client services, coordinating and allocating resources, initiating and managing projects, etc.

This is a new unit of competency, added to the *Occupational Health&Safety* Competency Field of the Training Package in 2004.

This unit, and unit *PSPOHS601B Establish and maintain a workplace safety system*, are mutually exclusive. One or the other, but not both, may contribute to a qualification

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Manage the framework for a workplace safety systems

- 1.1 The organisation's commitment to occupational health and safety is modelled within area of responsibility in accordance with workplace procedures developed to underpin the *framework* for a workplace safety system
- 1.2 Workplace health and safety procedures developed within area of responsibility are reviewed to ensure they detail how relevant *occupational health and safety legislation* will be implemented, consistent with overall organisational policies
- 1.3 Occupational health and safety responsibilities and duties which will allow implementation and integration of the occupational health and safety system are defined, allocated and included in job descriptions and duty statements for all relevant positions
- 1.4 Financial and human resources required for the operation of the occupational health and safety system within area of responsibility are identified, sought and/or provided in a timely and consistent manner
- 1.5 Information on the occupational health and safety system and procedures for area of responsibility are promoted and provided in a form which is readily accessible to employees

ELEMENT

PERFORMANCE CRITERIA

2. Manage participative arrangements

- 2.1 *Participative arrangements* are managed in consultation with employees and their representatives in accordance with occupational health and safety legislation, *internal agreements*, and consistent with the organisation's overall process for consultation
- 2.2 Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with organisational procedures for dispute resolution
- 2.3 Information about the outcomes of participation and consultation is provided in a manner accessible to employees

3. Manage procedures for identifying hazards

- 3.1 Existing and potential hazards within area of responsibility are identified and confirmed in accordance with occupational health and safety legislation, codes of practice and related occupational health and safety trends
- 3.2 Activities are monitored to ensure that *procedures for ongoing identification of hazards* are adopted and effective throughout area of responsibility
- 3.3 Hazard identification is addressed at the planning, design, purchasing and evaluation stages of any *change* in the workplace to ensure that new hazards are not created

4. Manage procedures for assessing risks

- 4.1 Risks presented by identified hazards are assessed in accordance with occupational health and safety legislation and codes of practice
- 4.2 Activities are monitored to ensure that *procedures for ongoing assessment of risks* are adopted and effective throughout area of responsibility
- 4.3 Risk assessment is addressed at the planning, design, purchasing and evaluation stages of any change to ensure that the risk from hazards is not increased

ELEMENT

PERFORMANCE CRITERIA

5. Manage procedures for controlling risks

- 5.1 *Measures to control assessed risks* are developed and implemented in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and related occupational health and safety trends
- 5.2 When measures which control a risk at its source are not immediately practicable, interim solutions are implemented through consultation with the workforce until a control measure is developed
- 5.3 Activities are monitored to ensure that risk control procedures, based on the hierarchy of control, are adopted and effective throughout area of responsibility
- 5.4 Risk control is addressed at the planning, design and evaluation stages of any change within area of responsibility to ensure that adequate risk control measures are included
- 5.5 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures

6. Manage procedures for dealing with hazardous events

- 6.1 Potential hazardous events and the risks associated with them are identified in accordance with occupational health and safety legislation and codes of practice
- 6.2 *Procedures* which would control the risks associated with *hazardous events* and meet any legislative requirements as a minimum are implemented in consultation with appropriate emergency services
- 6.3 Appropriate information and training is provided to all employees to enable implementation of the procedures in all relevant circumstances

7. Manage workplace safety training

- 7.1 Occupational health and safety *training* is overseen to identify and fulfil employee and management occupational health and safety training needs as part of the organisation's general training program

ELEMENT

PERFORMANCE CRITERIA

8. Monitor occupational health and safety records

- 8.1 The *system for keeping occupational health and safety records* is monitored to allow identification of patterns of occupational injury and disease within area of responsibility in consultation with occupational health and safety representatives
- 8.2 Information from occupational health and safety records is used to inform risk identification procedures

9. Evaluate workplace safety

- 9.1 The effectiveness of the occupational health and safety system and related policies, procedures and programs is *evaluated* according to the organisation's aims with respect to occupational health and safety
- 9.2 Improvements to the occupational health and safety system are identified and actioned to ensure more effective achievement of the organisation's aims with respect to occupational health and safety
- 9.3 Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing relevant data and evaluating occupational health and safety system effectiveness
- assessing financial and human resources required to maintain occupational health and safety management systems
- reading and interpreting complex and formal documents such as legislation and codes of practice
- tailoring communication to suit different audiences, such as staff, managers, safety representatives, inspectors
- responding to diversity, including gender and disability
- preparing reports on workplace safety requiring precision of expression
- accessing legislation and codes of practice electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- provisions of relevant occupational health and safety legislation
- principles and practice of effective occupational health and safety management
- management arrangements relating to regulatory compliance
- organisational hazards and risks, control measures and relevant expertise required
- characteristics and composition of workforce and their impact on occupational health and safety management
- relevance of enterprise management systems to occupational health and safety management
- current state of knowledge in relation to risks and appropriate controls that relate to own area of responsibility

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre -requisite* units that must be achieved prior to this unit: *Nil*
- *Co -requisite* units that must be assessed with this unit: *Nil*
- *Co -assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV601B Apply government systems

PSPHR621A Manage organisational design strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPREG601B Manage regulatory compliance

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPOHS601B Establish and maintain a workplace safety system

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- management of workplace safety in a range of (2 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- occupational health and safety acts, regulations and codes of practice
- occupational health and safety management information including policies and procedures
- information relevant to the management of the enterprise, for example, planning, operations, maintenance, purchasing and budgeting
- work areas in the area of responsibility

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing a workplace safety system, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to manage workplace safety in a range of (2 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

A framework for occupational health and safety may include

- policy development and updating
- determining the ways in which occupational health and safety functions will be managed which may include distinct occupational health and safety management activities, or inclusion of occupational health and safety functions within a range of management functions and operations such as:
 - maintenance of plant and equipment
 - purchasing of materials and equipment
 - designing operations, work flow and materials handling
 - planning or implementing alterations to site, plant, operations or work systems
- mechanisms for review and allocation of human, technical and financial resources needed to manage occupational health and safety, including defining and allocating occupational health and safety responsibilities for all relevant positions
- mechanisms for keeping up-to-date with relevant information and updating the management arrangements for occupational health and safety, for example:
 - information on health effects of hazards
 - technical developments in risk control and environmental monitoring
 - changes to legislation
- mechanisms to assess and update occupational health and safety arrangements relevant to legislative and organisational requirements
- a system for communicating occupational health and safety information to employees, supervisors and managers within the enterprise

RANGE STATEMENT

Occupational health and safety legislation may include

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- requirements for the maintenance and confidentiality of occupational injury and disease
- requirements for provision of occupational health and safety information and training
- provisions relating to health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Participative arrangements may cover

- occupational health and safety committees and other committees, for example, consultative, planning and purchasing
- health and safety representatives
- employee and supervisor involvement in occupational health and safety management activities, for example, occupational health and safety inspections, audits, environmental monitoring, risk assessment and risk control
- procedures for reporting hazards, risks and occupational health and safety issues by managers and employees
- inclusion of occupational health and safety in consultative or other meetings and processes

Internal agreements may include

- enterprise bargaining agreements
- certified agreements
- occupational health and safety agreements

RANGE STATEMENT

Procedures for identifying hazards may include

- workplace inspections, including plant and equipment audits
- maintaining and analysing occupational health and safety records, including environmental monitoring, health surveillance reports and compensation data
- scheduled maintenance of plant and equipment
- reviews of materials and equipment purchases, including manufacturers' and suppliers' information
- employee reporting of occupational health and safety issues

Change in the workplace may include

- accommodation arrangements
- furniture
- equipment
- staffing numbers and deployment
- work allocation
- organisational structure and functions

Procedures for assessing risks may include

- determining the likelihood and severity of adverse consequences from hazards
- occupational health and safety audits
- workplace inspections
- maintenance of plant and equipment
- purchasing of materials and equipment
- planning or implementing alterations to site, operations or work systems
- analysis of relevant records and reports, for example:
 - injuries and incidents
 - hazardous substances inventories/registers
 - audit and environmental monitoring reports
 - occupational health and safety committee records
 - compensation data/claims
- state of knowledge of the risk in other work or program areas/industries
- national risk management standard AS/NZS: 4360, or as revised

RANGE STATEMENT

Measures for controlling risks may include

- assessing the occupational health and safety consequences of materials, plant or equipment prior to purchase
- obtaining expert advice
- appropriate application of measures according to the hierarchy of control, namely:
- elimination of the risk
- substitution
- engineering controls
- administrative controls
- personal protective equipment
- designing safe operations and systems of work
- inclusion of new occupational health and safety information into procedures
- checking enterprise compliance with regulatory requirements

Organisational procedures for dealing with hazardous events may include

- making inventories of, and inspecting, high risk operations
- inspecting systems and operations associated with potentially hazardous events such as:
- emergency communications
- links to emergency services
- fire fighting
- chemical spill containment
- bomb alerts
- first aid services
- procedures for dealing with occupational violence
- counselling
- Employee Assistance Program

RANGE STATEMENT

Occupational health and safety training may include

- arrangements for ongoing assessment of training needs such as those relating to supervisors and managers
- specific hazards
- specific tasks or equipment
- hazardous events and evacuations
- training required under occupational health and safety legislation and organisational health and safety requirements (including policy and procedures)
- allocation of resources for occupational health and safety training, including:
 - acquisition of training resources
 - development of staff training skills
 - purchase of training services
 - induction training
 - training for new operations, materials or equipment

Records system for occupational health and safety may cover

- identifying records required under occupational health and safety legislation, for example, workers compensation and rehabilitation records
- hazardous substances registers
- Material Safety Data Sheets
- incident/injury notifications (including near misses)
- certificates or licences
- manufacturers' and suppliers' occupational health and safety information
- occupational health and safety audits and inspection reports
- maintenance and testing reports
- workplace environmental monitoring and health surveillance records
- records of instruction and training
- first aid/medical post records
- occupational health and safety committee/safety representatives meetings
- change of management

RANGE STATEMENT

Evaluation may include

- reviewing the effectiveness of the occupational health and safety management system
- regular review of operating procedures
- regular analysis of occupational health and safety records
- audits against occupational health and safety legislative requirements and organisational health and safety policies and procedures (some organisations have more stringent requirements than legislation requires because of risks associated with the work)

Unit Sector(s)

Not applicable.

Competency field

Competency field Occupational Health&Safety

PSPPA501A Provide public affairs writing and editorial services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of writing and editorial services by public affairs personnel. It includes researching and writing publications, preparing speeches, reporting on complex/controversial issues, and providing editorial services.

In practice, providing public affairs writing and editorial services may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, developing client service, undertaking research, providing leadership, refining complex workplace documents, etc.

This is a new unit of competency, added to the *Public Affairs* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research and write publications	<p>1.1 <i>Production</i> and deadline requirements, <i>purpose</i> and objectives of the publication are determined</p> <p>1.2 <i>Sources of information</i> for stories/publications are identified in accordance with organisational requirements</p> <p>1.3 Information is gathered and assessed for newsworthiness and audience appeal and an approach/story angle is determined and approved</p> <p>1.4 Content is drafted, refined and redrafted until it meets creative, technical and production requirements</p> <p>1.5 Content is submitted for approval and finalised in accordance with <i>organisational requirements</i></p>
2. Prepare speeches	<p>2.1 Information is gathered and assessed for relevance to the topic and the audience</p> <p>2.2 Ideas and concepts are developed logically and articulated clearly</p> <p>2.3 Speech notes are prepared using language that captures the voice of the intended speaker, and allows the message to be delivered clearly and authoritatively</p> <p>2.4 Potential questions are identified and possible answers prepared in accordance with the content and government policy directions</p> <p>2.5 Speech notes are submitted for review/approval, re-drafted as required, and finalised in accordance with required timeframes</p>
3. Report on complex/controversial issues	<p>3.1 <i>Output format</i>, purpose, audience and deadline/s are determined in accordance with organisational procedures</p> <p>3.2 Source material is analysed for political, social or economic issues relevant to the organisation</p> <p>3.3 Cultural context of the information is identified and taken account of in interpretation</p> <p>3.4 Stereotypes, bias, prejudice and motive are recognised</p> <p>3.5 Key issues are identified, fact is separated from opinion and underlying values and beliefs are explored</p> <p>3.6 Information is synthesised and documents are prepared and <i>submitted</i> in accordance with organisational requirements, legislation, policy and procedures</p>
4. Provide editorial services	<p>4.1 Others are assisted with the preparation of written materials to maintain the writing <i>style and standards</i> for organisational publications</p> <p>4.2 The purpose, intent and <i>specialist vocabulary</i> of materials prepared by others are reviewed with the writer/s and are edited</p>

ELEMENT

PERFORMANCE CRITERIA

to conform with organisational style and the target audience
4.3 Materials are proofed, returned and/or submitted for approval and publication in accordance with organisational policy, procedures and required timelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to the preparation public affairs materials

researching, writing, and correctly targeting publications in a range of genres

working with others to maintain standards in organisational publications

interpreting complex issues and putting them into briefing format

writing clear, well-researched speeches and statements for diverse audiences

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and the environment in the context of public affairs

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector

legislation relating to libel, slander, copyright, privacy, confidentiality

critical analysis of complex information in a government/organisational context

politically and culturally sensitive issues for the organisation

organisational requirements for publications and speeches

government style manual requirements

government protocol

interpretive and journalistic writing styles

speechwriting

editorial knowledge of grammar, spelling and writing styles

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and the environment in the context of writing and editing for public affairs

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV511A Provide leadership

PSPGOV513A Refine complex workplace documents

PSPGOV515A Develop and use political nous

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of public affairs writing and editorial services in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, organisational procedures and protocols relating to the preparation of information for the organisation/public sector
- government style guide
- examples of complex/controversial issues
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing public affairs writing and editorial services

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing public affairs writing and editorial services, including coping with difficulties, irregularities and breakdowns in routine
- provision of public affairs writing and editorial services in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Production requirements may include*
- production schedule and deadlines
 - budget
 - contractual requirements
 - confidentiality
 - intellectual property
 - copyright
 - type of publication
 - style, format, language, graphics
- Purpose of publications may include*
- influencing opinion
 - providing information
 - reporting on achievement
 - recommending options and corresponding actions
 - meeting regulatory requirements
 - meeting public sector reporting requirements
 - strategic planning
- Sources of information may include*
- publications
 - previous stories
 - organisational staff
 - networks
 - Internet
- Organisational requirements for publications may include*
- use of plain English
 - spelling grammar, punctuation, spacing
 - style formats
 - acknowledgements
 - particular terminology to be used/not used:
 - acronyms
 - technical terms
 - bureaucratic language
 - clichés
 - abbreviations
 - requirements for minimising jargon in written materials
 - requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette

RANGE STATEMENT

- guidelines for illustrative items
 - standards for references, acknowledgements, citations, footnotes, endnotes
 - using particular communication channels
 - meeting State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety
 - risk assessment
 - complying with security standards and requirements for government information
 - meeting public sector standards
 - complying with fraud control standards
 - complying with codes of practice and codes of ethics
 - requirements for:
 - private or confidential materials
 - embargoed material
 - politically sensitive materials
- Output format may be*
- report
 - summary
 - briefing notes
 - memo
 - correspondence
- Submission of documents may include*
- approvals
 - sign-off procedures
- Organisational style and standards*
- may be found in:
 - government style guide
 - organisational style guide
 - documented requirements for layouts, formats, styles, spelling etc for a range of organisational publications (refer to organisational requirements for publications earlier in Range Statement)
- Publications may include*
- documents in the public domain such as:
 - annual reports
 - guides
 - advertising materials
 - Internet sites
 - newspaper/magazine articles
 - newsletters

RANGE STATEMENT

- media releases
 - ministerial statements
 - intranet materials
 - in-house publications
- Specialist vocabulary may include*
- scientific/technical vocabulary
 - public sector or organisation specific vocabulary
 - acronyms
 - jargon

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Affairs

PSPPA502A Coordinate public affairs events and activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers coordination of public affairs events and activities. It includes planning and implementing events and activities, and evaluating implementation and outcomes.

In practice, coordinating public affairs events and activities may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, developing client service, providing leadership, coordinating resources, using complex communication, undertaking negotiations, etc.

This is a new unit of competency, added to the *Public Affairs* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan events and activities	<p>1.1 Broad <i>public affairs objectives</i> for the organisation are analysed to ensure that events and activities advance those objectives</p> <p>1.2 The range and types of public affairs events/activities are determined in line with broad public affairs objectives, and approvals are obtained in accordance with organisational policy and procedures</p> <p>1.3 Objectives and target audience/s are determined for each event and activity in line with organisational requirements</p> <p>1.4 <i>Project plans</i> are developed to identify the requirements for all aspects of events and activities and to assign responsibilities</p> <p>1.5 Risks and likely contingencies are assessed and their management is addressed in project plans</p> <p>1.6 Criteria and measures are developed to monitor progress and evaluate achievement of objectives</p>
2. Implement events and activities	<p>2.1 Resources are obtained and plans are implemented in accordance with organisational requirements</p> <p>2.2 <i>Personnel</i> to be involved are briefed and speeches are coordinated as required</p> <p>2.3 Events and activities are coordinated in accordance with project plans</p> <p>2.4 Contingencies are handled in accordance with organisational risk management arrangements identified in the planning for events/activities</p>
3. Evaluate implementation and outcomes	<p>3.1 Coordination and planning of individual events and activities are evaluated and lessons learnt are documented to improve future planning</p> <p>3.2 Events and activities are assessed in terms of their effectiveness in reaching the target audience/s and achieving desired target audience response</p> <p>3.3 Implementation is assessed in terms of achieving individual objectives and meeting criteria for each event/activity</p> <p>3.4 The outcomes of events/activities are assessed in terms of achieving broad public affairs objectives for the organisation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public affairs
- planning and coordinating a range of events/activities for different audiences
- publicising events and activities to encourage public participation
- preparing speeches
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment and sustainability in the context of public affairs

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to public affairs, such as privacy, confidentiality, copyright, libel, slander
- event planning and coordination
- using the mass media
- evaluation in the context of public affairs events and activities
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and the environment and sustainability in the context of public affairs

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV511A Provide leadership

PSPGOV515A Develop and use political nous

PSPLEGN501B Promote compliance with legislation in the public sector

PSPPM501B Design complex projects

PSPPM502B Manage complex projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- coordination of public affairs events and activities in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public affairs
- organisational objectives relating to public affairs
- organisational material relating to mission and operations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when coordinating public affairs events and activities

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating public affairs events and activities, including coping with difficulties, irregularities and breakdowns in routine
- coordination of public affairs events and activities in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Public affairs objectives may include*
- enhancing the organisation's image and reputation
 - providing information about the organisation's purpose and mission
 - educating the public about the organisation's operations
 - providing information about specific policies or programs
- Project plans may include*
- budget
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities required
 - information/communication strategy
 - media coverage arrangements
 - milestones
 - objectives
 - people requirements
 - performance criteria/indicators
 - purpose
 - rationale
 - required project resources
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure
- Personnel may include*
- organisational personnel
 - members of Parliament
 - sponsors

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Affairs

PSPPA601A Manage public affairs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of public affairs including crisis management and high-profile events. It includes contributing to public affairs scope and direction, planning and managing a public affairs program, developing crisis management communication strategies, and handling high-profile events.

In practice, managing public affairs may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, using complex communication strategies, providing leadership, etc.

This is a new unit of competency, added to the *Public Affairs* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to public affairs scope and direction	<p>1.1 An <i>environmental scan</i> is conducted to identify public affairs issues and needs for the organisation</p> <p>1.2 Target audiences for public affairs action are identified in accordance with organisational requirements</p> <p>1.3 Public affairs objectives and programs are developed in line with the organisation's business and strategic plans</p> <p>1.4 Criteria and measures are developed for assessing objectives</p> <p>1.5 <i>Resourcing</i> requirements are identified and the scope of public affairs activities is negotiated in accordance with organisational priorities and resource constraints</p>
2. Plan and manage public affairs program	<p>2.1 An operational plan is developed for public affairs to integrate strategies and coordinate communications and activities</p> <p>2.2 Schedules are developed for communications and activities that are flexible enough to provide for contingencies and emerging issues</p> <p>2.3 Responsibilities and accountabilities are defined, and reporting requirements and benchmarks are identified for monitoring the program</p> <p>2.4 Public affairs program is implemented and monitored to ensure progress or to make changes to achieve the program objectives</p> <p>2.5 Results are evaluated in terms of media coverage, penetration and desired audience response, reasons for variations are identified and changes are made to improve results</p>
3. Develop crisis management communication strategies	<p>3.1 Organisational activities and operations are assessed to identify potential crisis factors and evaluate risk management strategies</p> <p>3.2 The composition of a crisis communication team is explored and determined in terms of required <i>specialist knowledge and guidance</i></p> <p>3.3 Training needs for potential spokespersons are identified and media training is organised in accordance with organisational policy and procedures</p> <p>3.4 <i>Individuals and groups</i> who must be contacted in crisis situations are identified, lines of communication are established and their involvement/role/responsibilities confirmed</p> <p>3.5 Crisis management action plan is developed and submitted for approval to document crisis management communication strategies and protocols, including <i>post-crisis communication</i></p>
4. Handle high-profile events	<p>4.1 Public affairs strategic planning is undertaken for <i>high-profile events</i> in accordance with organisational requirements</p> <p>4.2 Outside groups, partners, the media and business are involved in</p>

ELEMENT

PERFORMANCE CRITERIA

- sponsoring/supporting special events as required
- 4.3 Protocol standards are applied and explained to others as required to ensure a positive organisational outcome from high-profile events
- 4.4 The involvement of managers, staff and government representatives in high-profile events is overseen and supported in accordance with organisational policy and procedures
- 4.5 Speeches and statements for management and other officials are prepared for special events or in times of crisis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public affairs
- planning and setting objectives
- undertaking strategy development
- establishing and maintaining relationships inside and outside the organisation
- communication including consulting, negotiating and liaising with diverse groups
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of public affairs

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to public affairs
- public affairs capability and how this relates to organisational objectives
- event management
- requirements of crisis management communication strategies
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and the environment in the context of public affairs

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPGOV606A Prepare high-level/sensitive written materials

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPOHS602A Manage workplace safety

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- managing public affairs in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public affairs
- examples of crisis situations and high-profile events
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing public affairs

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing public affairs, including coping with difficulties, irregularities and breakdowns in routine
- managing public affairs in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios

EVIDENCE GUIDE

- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Environmental scan may include*
- corporate strategy
 - strategic and operational objectives
 - range of products and services
 - operating environment
 - previous public affairs programs and their effectiveness
- Resourcing may include*
- human resources
 - financial resources
 - physical resources such as equipment
 - outsourced expertise
 - contingency provisions
- Specialist knowledge and guidance may include*
- legal aspects
 - technical aspects
 - security
 - industrial relations
 - management
 - occupational health and safety
 - emergency management
- Individuals and groups may include*
- Minister's office
 - police
 - emergency services
 - employees
 - clients
 - media
 - public
- Post-crisis communication strategies may include*
- cooperation with investigators
 - debriefing employees
 - thanking organisations and individuals who assisted in the crisis
 - information on changes to prevent or avoid the crisis recurring
 - strategies to re-build the organisation's image
- High-profile events may include*
- special events
 - unforeseen incidents
 - disasters

RANGE STATEMENT

- times of crisis

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Affairs

PSPPA602A Provide public affairs advisory service

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of a public affairs advisory service to management that provides a direct unfiltered link to trends, public opinion and perspectives. It includes advising on sensitive situations, advising on reactions to organisational action and advising on organisational materials.

In practice, provision of a public affairs advisory service may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, persuading and influencing opinion, using strategic networks, etc.

This is a new unit of competency, added to the *Public Affairs* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on sensitive situations	<p>1.1 Close communication is maintained with national, regional and local <i>media</i> to identify and anticipate issues of significance to the organisation</p> <p>1.2 Trends, public opinion and perspectives are identified and assessed for their impact on the organisation</p> <p>1.3 Advice is provided on sensitive issues as they arise and on emerging issues that may be politically sensitive for the organisation</p> <p>1.4 Advice is based on well-researched background information, is objective and meets the organisation's needs</p> <p>1.5 Advice is structured to include strategies for dealing with <i>sensitive situations</i> while maintaining confidentiality, and handling consequences if confidentiality is breached</p>
2. Advise on reactions to organisational action	<p>2.1 Proposed organisational policies, programs and actions are analysed for their impact on clients and/or the public</p> <p>2.2 Advice is provided on anticipated or actual public and media reaction to proposed organisational changes</p> <p>2.3 Strategies for ensuring full understanding of the benefits of change, minimising damage to the organisation's image and reputation, and recommendations to counter negative publicity are included in advice given</p> <p>2.4 Candid, objective and confidential advice is provided in accordance with <i>legislation, policy and procedures</i></p>
3. Advise on organisational materials	<p>3.1 Draft materials produced by the organisation are analysed for political, social or economic issues relevant to the government as a whole, the intended audience and/or the public</p> <p>3.2 Cultural context of the information is identified in terms of its relevance or otherwise to the target audience and the general population</p> <p>3.3 Stereotypes, bias, prejudice and motive are identified and highlighted for amendment</p> <p>3.4 Key issues are identified, fact is separated from opinion and underlying values and beliefs explored</p> <p>3.5 Information is synthesised and advice/feedback is prepared to ensure publications meet organisational standards and contribute to public affairs outcomes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public affairs
- analysing organisational policy, core business, client group etc to identify potential for sensitive issues
- using discretion and judgment with sensitive issues
- providing candid confidential advice
- analysing and interpreting organisational materials to advise on changes to address sensitive issues
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of public affairs

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to public affairs
- maintaining relationships with key media contacts
- journalistic and interpretive writing
- strategies to deal with sensitive situations to defend the organisation's position in the face of criticism
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and the environment in the context of public affairs

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPGOV606A Prepare high-level/sensitive written materials

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of a public affairs advisory service in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public affairs
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing a public affairs advisory service

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing a public affairs advisory service, including coping with difficulties, irregularities and breakdowns in routine
- provision of a public affairs advisory service in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Media may include

- press
- radio
- television
- film
- magazines
- print
- graphic
- electronic
- computer
- telecommunications

Sensitive situations may include

- complaints
- incidents
- poor client service
- inappropriate actions
- criminal activity
- emergencies
- industrial issues
- safety issues
- strict application of policy and procedures in circumstances that might warrant alternative action
- release of confidential information
- politically unpopular decisions

Legislation, policies and procedures may include

- State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to public affairs, such as:
 - ethics and accountability guidelines/codes of practice
 - information security standards
 - principles of equal employment opportunity, equity and diversity
 - confidentiality
 - freedom of information
 - privacy
 - intellectual property

RANGE STATEMENT

- copyright
- risk management
- fraud control

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Affairs

PSPPA603A Manage media relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the management of media relationships by those in public affairs to enable the organisation's services and achievements to be recognised and to deal with sensitive issues as they arise. It includes liaising with media personnel, negotiating media coverage, monitoring media coverage and preparing spokespersons for media interaction.

In practice, managing media relationships may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This unit has drawn upon NZQA unit standard 11595 Establish, develop, and manage public relations media relationships.

This is a new unit of competency, added to the *Public Affairs* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Liaise with media personnel	<p>1.1 Information on local, regional and national <i>media</i> contacts is obtained and kept up to date</p> <p>1.2 <i>Processes and procedures</i> for dealing with the media are confirmed, and requirements are established for format, presentation and deadlines for information</p> <p>1.3 Communication processes are established to develop mutual trust and cooperation, and to foster awareness of public affairs events and activities</p> <p>1.4 Information that is reliable and represents the current position of the organisation or situation is provided to the media in accordance with organisational policy and procedures</p> <p>1.5 Situations where serious errors or misquoting occurs are handled in accordance with organisational policy and procedures</p>
2. Negotiate media coverage	<p>2.1 Assessment is made of the potential level of interest in particular events, activities and communications, and media selections are made to maximise coverage and achieve public affairs objectives</p> <p>2.2 The form of information and preferred message positions are identified to maximise media coverage</p> <p>2.3 Notice is given to the media of the timing of events and activities, and contact information is provided to enable confirmation of details</p> <p>2.4 Media coverage is negotiated in accordance with <i>legislation, organisational policy and procedures</i></p>
3. Monitor media coverage	<p>3.1 <i>Options</i> for monitoring media coverage are assessed and selected based on organisational requirements and value for money</p> <p>3.2 Procedures for monitoring media performance are developed and implemented, and actions that address variations from expected performance are recommended</p> <p>3.3 Media coverage is evaluated in terms of effectiveness in achieving message placement objectives, anticipated impact and public affairs objectives</p>
4. Prepare spokespersons for media interaction	<p>4.1 Spokespersons are briefed on the characteristics, communication techniques and potential impact of media interviews for newspapers, radio and television</p> <p>4.2 Spokespersons are briefed on interview approaches and the techniques of specific interviewers</p> <p>4.3 Objectives are established with spokespersons for interview outcomes in planned situations in order to communicate specific</p>

ELEMENT

PERFORMANCE CRITERIA

information

4.4 Responses and techniques are provided for achieving positive communication outcomes in unplanned media interactions

4.5 Spokespersons are prepared for crisis situations in accordance with crisis communication plans and responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to public affairs

using a range of communication methods and strategies, including consultation, liaison, advice, negotiation with diverse groups

assessing and providing newsworthy information

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of public affairs

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to public affairs

the importance of relationships with key media contacts

the range of media and the usefulness of each for particular information or messages

organisational procedures for dealing with the media

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and the environment in the context of public affairs

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPGOV606A Prepare high-level/sensitive written materials

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPOHS602A Manage workplace safety

PSPPOL602A Provide policy advice

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of media relationships in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public affairs
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing media relationships

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing media relationships, including coping with difficulties, irregularities and breakdowns in routine
- management of media relationships in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Media may include

- press
- radio
- television
- film
- magazines
- print
- graphic
- electronic
- computer
- telecommunications

Processes and procedures for dealing with the media may include

- who has access to the media
- organisational spokespersons for particular information or situations
- responsibility for dealing with serious errors or misquoting by the media
- approval processes for release of information

Legislation, organisational policies and procedures may include

- State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to public affairs, such as:
 - public sector management/public service acts
 - ethics and accountability guidelines/codes of practice
 - information security standards
 - equity and diversity principles
 - confidentiality
 - freedom of information
 - privacy
 - intellectual property
 - copyright
 - risk management
 - fraud control

Options for monitoring media coverage may include

- media monitoring service
- internal systems to record media coverage
- combination of internal and external monitoring

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Affairs

PSPPM401B Design simple projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the planning and development of simple, generally low risk projects that may be small scale and managed by one person or by a person with a small team. It includes identifying project requirements, preparing a business case, preparing the project plan and establishing project infrastructure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, project planning and development overlaps with other generalist and specialist work activities such as applying government processes, using resources, developing work plans, gathering information, etc.

When this unit is completed in conjunction with *PSPPM402B Manage simple projects* and *PSPPM403B Close simple projects*, the three units together are equivalent to the eight private sector Business Services project management competencies: BSBPM401A - BSBPM408A inclusive.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

This unit replaces and is equivalent to *PSPPM401A Develop a project*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project requirements	<p>1.1 A rationale for the project is outlined that identifies the purpose, outcomes and likely benefits for the user/s</p> <p>1.2 <i>Stakeholders</i> are identified and their input is obtained at the planning stage to ensure the project proposal and its objectives are required and achievable</p> <p>1.3 The project environment is assessed and environmental issues are addressed in the project proposal</p> <p>1.4 <i>Project parameters</i> are determined and a project proposal is completed to organisational standards and within guidelines</p> <p>1.5 The project proposal is structured so it is compatible with organisational objectives and other organisational projects, and is designed in accordance with the organisation's <i>policies and procedures</i> and in consultation with <i>specialists</i> to meet user/client requirements</p>
2. Prepare business case	<p>2.1 Research and analysis is undertaken to identify impacts and risks, <i>constraining factors</i> and alternate options</p> <p>2.2 Options and solutions are identified, advice is obtained and recommendations are made in accordance with the strategic direction of the organisation/work unit</p> <p>2.3 A <i>report</i> is prepared that demonstrates a business case for the project in accordance with organisational requirements</p> <p>2.4 <i>Approvals</i> for the project proposal are obtained in accordance with organisational policy and procedures</p>
3. Prepare project plan	<p>3.1 Project <i>scope</i> is determined in terms of objectives, outcomes and project deliverables</p> <p>3.2 Specialists are consulted where necessary, to advise on potential risks, and <i>options to manage risks</i> are investigated and recorded in the <i>project plan</i></p> <p>3.3 Each of the <i>parameters</i> identified in the proposal are addressed in the project plan in consultation with relevant parties and appropriate approvals are sought and recorded</p> <p>3.4 <i>Project management tools</i> are utilised for planning in accordance with project requirements</p> <p>3.5 Project outputs are determined that are measurable and achievable and indicators to monitor the performance of the project are developed, under guidance, and agreed by relevant parties in accordance with organisational policy and procedures</p>
4. Establish project infrastructure	<p>4.1 An implementation strategy is developed in accordance with the project plan and organisational guidelines, and presented to stakeholders to gain project support</p> <p>4.2 Terms of reference and <i>project infrastructure</i> requirements for</p>

ELEMENT

PERFORMANCE CRITERIA

- set-up and implementation of the project are clarified in the implementation strategy in accordance with the project plan
- 4.3 Resources are obtained to set up the project office, and roles and responsibilities are assigned to team members and stakeholders as agreed in the project plan
- 4.4 Processes identified for monitoring, evaluating and reporting performance against project objectives are established in accordance with the project plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

detailing requirements, writing recommendations and preparing plans requiring precision of expression

negotiating timelines, roles and responsibilities with stakeholders or team members

communicating with stakeholders or team members using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

using project management tools

applying workplace safety procedures in line with project planning requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on the project and management of the project, for example:

public sector codes of ethics/conduct

occupational health and safety and environment requirements

quality standards

risk management

financial management

procurement

human resources

equal employment opportunity, equity and diversity principles

organisational project approval processes

scheduling

change management

project planning methods for small scale or low risk projects

project management tools to suit the projects planned

principles relating to the planning phase of project management for small scale or low risk projects

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV405B Provide input to change processes

PSPGOV408A Value diversity

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV416A Monitor performance and provide feedback

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

PSPPROC409A Receive and select offers

PSPPROC410A Administer contracts

PSPPM402B Manage simple projects

PSPPM403B Close simple projects

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit

EVIDENCE GUIDE

- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- design of simple projects in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- documented information and/or examples of the assessee's personal work
- project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when planning projects, including coping with difficulties, irregularities and breakdowns in routine
- design of simple projects in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- project sponsor/funding bodies
 - clients or customers (internal and external)
 - industry
 - other agencies
 - general public
 - relevant interest groups
 - unions
 - functional areas
 - the organisation's senior management
 - Ministers
 - project team
 - steering committee
 - end user
 - supplier/service provider
- Project parameters include*
- project scope - outcomes, objectives, project deliverables
 - feasibility
 - skills required for project team
 - people required for project including specialist expertise
 - communications including reporting requirements
 - risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
 - steering committee arrangements
 - timeframe and milestones
 - cost
 - resources for project
 - acquisition/procurement
 - organisational structure for project
 - project quality control and operational flexibility
 - project governance structure
 - monitoring through staged rollout
 - project delivery requirements
 - pilot outcomes

RANGE STATEMENT

- intellectual property
 - integration of project within organisation
 - transition arrangements
 - change management
 - project evaluation
- Policies and procedures may include*
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
- Specialists may include*
- legal
 - technical
 - financial
 - other functional areas
 - other relevant agencies
 - logistics

RANGE STATEMENT

Constraining factors may include

- political
- industrial
- legislative
- technical
- financial
- resourcing
- social and cultural considerations
- cultural change management (internal)
- security/privacy
- environmental
- logistic support

Analysis report will contain

- cost-benefit analysis

Approval may be required from

- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

Project scope is defined by

- objectives - aims/goals for doing the project
- outcomes - measurable benefit achieved from the utilisation of the outputs delivered by the project
- outputs/project deliverables - the services/products delivered by the project

Options to manage risks may include

- acceptance
- avoidance
- minimisation
- transfer
- strategies
- flexibility
- empathy
- emotional intelligence

Project plan will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project

RANGE STATEMENT

- facilities
 - inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human resource development
 - performance criteria/indicators
 - project control mechanisms
 - project implementation strategy
 - project governance strategy
 - purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)
- Project parameters include*
- risk management
 - schedule management
 - financial management
 - communication, including reporting
 - resources management
 - logistics management
 - scope management
 - change management
 - quality management
 - people management
 - occupational health and safety management
- Project management tools may include*
- risk analysis
 - organisational project governance framework
 - communications plan
 - reporting framework
 - project management software and other tools:

RANGE STATEMENT

- Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system
 - logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual
 - staffing levels/need for recruitment action and training
 - equipment and technical support
 - resource requirements including travel, finance etc
 - project office accommodation
 - management infrastructure
- Project infrastructure may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM402B Manage simple projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project start-up activities, coordinating project implementation, monitoring the project and arranging follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing simple projects overlaps with other generalist and specialist work activities such as applying government processes, using resources, gathering information, managing contracts etc.

When this unit is completed in conjunction with *PSPPM401B Design simple projects* and *PSPPM403B Close simple projects*, the three units together are equivalent to the eight private sector Business Services project management competencies: BSBPM401A - BSBPM408A inclusive.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

This unit replaces and is equivalent to *PSPPM402A Implement projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Implement start-up activities**

- 1.1 The *project plan* is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy
- 1.2 Project *stakeholders'* understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed
- 1.3 *Required systems* are established and maintained throughout the project in accordance with the project plan
- 1.4 A working knowledge of *project management tools* is used to facilitate integration of project activities and achievement of project outcomes

2. Coordinate project implementation

- 2.1 *Integration and management* of project activities are handled in accordance with the project plan
- 2.2 Stakeholder input and expectations are managed and their commitment is maintained throughout the life of the project in accordance with organisational policy and procedures and the project plan
- 2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures
- 2.4 Project *change proposals* are received and changes are recommended/made in accordance with the project plan, and documented in accordance with *policy and procedures*

3. Monitor project

- 3.1 All aspects of the project are continually monitored and corrective action is taken as necessary to maintain progress in accordance with the project plan
- 3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan when dealing with management, staff and/or contractors, steering committee members or other stakeholders
- 3.3 Project governance plans and any related contracts are monitored, reviewed and amended as appropriate, and results are reported in accordance with the communication plan
- 3.4 Project progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the contract
- 3.5 Programmed review of objectives and achievement is implemented in accordance with the project plan

4. Arrange project follow-up activities

- 4.1 Project deliverables are analysed against *specifications*, performance standards and project objectives, under broad guidance, and the results are reported to stakeholders
- 4.2 An initial support package or product manual is produced, if

ELEMENT

PERFORMANCE CRITERIA

required, to provide guidance for stakeholders who will be required to apply the project results

4.3 The support package includes options for stakeholders to take account of environmental and cultural factors in applying project results

4.4 Operational and support authorities are consulted to research any testing/trialling/building requirements resulting from the project, and evaluation of any recommendations are included in the project report

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

leading and mentoring people to achieve project deliverables
maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
responding to diversity, including gender and disability
using project management tools applicable to small scale or low risk projects
applying ethical decision making and problem solving related to project management of small scale or low risk projects
writing recommendations and preparing implementation support packages requiring precision of expression
applying workplace safety procedures in line with project requirements
accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on project management, for example:
public sector codes of ethics/conduct
occupational health and safety and environment requirements
project governance requirements
quality standards
risk management
procurement guidelines
human resources
equal employment opportunity, equity and diversity principles
project management tools to suit a range of small scale or low risk projects
project management principles
organisational and political context

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC410A Administer contracts

PSPPM401B Design simple projects

PSPPM403B Close simple projects

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management

EVIDENCE GUIDE

Where and how to assess evidence

- workplace project documentation
- scenarios and case studies
- examples of project management tools

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing projects, including coping with difficulties, irregularities and breakdowns in routine
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project plan will include some or all of

- acquisition strategies
 - budget and financial management strategy
 - contract management
 - cost estimates
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities
 - inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human resource development
 - performance criteria/indicators
 - project control mechanisms
 - project implementation strategy
 - project governance strategy
 - purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)
- Stakeholders may include*
- project sponsor/funding bodies
 - clients or customers (internal and external)
 - industry

RANGE STATEMENT

- other agencies
 - general public
 - relevant interest groups
 - unions
 - functional areas
 - the organisation's senior management
 - Ministers
 - project team
 - steering committee members
 - end user
 - supplier/service provider
- Required systems for project management may include*
- planning and monitoring system
 - financial management including:
 - budget allocation/funding
 - income generated
 - expenditure
 - recordkeeping for documented information such as:
 - correspondence
 - quality data including survey, needs, test results
 - contracts
 - time allocated and spent on each aspect of the project
 - progress reports
 - performance reports against milestones
 - project outcomes
 - samples, prototypes, models
- Project management tools may include*
- risk analysis
 - organisational project governance framework
 - communications plan
 - reporting framework
 - project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system
 - logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual
- Integration of project activities may include*
- scope
 - time

RANGE STATEMENT

- cost
 - quality
 - human resources
 - communications
 - risk
 - procurement
- Management may include*
- scope management
 - communication and reporting
 - schedule management
 - financial management
 - quality management
 - resources management
 - people management
 - logistics management
 - risk management
 - contract management
 - change management
- Change proposals may include*
- scope
 - administration
 - engineering, technical, technology changes
 - time
 - cost
 - resources
- Policy and procedures may include*
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

RANGE STATEMENT

Specifications may include

- functional
- technical
- performance
- material

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM403B Close simple projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers project evaluation and reporting for generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project review activities and finalising projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing simple projects may overlap with other generalist and specialist work activities such as applying government processes, using resources, gathering information, providing input to change, managing contracts etc.

When this unit is completed in conjunction with *PSPPM401B Design simple projects* and *PSPPM402B Manage simple projects*, the three units together are equivalent to the eight private sector Business Services project management competencies: BSBPM401A - BSBPM408A inclusive.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

This unit replaces and is equivalent to *PSPPM403A Close projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement project review activities	<p>1.1 Evaluation of project process and achievement against objectives is undertaken in consultation with <i>stakeholders</i> and results are reported in accordance with the <i>project plan</i> and organisational <i>policy and procedures</i></p> <p>1.2 Action to rectify problems in meeting client needs is recommended and documented</p> <p>1.3 Implications of project results for policies and operating procedures are identified and recommendations are made for their amendment</p> <p>1.4 Information obtained from the evaluation of the project is structured so it may be used to improve relevant policy and practice in accordance with organisational requirements</p>
2. Finalise project	<p>2.1 Contracts are finalised and financial records are checked for accuracy and completed in accordance with organisational procedures</p> <p>2.2 Project wind-down is <i>managed</i>, <i>documentation</i> is completed, records are archived and <i>approvals</i> are obtained in accordance with the project plan and organisational policy and procedures</p> <p>2.3 Project stakeholders are debriefed, and recommendations are made for redeployment of infrastructure/resources in accordance with organisational policy and procedures</p> <p>2.4 Project hand-over to user/s is completed in accordance with organisational procedures and lessons learnt are documented and reported to stakeholders to assist in continuous improvement</p> <p>2.5 Stakeholders are advised of procedures and authorities for initial support to implement project deliverables where relevant, and strategies are devised to manage long-term project momentum in accordance with organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing results and evaluating results against objectives
writing recommendations and preparing reports requiring precision of expression
communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
responding to diversity, including gender and disability
debriefing project team members
reporting on resource expenditure including time and costs
using project management tools suited to small scale or low risk projects
applying workplace safety procedures in line with project requirements
accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on project finalisation, for example:
public sector codes of ethics/conduct
occupational health and safety and environment requirements
project governance requirements
quality standards
risk management
procurement guidelines
human resource management and development
equal employment opportunity, equity and diversity principles
project management tools to suit a range of small scale or low risk projects
project management principles
organisational and political environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC410A Administer contracts

PSPPM401B Design simple projects

PSPPM402B Manage simple projects

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPPM405A Administer simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- closure of simple projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out

EVIDENCE GUIDE

- workplace project documentation
- scenarios and case studies
- examples of project management tools

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when closing projects, including coping with difficulties, irregularities and breakdowns in routine
- closure of simple projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project plan will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy

RANGE STATEMENT

- purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)
- Policy and procedures may include*
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
- Management of project wind-down may include*
- risks
 - issues
 - assets
 - consultants
 - project team
 - support staff
- Documentation may include*
- project completion report
 - supplier performance reports
 - whole-of-life support plans
 - transfer documents
 - financial reports and acquittals
- Approvals may be*
- project sponsor/funding body

RANGE STATEMENT

required from

- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM404A Carry out simple project activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the activities required to carry out simple projects, working on one project at a time. This work is typically undertaken by a project officer working individually or as part of a project team. It includes reviewing and confirming the project brief, carrying out project activities, monitoring and maintaining progress and completing the project. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, carrying out project work overlaps with other generalist and specialist work activities such as acting ethically, applying government processes, using resources, developing work plans, gathering information, etc.

This is a new unit of competency, added to the *Project Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review and confirm project brief	<p>1.1 Project information and supporting materials are obtained and the individual <i>project brief</i> is clarified in accordance with the <i>project plan</i> and organisational <i>policy and procedures</i></p> <p>1.2 Project plan is analysed and requirements, timeframes, roles, responsibilities and <i>stakeholder</i> involvement are confirmed</p> <p>1.3 Project management procedures and controls are confirmed in accordance with the project plan, and any required changes are negotiated according to the project plan change management strategy</p> <p>1.4 The project plan is updated with confirmed information for milestones, resources, other team members and steering committee details</p>
2. Undertake project activities	<p>2.1 Professional or technical skills are provided to accomplish project tasks in accordance with the project requirements</p> <p>2.2 <i>Project data</i> is captured and recorded in accordance with project requirements</p> <p>2.3 Specialist advice and support are provided to the project manager, steering committee and stakeholders as required to achieve project objectives</p>
3. Monitor and maintain progress of project	<p>3.1 <i>Project management tools</i> are used for integration and timing of project activities and achievement of project deliverables</p> <p>3.2 <i>Risks</i> to progress and achievement of project objectives are anticipated and related to the project manager for action in accordance with the risk management plan</p> <p>3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in <i>consultation with management/governance personnel</i></p> <p>3.4 Problem solving to find innovative <i>solutions</i> to project problems or unplanned-for contingencies is undertaken in consultation with project management</p> <p>3.5 Progress reports are provided as required by the project communication plan</p>
4. Complete project	<p>4.1 Project deliverables are completed to the required standard in the required timeframe</p> <p>4.2 Recordkeeping associated with the project is completed and archived as required by the project plan</p> <p>4.3 Project process is evaluated, issues identified and recommendations made for continuous improvement</p> <p>4.4 Project reports are completed to the required standard, containing required information and using agreed style, voice</p>

ELEMENT

PERFORMANCE CRITERIA

and format

4.5 Project hand-over of deliverables and return of borrowed/unused materials are completed in accordance with the project plan and organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating changes to timelines, roles and responsibilities
- communicating with stakeholders, managers and other team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- managing self, time and costs
- using project management tools
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment
 - project governance requirements
 - quality standards
 - risk management
 - procurement
 - human resources
- equal employment opportunity, equity and diversity principles
- principles of project management
- project management tools to suit the projects carried out
- risk management strategies for carrying out single projects

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV406B Gather and analyse information

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPM401B Design simple projects

PSPPROC410A Administer contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- activities for simple projects carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies

EVIDENCE GUIDE

Where and how to assess evidence

- examples of project management tools

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when carrying out projects, including coping with difficulties, irregularities and breakdowns in routine
- activities for simple projects carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Project brief is*
- outline of expectations, tasks, deliverables, etc that are to be achieved by the project officer
- Project plan will include some or all of*
- acquisition strategies
 - budget and financial management strategy
 - contract management
 - cost estimates
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities
 - inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - occupational health and safety plan
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human resource development
 - performance criteria/indicators
 - project control mechanisms
 - project implementation strategy
 - project governance strategy
 - purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)

RANGE STATEMENT

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
- public sector management acts
- financial management and accounting legislation and regulations
- privacy legislation
- government and organisational guidelines and procedures relating to:
- project governance
- resourcing
- security
- strategic plans
- recruitment
- risk management
- procurement guidelines
- designation approvals
- industrial agreements

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project data may include

- financial data including costs, expenditure, income generated, purchases
- quality data including any test results
- record of time spent on project and progress in completing project
- correspondence
- samples, prototypes, models
- project outcomes

Project management tools

- risk analysis
- organisational project governance framework

RANGE STATEMENT

may include

- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Risk management may include

- removing the risk
- transferring the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- keeping reserves

Consultation with management may include

- project manager
- steering committee
- project sponsor
- business owner of the project
- program manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body representative
- customer or client

Solutions to problems may include

- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing aspects of the project
- changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM405A Administer simple projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the administration of a straightforward project or a discrete component of a larger project by staff who are not specialists in project management. The unit focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project. It includes defining the project, developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

Units of competency for specialist project managers at this level include *PSPPM401B Design simple projects*, *PSPPM402B Manage simple projects* and *PSPPM403B Close simple projects*. The unit of competency for specialist project officers is *PSPPM404A Carry out simple project activities*.

This unit and the 3 project management competencies for specialist project managers (PSPPM401B - PSPPM403B) are mutually exclusive and may not contribute to the same qualification.

This unit has been drawn from, and is equivalent to *BSBCMN419A Manage projects*, from the Business Services Training Package.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define project	<p>1.1 Project scope and other relevant documentation are accessed in accordance with organisational policy and procedures</p> <p>1.2 Project stakeholders are identified and their interest in or relationship to the project is established</p> <p>1.3 Clarification is sought from delegating authority of any issues related to the project and project parameters</p> <p>1.4 Limits of own responsibility and reporting requirements are confirmed</p> <p>1.5 Relationship of the project to other projects and to the organisation's objectives is clarified</p> <p>1.6 Available resources to undertake the project are determined and accessed in accordance with organisational requirements</p>
2. Develop detailed project plan	<p>2.1 A project plan is developed that identifies in detail how the project will be executed and managed in relation to the project parameters</p> <p>2.2 Project management tools are identified and accessed in accordance with project requirements</p> <p>2.3 A communication strategy and risk management plan that address the project, organisational and legislative requirements are contained within the project plan</p> <p>2.4 A timeline for completion of activities and a budget, developed and approved in accordance with organisational procedures, are included within the project plan</p> <p>2.5 Stakeholders' understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed</p> <p>2.6 Project plan is finalised and any necessary approvals are gained to commence the project according to the documented plan</p>
3. Administer and monitor project	<p>3.1 Support is provided to ensure that the quality of the expected deliverables of the project and documented timelines are met</p> <p>3.2 Required recordkeeping systems are established and maintained throughout the project</p> <p>3.3 Component plans that identify how key aspects of the project will be managed are implemented and monitored in accordance with set requirements</p> <p>3.4 Project reports are completed and forwarded as required in accordance with the project communication strategy</p> <p>3.5 Risk management is undertaken in accordance with the project plan to ensure project requirements are achieved in accordance with the project plan</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.6 Project deliverables are completed to the required standard, in the required timeframe and within budget
- 4. Finalise project**
- 4.1 Any financial recordkeeping associated with the project is completed and checked for accuracy
- 4.2 Staff involved in the project are de-briefed before assignment to new or previous roles
- 4.3 Project documentation is completed and signed off in accordance with organisational procedures
- 5. Review project**
- 5.1 Project deliverables and processes are reviewed against the project scope and plan
- 5.2 Stakeholders are involved in the review of the project
- 5.3 Lessons learnt from the project are documented and reported in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating timelines, roles and responsibilities with team members
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- leading and managing a project team
- managing time and costs
- using project management tools
- applying quality management techniques including testing and auditing as appropriate
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment and sustainability
 - project governance requirements
 - quality standards
 - risk management
 - procurement
 - human resources
 - equal employment opportunity, equity and diversity principles
 - organisational structure and lines of authority within organisation
 - project management tools to suit the projects administered
 - evaluation techniques for projects

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

PSPPROC410A Administer contracts

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPPM401B Design simple projects

PSPPM402B Manage simple projects

PSPPM403B Close simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administration of simple projects in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering projects, including coping with difficulties, irregularities and breakdowns in routine
- evidence of administration of simple projects in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project scope and other relevant documentation refers to

- project proposal
- tender documents
- contract or other agreement
- project plan or summary
- other documents outlining:
 - expected outcomes of the project
 - inclusions and exclusions from project
 - timeframes for project
 - quality standards for project
- project resources

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public

RANGE STATEMENT

- relevant interest groups
 - unions
 - functional areas
 - the organisation's senior management
 - Ministers
 - project team
 - steering committee
 - end user
 - supplier/service provider
- Delegating authority may include*
- project sponsor
 - business owner of the project
 - program manager
 - specialist project management office
 - CEO, manager or management representative
 - funding body
 - customer or client
- Project parameters may include*
- scope of project
 - quality standards
 - timelines
 - finances for project
 - integration of project within organisation
 - risks associated with project
 - reporting requirements
 - procurement requirements associated with project
 - physical and human resources available or required for project
- Project plan will include some or all of*
- acquisition strategies
 - budget and financial management strategy
 - continuous improvement process established for the project
 - contract management
 - cost estimates
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities
 - inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human

RANGE STATEMENT

- resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- Project management tools may include*
 - risk analysis
 - organisational project governance framework
 - communications plan
 - reporting framework
 - project management software and other tools:
 - Gantt and bar charts
 - Program Evaluation and Review Technique (PERT) charts
 - Critical Path Method
 - cost schedule control system
 - logistics support analysis
 - life cycle cost analysis
 - spreadsheets
 - recording systems - electronic and manual
- Support may include*
 - mentoring and coaching
 - feedback
 - encouragement
 - additional physical and human resources (within allocated budget) if and as required
 - regular meetings
- Recordkeeping may include systems for*
 - financial data including costs, expenditure, income generated, purchases, contracts
 - quality data including survey, needs, test results
 - recording of time spent on project and progress in completing project

RANGE STATEMENT

- progress reports
 - performance reports against milestones
 - correspondence
 - samples, prototypes, models
 - project deliverables/outputs and outcomes
- Component plans may relate to*
- risk management
 - schedule management
 - financial management
 - communication, including reporting
 - resources management
 - logistics management
 - scope management
 - change management
 - quality management
 - people management
- Risk management may include*
- removing the risk
 - minimising the risk
 - accepting the risk
 - preparing a contingency plan
 - allocation of reserves
 - reducing costs
 - researching and applying more efficient methods of completing project tasks
 - seeking further resources to meet deadline
 - negotiating an extension of deadline or redefining completion or quantities or quality of deliverables
 - sharing of ideas to gain improvements to work undertaken within the project
 - outsourcing some aspects of the project
 - changing roles and responsibilities within project team
- Sign-offs may be required by*
- project sponsor
 - business owner of the project
 - program manager
 - specialist project management office
 - chief executive officer, manager or management representative
 - funding body
 - customer or client

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM501B Design complex projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers planning and development of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes identifying project opportunities, undertaking scoping, analysing the feasibility of projects, developing project plans and managing the establishment of projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, designing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM502B Manage complex projects*, and *PSPPM503B Close complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM501A Initiate projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project opportunities and undertake scoping	1.1 A <i>critical analysis</i> of the need for a project is conducted in accordance with organisational <i>policy and procedures</i> 1.2 A project definition study is undertaken, where necessary, to determine the scope of the project 1.3 Project scoping is completed in accordance with organisational policy and procedures and identifies a rationale for the project that includes the purpose, outcomes/expected benefits 1.4 <i>Stakeholders</i> are identified and canvassed to ensure that their requirements are addressed in project planning
2. Analyse project feasibility	2.1 Research and analysis is undertaken to identify impacts and risks, <i>constraining factors</i> and alternate options 2.2 Technical feasibility, supportability and cost effectiveness of the project are analysed and the outcome is reported to key stakeholders 2.3 Alternatives for project design are assessed and a preferred option that fits the strategic direction of the organisation/work unit is identified and reported 2.4 Relevant specialists are consulted to determine the extent of financial, technical, security, scheduling, <i>whole-of-life support</i> and probity, and other risks 2.5 A business case is prepared and <i>approvals</i> to proceed with project development are obtained in accordance with organisational policy, procedures and guidelines
3. Develop project plans	3.1 Project aims, objectives and impacts are defined in the <i>project plan</i> , and timeframes and resources to complete quality deliverables on time and within budget are identified 3.2 Projected outcomes are recorded in measurable and achievable forms and indicators to monitor the performance of the project are developed and agreed by relevant parties 3.3 Potential risks are investigated and identified in the project plan and a risk management process is established to analyse information and <i>options to manage risks</i> 3.4 Skills, roles and responsibilities of team members and stakeholders are clarified and agreed, and reporting requirements are identified 3.5 <i>Management</i> of project <i>parameters</i> is addressed in the project plan and evaluation criteria are designed in accordance with organisational policy and practice 3.6 <i>Project management tools</i> are utilised for planning in accordance with project requirements and the project is designed and <i>documented</i> in consultation with <i>specialists</i> to

ELEMENT

PERFORMANCE CRITERIA

4. Manage establishment of project

- meet user requirements
- 4.1 If required, stakeholders are lobbied in accordance with organisational policy and procedures, to negotiate endorsement for the project
 - 4.2 Terms of reference are written and agreed to by stakeholders and resources are obtained in accordance with organisational procedures to establish the project
 - 4.3 Project scope and objectives are reviewed and analysed, and a strategy is developed to establish *work breakdown structures* to implement the project
 - 4.4 Project *infrastructure* is identified and established in accordance with organisational policy and procedures
 - 4.5 Specialist and technical support relevant to the project is obtained in accordance with the project plan
 - 4.6 Project governance structure and processes are established as detailed in the project plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using project planning techniques related to projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects

detailing requirements, writing recommendations and preparing plans requiring precision of expression

negotiating timelines, roles and responsibilities with stakeholders and team members
scheduling project activities

communicating with stakeholders using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

using project management tools suited to planning reasonably complex projects

applying risk management techniques in project establishment including risk sharing and transfer

using public relations strategies to promote and gain endorsement for projects

including workplace safety issues in project planning requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on the project and management of the project, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainability requirements

project governance requirements

financial management requirements

quality standards

risk management

procurement

human resources

equal employment opportunity, equity and diversity principles

project planning methods which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects

REQUIRED SKILLS AND KNOWLEDGE

project management tools suited to planning reasonably complex projects

principles relating to the planning phase of project management

the project specifications

market capability

resource plans

project approval processes

scheduling packages

cost schedule control systems

integrated logistics support

work breakdown structures

change management in the context of designing complex projects

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPPM502B Manage complex projects

PSPPM503B Close complex projects

PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see table Following for examples)
- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project planning and management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when initiating projects, including coping with difficulties, irregularities and breakdowns in routine

- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Critical analysis may include

- internal and external environment scan
- political imperatives
- previous and current related projects
- policies likely to be impacted
- cost-benefit analysis

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers

RANGE STATEMENT

- project team
 - steering committee members
 - end user
 - supplier/service provider
- Constraining factors may include*
- political
 - industrial
 - legislative
 - technical
 - financial
 - social
 - cultural
 - security/privacy
 - environmental
 - logistical support
 - resources
- Whole-of-life support may include*
- maintenance
 - supply
 - technical data
 - personnel
 - training
 - facilities
 - packaging, handling
 - storage and transportation
 - support and test equipment
 - computing support
- Approval may be required from*
- project sponsor
 - business owner of the project
 - program manager
 - line manager
 - specialist project management office
 - chief executive officer, manager or management representative
 - funding body
 - customer or client
- Project plan will include some or all of*
- acquisition strategies
 - budget and financial management strategy
 - contract management
 - cost estimates
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities

RANGE STATEMENT

- inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human resource development
 - performance criteria/indicators
 - project control mechanisms
 - project implementation strategy
 - project governance strategy
 - purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)
- Risk management may include*
- acceptance
 - avoidance
 - minimisation
 - transfer
- Management may include*
- risk management
 - schedule management
 - financial management
 - communication, including reporting
 - resources management
 - logistics management
 - scope management
 - change management
 - quality management
 - people management
 - procurement management
 - occupational health and safety management
- Project parameters*
- project scope - outcomes, objectives, project deliverables

RANGE STATEMENT

include

- feasibility
- skills required for project team
- people required for project including specialist expertise
- communications including reporting requirements
- risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
- steering committee arrangements
- timeframe and milestones
- cost
- resources for project
- acquisition/procurement
- organisational structure for project
- project quality control and operational flexibility
- project governance structure
- monitoring through staged rollout
- project delivery requirements
- pilot outcomes
- intellectual property
- integration of project within organisation
- transition arrangements
- change management
- project evaluation

Project management tools may include

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Documented information may include

- reports detailing strategy
- statement of requirement/work
- industry development proposals
- project plans

RANGE STATEMENT

- resource plans
 - project team work plans
 - risk and issues plan and log
 - performance evaluation criteria
 - reports to industry
 - whole-of-life support proposals
 - project definition study
- Relevant specialists may include*
- legal
 - technical
 - financial
 - other functional areas
 - other relevant agencies
 - logistics
- Work breakdown structures may include*
- how the work is to be performed and how cost and schedule data are to be tracked and reported
 - identification of the project tasks (deliverables)
 - identification of specific management responsibilities for tasks
- Project infrastructure may include*
- staffing levels/need for recruitment action and training
 - equipment and technical support
 - resource requirements including travel, finance etc
 - project office accommodation
 - management infrastructure

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM502B Manage complex projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes managing start-up, project implementation, project integration and follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM501B Design complex projects*, and *PSPPM503B Close complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM502A Manage projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage start-up activities	<p>1.1 <i>Project plans</i> are refined in consultation with steering committee and team members, and precise details are included for schedules of activities, milestones and resources</p> <p>1.2 <i>Required systems</i> are established and maintained throughout the project in accordance with the complexity of the project and in line with the project plan</p> <p>1.3 Project team members' understanding of and commitment to fulfilling the project requirements and their roles and responsibilities for the duration of the project are confirmed</p> <p>1.4 <i>Project management tools</i> are selected and applied effectively to achieve project outcomes</p>
2. Manage project implementation	<p>2.1 <i>Integration and management</i> of complex project activities are handled in accordance with the project plan</p> <p>2.2 Leadership and required <i>development</i> are provided to the project team, and morale, stress levels and triggers are managed throughout the life of the project in accordance with organisational <i>policy and procedures</i></p> <p>2.3 <i>Stakeholder</i> input and expectations are managed throughout the project in accordance with the communication plan</p> <p>2.4 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority in accordance with organisational policy and procedures</p> <p>2.5 Project <i>change proposals</i> are negotiated, agreed and documented in accordance with policy and procedures</p>
3. Manage project integration	<p>3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met in accordance with the project plan</p> <p>3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan and staff and contractors are regularly consulted to discuss progress and ensure effective results</p> <p>3.3 Project integration is monitored, and management plans and any related contracts are reviewed and amended as appropriate, with results reported in accordance with mechanisms identified in the communication plan</p> <p>3.4 Ongoing progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the project</p> <p>3.5 Programmed review of objectives and achievement is planned and implemented in accordance with the project plan</p>
4. Coordinate project	<p>4.1 Significant judgment is applied in the analysis of project</p>

ELEMENT

follow-up activities

PERFORMANCE CRITERIA

- deliverables against *specifications*, performance standards and project objectives, and the results are reported to stakeholders
- 4.2 Support package arrangements are identified and offered to stakeholders who will be required to apply the project results
- 4.3 Options for stakeholders to take account of environmental and cultural factors in applying the project results are included in the support package
- 4.4 Operational and support authorities are consulted to investigate any testing/trialling/building and evaluation requirements resulting from the project, and funding implications estimated in project report

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project outcomes
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- negotiating with stakeholders and team members using communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools applicable to reasonably complex projects
- applying ethical decision making and problem solving related to project management of reasonably complex projects
- writing recommendations and preparing project reports requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project implementation, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environmental and sustainability requirements
 - project governance requirements
 - quality standards
 - risk management
 - procurement guidelines
 - financial management and budgetary framework
 - human resources
 - equal employment opportunity, equity and diversity principles
- project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project
- project management systems
- organisational and political context
- critical analysis in a project management context

REQUIRED SKILLS AND KNOWLEDGE

business and commercial issues related to the projects managed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPPM501B Design complex projects

PSPPM503B Close complex projects

PSPPROC501A Manage contract risk

PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management in the organisation and the public sector
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when managing complete projects, including coping with difficulties, irregularities and breakdowns in routine

- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project plans will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- planning and monitoring system
- financial management including:
- budget allocation/funding

Required systems for project management may include

- income generated
- expenditure
- recordkeeping for documented information such as:
- correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Project management tools may include

Integration of project activities may include

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include

- scope management
- communication and reporting
- schedule management
- financial management
- fraud control
- quality management
- resources management
- people management
- logistics management
- risk management

- contract management
 - project implementation
 - transition
 - change management
- Development may include*
- regular meetings
 - feedback
 - encouragement
 - mentoring and coaching
 - additional physical and human resources (within allocated budget) if and as required
- Policy and procedures may include*
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environment and sustainability
- Stakeholders may include*
- project sponsor/funding bodies
 - clients or customers (internal and external)
 - industry
 - other agencies
 - general public
 - relevant interest groups
 - unions
 - functional areas
 - the organisation's senior management
 - Ministers
 - project team
 - steering committee
 - end user

Contract change proposals may include

- supplier/service provider
- administration
- cost
- engineering, technical, technology changes
- resources
- scope
- specifications
- time

Specifications may include

- functional
- technical
- performance
- material

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM503B Close complex projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers closure of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes reviewing project activity and managing project closure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, closing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM501B Design complex projects* and *PSPPM502B Manage complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM503A Finalise projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review project activity	<p>1.1 Evaluation of project process, supplier performance and achievement against objectives is undertaken in consultation with <i>stakeholders</i> and results are reported in accordance with the <i>project plan</i> evaluation framework and organisational <i>policy and procedures</i></p> <p>1.2 The extent to which clients needs were met is evaluated and action to rectify problems is identified and documented</p> <p>1.3 Implications of project outputs/outcomes for policies and operating procedures are identified and recommendations are made for their amendment</p> <p>1.4 Information obtained from the evaluation of the project is provided in accordance with organisational requirements so it may be used to improve relevant policy and practice</p>
2. Manage project closure	<p>2.1 Any funding associated with the project is acquitted against project budget items, and financial records are checked for accuracy and completed in accordance with organisational procedures</p> <p>2.2 Project wind-down is <i>managed</i> and <i>documentation</i>, records and <i>approvals</i> are handled in accordance with project plan and organisational policy and procedures</p> <p>2.3 Project stakeholders are debriefed, and infrastructure and resources are redeployed in accordance with organisational policy and procedures</p> <p>2.4 Project hand-over to user/s is completed in accordance with organisational procedures, and lessons learnt are documented and reported to stakeholders to assist in continuous improvement</p> <p>2.5 Stakeholders are advised of procedures and authorities for initial support to apply project results where relevant, and strategies are provided to manage long-term project momentum in accordance with organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing results and evaluating outcomes against objectives
writing recommendations and preparing reports requiring precision of expression
communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
responding to diversity, including gender and disability
debriefing stakeholders and redeploying resources and infrastructure
acquitting and reporting on resource expenditure including time and costs
using project management tools applicable to reasonably complex projects
applying workplace safety procedures in line with project requirements
accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on project finalisation, for example:
public sector codes of ethics/conduct
occupational health and safety and environmental and sustainability requirements
project governance requirements
quality standards
risk management
procurement guidelines
financial management
human resource management and development
equal employment opportunity, equity and diversity principles
project specifications and objectives
project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project
project management principles and systems
critical analysis in a project management context
business and commercial issues related to the projects managed
organisational and political environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPGOV517A Coordinate risk management

PSPPM501B Design complex projects

PSPPM502B Manage complex projects

PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools suited to reasonably complex projects

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing and closing complex projects, including coping with difficulties, irregularities and breakdowns in routine
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Project plan will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy

RANGE STATEMENT

- purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)
- Policy and procedures may include*
- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environment and sustainability
- Management of project wind-down may include*
- risks
 - issues
 - assets
 - consultants
 - project team
 - support staff
- Documentation may include*
- project completion report
 - supplier performance reports
 - whole-of-life support plans
 - transfer documents
 - financial reports and acquittals

RANGE STATEMENT

Approvals may be required from

- evaluation reports
- transition plans
- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM504A Carry out complex project activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the work activities required to carry out complex project activities or multiple projects simultaneously. Typically this work is undertaken by project officers who are required to work on projects for multiple clients, or all aspects of larger projects. They are sometimes responsible for all the project deliverables, and at other times they work in teams on aspects of a number of projects. Contract management requirements are not included, as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

The unit includes reviewing and confirming requirements of each project/activity, organising and undertaking project activities, managing the progress of multiple projects/activities and finalising projects/activities.

In practice, conducting complex project activities overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Project Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT**PERFORMANCE CRITERIA****1. Review and confirm project requirements**

- 1.1 Limits of own responsibility and reporting requirements are confirmed for each of the projects/project activities assigned
- 1.2 Information and supporting materials for each project/project activity are obtained in accordance with project requirements, organisational *policy and procedures*
- 1.3 *Project plans* are analysed and requirements, timeframes, roles, responsibilities and *stakeholder* involvement are confirmed for each
- 1.4 Project management procedures and controls are confirmed in accordance with each project plan, and any required changes are negotiated according to the project plan change management strategy
- 1.5 Project plans are updated with confirmed information for milestones, resources, team members and steering committee details

2. Organise and undertake project activities

- 2.1 Personal work plans are prepared to assign activities, timeframes and milestones for all projects/project activities to a single planning management framework to meet the progress requirements for each project/project activity
- 2.2 Where project requirements cannot be accommodated and clashes occur, negotiations are conducted with project managers and/or supervisory staff to find a compromise satisfactory to all stakeholders
- 2.3 Project tasks are accomplished in accordance with project plans and any changes are managed in accordance with the approved project change strategy
- 2.4 *Project data* is captured and recorded in accordance with project requirements
- 2.5 Specialist advice and support are provided to project managers, steering committees and stakeholders as required to achieve project objectives

3. Manage progress of multiple projects/activities

- 3.1 *Project management tools* are used for integration and timing of project activities and achievement of project outcomes
- 3.2 *Risks* to progress and achievement of project objectives are anticipated and reported to project management for action in accordance with risk management plans
- 3.3 Completion of project activities and progress against targets and milestones are monitored and corrective action is taken if needed, in accordance with project plans and in *consultation* with project managers
- 3.4 Problem solving to find innovative *solutions* to project problems or unplanned-for contingencies is undertaken in consultation with project management

ELEMENT

PERFORMANCE CRITERIA

4. Finalise project activities

- 3.5 Progress reports are provided as required by project communication plans
- 4.1 Project deliverables for each project/activity are completed to the required standard in the required timeframes
- 4.2 Recordkeeping associated with each project is completed as required by project plans
- 4.3 Project processes are evaluated, issues identified and recommendations made for continuous improvement of projects/activities
- 4.4 Project reports are prepared containing required information completed to the required standard using agreed style, voice and formats
- 4.5 Project hand-overs of deliverables and return of borrowed/unused materials are completed in accordance with project plans and organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

managing the logistics of dealing with multiple projects/activities, masters and milestones

managing self, time and costs

using project management tools

negotiating changes to timelines, roles and responsibilities

communicating with project managers and other stakeholders using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

recording information, writing recommendations and preparing reports requiring complex language structures and precision of expression

applying workplace safety procedures in line with project requirements

accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, organisational policies and procedures that may impact on projects and management of the projects, for example:

public sector codes of ethics/conduct

occupational health and safety and environmental and sustainability standards

project governance requirements

quality standards

risk management

procurement

financial management

human resources

equal employment opportunity, equity and diversity principles

principles of project management

project management tools to suit the combination of projects/activities carried out

risk management strategies for carrying out multiple projects

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPPROC501A Manage contract risk

PSPPROC502A Establish contract management arrangements

PSPPROC503A Manage contract performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when conducting multiple project activities, including coping with difficulties, irregularities and breakdowns in routine

- complex project activities carried out in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

For consistency of assessment

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
- public sector management acts
- financial management and accounting legislation and regulations
- privacy legislation
- government and organisational guidelines and procedures relating to:
- project governance
- resourcing
- security
- strategic plans
- recruitment
- risk management
- procurement guidelines
- designation approvals
- industrial agreements
- environmental and sustainability standards

Project plans will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- occupational health and safety plan
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human

RANGE STATEMENT

- resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)
- Stakeholders may include*
 - project sponsor/funding bodies
 - clients or customers (internal and external)
 - industry
 - other agencies
 - general public
 - relevant interest groups
 - unions
 - functional areas
 - the organisation's senior management
 - Ministers
 - project team
 - steering committee members
 - end user
 - supplier/service provider
- Project data may include*
 - research data
 - quality data including trials or test results
 - draft materials
 - samples, prototypes, models
 - project outcomes
 - record of time spent on project and progress in completing project
 - correspondence
 - financial data including costs, expenditure, income generated, purchases

RANGE STATEMENT

Project management tools may include

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Risk management may include

- removing the risk
- transferring the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- keeping reserves

Consultation with project managers may also include

- steering committees
- project sponsors
- business owners of the projects
- program managers
- specialist project management office
- chief executive officer, manager or management representative
- funding body representatives
- customers or clients

Solutions to problems may include

- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing aspects of the project
- changing roles and responsibilities within project team

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM601B Direct complex project activities

Modification History

Not applicable.

Unit Descriptor

Not applicable.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
----------------	-----------------------------

ELEMENT**PERFORMANCE CRITERIA****1. Identify project scope in a strategic context**

- 1.1 Organisational requirements are anticipated/identified and communicated to project developers and managers
- 1.2 Project definition studies are undertaken and the results are analysed against similar projects already conducted to determine/approve the scope of projects
- 1.3 Project *infrastructure* is approved in accordance with organisational *policy and procedures*
- 1.4 Projects are initiated in accordance with the organisation's strategic direction in consultation with clients
- 1.5 Conceptual and analytical skills are applied to develop a management strategy to ensure project objectives and client requirements are met
- 1.6 An effective *risk management* system is developed and applied to ensure project objectives are met within the organisation's accountability framework

2. Manage establishment of projects

- 2.1 The political context is managed and *stakeholder* expectations are influenced in accordance with organisational policy and procedures, to ensure endorsement and *whole-of-life support* for the project
- 2.2 Project scope and objectives are analysed to determine the *work breakdown structures* to achieve project objectives on time and within budget, and project infrastructure is acquired and allocated
- 2.3 *Project plans* are approved and a personal work plan for checking progress, mentoring, reading reports, providing feedback and authorising approvals is developed in accordance with project requirements
- 2.4 Processes identified for monitoring, evaluating and reporting performance against project objectives are established in accordance with project requirements

3. Manage integration of project activities

- 3.1 All aspects of the project and related projects are *integrated* and links are established to ensure objectives remain appropriate
- 3.2 Consultation and reporting mechanisms are applied in accordance with project requirements to regularly consult with and provide advice to staff and contractors, and to discuss progress to ensure effective results
- 3.3 Stakeholders' motivations are identified and considered in the management of the project
- 3.4 Progress is monitored to ensure time, performance, cost and quality of project are achieved, and change proposals are investigated, negotiated and approved in consultation with stakeholders
- 3.5 High-level judgment is applied to provide ongoing advice and

ELEMENT

PERFORMANCE CRITERIA

to resolve disagreements and disputes to the satisfaction of parties involved

4. Finalise and review project activities

4.1 Finalisation plans are developed to ensure all objectives are achieved, whole-of-life support will be maintained, and transition to next/following projects is facilitated

4.2 *Documented information* is evaluated, and lessons learnt are analysed and reported to stakeholders to assist in continuous improvement

4.3 Evaluation of project achievement against objectives is monitored in accordance with the evaluation framework and is reported to approval authorities and stakeholders in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- managing projects
- leading and mentoring people to achieve project outcomes
- maintaining commitment of stakeholders and project teams
- negotiating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools applicable to complex project activities
- applying risk management techniques including risk sharing and transfer
- managing finances to bring in complex projects within budget
- applying ethical decision making and problem solving related to project management of complex projects
- writing recommendations and preparing reports requiring precision of expression
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational/jurisdictional policies and procedures that may impact on project implementation, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environmental and sustainability requirements
 - project governance requirements
 - quality standards
 - risk management
 - procurement guidelines
 - budgetary framework
 - financial management requirements
 - human resources
 - public relations
 - equal employment opportunity, equity and diversity principles
 - project specifications and objectives
 - project management tools and techniques suited to a range of complex projects activities

REQUIRED SKILLS AND KNOWLEDGE

project management systems

organisational and political context

critical analysis in a project management context

cost schedule control systems to handle potential budget blow-outs

business and commercial issues related to the projects managed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV601B Apply government systems

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

PSPPOL601A Develop public policy

PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- complex project activities directed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies to capture the range of situations likely to be encountered when directing complex project activities

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when directing complex project activities, including coping with difficulties, irregularities and breakdowns in routine
- project activities directed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project infrastructure may include

- resources including budget
- specialist and technical support
- contractors
- project management skills required
- make-up of project team
- developing the team
- steering committee
- project site, equipment, technology, consumables

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
 - government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
 - industrial agreements
 - environment and sustainability

Risk management may include

- acceptance
- avoidance
- transfer
- minimisation

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry

RANGE STATEMENT

- other agencies
 - general public
 - relevant interest groups
 - unions
 - functional areas
 - the organisation's senior management
 - Ministers
 - project team
 - steering committee
 - end user
 - supplier/service provider
- Whole-of-life support may include*
- maintenance
 - supply
 - technical data
 - personnel
 - training
 - facilities
 - packaging, handling
 - storage and transportation
 - support and test equipment
 - computing support
- Work breakdown structures may include*
- how the work is to be performed and how cost and schedule data are to be tracked and reported
 - identification of project tasks
 - identification of specific management responsibilities for tasks
- Project plans will include some or all of*
- acquisition strategies
 - budget and financial management strategy
 - contract management
 - cost estimates
 - evaluation criteria
 - expected outcomes/measurable benefits of the project
 - facilities
 - inclusions and exclusions from project
 - information/communication strategy
 - intellectual property strategies
 - milestones
 - objectives
 - outputs/project deliverables and their acceptance criteria
 - people plan including human resource management and human resource development

RANGE STATEMENT

- performance criteria/indicators
 - project control mechanisms
 - project implementation strategy
 - project governance strategy
 - purpose
 - quality assurance
 - quality control
 - quality standards for project
 - rationale
 - required project resources
 - resource management
 - risk management
 - roles and responsibilities
 - schedule/timeline
 - task/work breakdown structure (WBS)
- Integration of project activities may include*
- scope
 - time
 - cost
 - quality
 - human resources
 - communications
 - risk
 - procurement
 - organisational project management framework
- Documented information may include*
- statement of requirement/work
 - industry development proposals
 - project plans
 - risk and issues plan and log
 - transition plans
 - project completion report
 - supplier performance reports
 - whole-of-life support plans
 - reports detailing strategies
 - performance evaluation criteria
 - project team work plans

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPOL401A Contribute to policy development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of input to the policy development process by all public sector staff and other stakeholders who are not policy specialists (ie they are not responsible for developing policy). It includes contributing to the consultative, validation and review phases of policy development, and providing feedback on the policy development process.

Assistance to the policy development process by specialist policy research officers responsible for aspects of policy development is covered in the unit *PSPPOL402A Assist with specialist policy development*, rather than this unit.

In practice, contributing to the development of policy may overlap with other generalist or specialist work activities such as applying government processes, providing client services, gathering and analysing information, providing input to change etc.

This unit replaces *PSPPOLD401A Contribute to the development of policy*, and contains additional requirements. The units are not equivalent.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the consultative phase of policy development	1.1 Opportunities to contribute to <i>policy</i> development are <i>identified</i> and responded to in accordance with organisational needs, government directions and priorities 1.2 Information on the policy development process, timelines and expected outcomes is communicated to interested parties in accordance with <i>public sector requirements</i> , to ensure likely <i>stakeholders</i> are aware of, and able to engage in, policy development that may affect them 1.3 Information on policy requirements and existing policies and procedures likely to be impacted, is <i>gathered</i> from within and <i>outside</i> the immediate work environment, recorded and provided in accordance with organisational procedures
2. Contribute to the validation stage of policy development	2.1 Draft policy is analysed and the likely implications for government service delivery are identified in consultation with <i>those likely to be affected</i> 2.2 Draft policy implications for work processes and outcomes are evaluated and recorded 2.3 Likely implementation issues, dissenting stakeholders and transition requirements are identified and recorded 2.4 Feedback on draft policy is provided as unambiguous, objective advice supported by evidence provided in accordance with organisational procedures
3. Provide feedback on policy development	3.1 Information relating to the process of policy development is gathered, stored and analysed during policy development, as required 3.2 Oral or written feedback on the policy development process and the final policy is provided to the policy developer in accordance with organisational procedures
4. Contribute to the review of policy	4.1 Information relating to the expected outcomes of the policy is gathered, recorded, analysed and provided before, during and/or following policy implementation, as required 4.2 Unanticipated consequences of policy and suggestions for dealing with them are identified and reported immediately in accordance with organisational procedures and protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation and making judgments on their impact on the organisation
- working with others to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- accessing policies and legislation electronically or in hard copy
- undertaking research involving collecting and analysing data for evaluation
- preparing written reports requiring precision of expression
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- current policies underpinning the work area
- the policy cycle
- organisation and government processes and procedures
- public sector code/s of ethics and code/s of conduct
- principle of community and stakeholder engagement in policy development
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- contribution to policy development in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- relevant policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to policy development, including coping with difficulties, irregularities and breakdowns in routine
- contribution to policy development in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

EVIDENCE GUIDE

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Policy may include

- any policy required by an organisation for its own functioning or to meet board or government directives
- public policy
- public sector policy
- central agency policy
- whole of government policies
- international policy
- organisational policy relating to a range of functions, such as:
 - human resources
 - administration
 - financial management
 - work practices
 - training
 - information technology
 - technical/professional requirements
 - environmental and sustainability practices

Identification of policy development opportunities may occur through

- participation in:
 - policy networks
 - industry forums
 - professional associations
 - special interest groups
 - government publications
 - political party platforms
 - international literature
 - other government departments in other jurisdictions

Public sector requirements may include

- full public involvement
- limited public involvement
- involvement of selected individuals and organisations
- embargo on wide stakeholder involvement until later stage of policy development

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's

conduct, actions, products and services, including:

- employees at all levels of the organisation
- other public sector organisations
- private sector organisations
- non-government organisations
- other jurisdictions
- union and association representatives
- boards of management
- government
- Ministers
- clients
- the public
- special interest groups
- stakeholder consultation
- developments in other public sector or private sector organisations
- evaluation of similar policies
- benchmarking
- pilots or trials of policy
- quantitative or qualitative research/data
- survey instruments
- clients
- community
- special interest groups
- non-government organisations
- other public sector organisations
- private sector organisations
- other jurisdictions
- other countries
- those likely to be affected
- clients
- colleagues
- related services
- contractors
- other staff
- other organisations
- other government sectors

Information gathering may include

Information sources outside the immediate work environment may include

Those likely to be affected may include

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL402A Assist with specialist policy development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assistance in the planning, research and writing of policy, typically provided by a policy research officer. It includes assisting with policy development planning, researching, contributing to the developments of policy options, and assisting with drafting and dissemination of policy.

Contribution to the development of policy expected of all public sector staff is covered in *PSPPOL401A Contribute to policy development*, rather than this specialist unit.

In practice, assisting with specialist policy development may overlap with other generalist or specialist work activities such as applying government processes, providing client services, gathering and analysing information, providing input to change etc.

This is a new unit of competency, added to the *Policy Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with policy development planning	<p>1.1 Research is conducted into the wider internal and external environment to identify related policies for context and identify other policies likely to be impacted</p> <p>1.2 Internal and external <i>stakeholders</i> are identified and prioritised and their contact details are checked to ensure that key individuals and groups are engaged as early as possible and throughout the <i>policy</i> development process</p> <p>1.3 <i>Key aspects</i> to be included in the policy development plan are identified and research assistance is provided to determine the content of each in accordance with organisational requirements</p>
2. Research information for policy development	<p>2.1 <i>Sources</i> of information are identified and <i>evaluated</i></p> <p>2.2 Information required to support the policy development process is gathered and collated in accordance with organisational requirements</p> <p>2.3 Gaps, ambiguity and conflicting views in the information are identified, recorded and referred to the principal policy developer, or additional research is conducted to clarify them</p>
3. Contribute to the development of policy options	<p>3.1 Possible policy options are formulated and analysed under guidance, to identify their strengths and weaknesses</p> <p>3.2 Possible <i>criteria for choosing</i> preferred policy option are researched and prioritised in terms of their applicability to the task</p>
4. Assist in drafting policy	<p>4.1 Initial drafts or selected sections of the policy are written in accordance with organisational requirements</p> <p>4.2 Written and oral feedback from stakeholders is captured and included in re-drafting as required</p> <p>4.3 The progress of policy development against the timeframe and milestones is monitored and reminders are provided to keep the process on track in accordance with the policy development plan</p> <p>4.4 Policy writing is undertaken in accordance with <i>organisational requirements for style, format and contents</i></p>
5. Assist with policy dissemination	<p>5.1 Recipients for approved policy documents, particularly those who will be responsible for implementing the new or revised policy, are identified and information is provided on the <i>outcomes</i> in accordance with organisational requirements</p> <p>5.2 Routine enquiries on the release and content of the policy are dealt with or referred in accordance with organisational procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and evaluating complex and formal documents such as policy and legislation

researching, analysing and presenting information

preparing written reports requiring precision of expression and language and structures suited to the intended audience

working with others to consult on and validate policy

adjusting communication to suit different audiences

responding to diversity, including gender and disability

reconciling different points of view and conflicting information

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

policy development processes and practices in the public sector

the policy cycle

current policies underpinning the work area

policy research methods and protocols

organisation and government procedures and protocols

public sector code/s of ethics and code/s of conduct

principles of community engagement in policy development

equal employment opportunity, equity and diversity principles

environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assistance with specialist policy development in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines
- guidelines for public sector research

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assisting with the development of policy, including coping with difficulties, irregularities and breakdowns in routine
- assistance with specialist policy development in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

EVIDENCE GUIDE

literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including:
 - employees at all levels of the organisation
 - other public sector organisations
 - private sector organisations
 - non-government organisations
 - other jurisdictions
 - union and association representatives
 - boards of management
 - government
 - Ministers
 - clients
 - the public
 - special interest groups
- Policy may include*
- public policy
 - public sector policy
 - central agency policy
 - whole of government policies
 - international policy
 - organisational policy relating to a range of functions, such as:
 - human resources
 - administration
 - financial management
 - work practices
 - training
 - information technology
 - technical/professional requirements
 - environmental and sustainability practices
- Key aspects of the policy development plan may include*
- context
 - rationale
 - issues to be addressed
 - expected outcomes

RANGE STATEMENT

- timeframe
 - research methods
 - resource requirements for development
 - key stakeholders
 - communication strategy
 - feedback mechanisms for review
 - milestones
 - precedents
 - risk analysis
 - possible complications
 - success measures
 - possible resource implications for implementation
- Sources of information may include*
- stakeholder consultation and submissions
 - focus groups
 - developments in other public sector or private sector organisations
 - similar policies and practices that may be benchmarked
 - current and closed files
 - surveys
 - literature reviews
 - Internet
- Evaluation of information sources may be in terms of*
- sufficiency
 - authenticity
 - appropriateness
 - currency
- Criteria for choosing preferred policy option may include*
- likely effectiveness
 - implementation timeframe and costs (including infrastructure)
 - interaction with other policies (existing or being developed)
 - consistency with broader government agendas
- Organisational requirements for style, format and contents may require policies to be*
- forward-looking
 - outward-looking
 - principles-based
 - innovative, creative, flexible
 - evidence-based
 - inclusive
 - consistent
 - self-contained, with adequate coverage of the subject matter
 - accessible to the intended audience/understandable to all users
 - in gender-neutral non-discriminatory language
- Outcomes of the policy*
- nature of the policy change

RANGE STATEMENT

development process may include

- match with stakeholder expectations
- implementation requirements
- expected costs
- timelines
- contextual factors (including any impact on other related policies)

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL403A Give and receive policy information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of routine information on operational policy in an organisation. It includes assisting with the development of policy guidelines, responding to routine policy enquiries, receiving policy feedback and contributing suggestions based on that feedback.

In practice, giving and receiving organisation policy may overlap with other generalist and specialist work activities such as applying government processes, providing client services, gathering and analysing information, providing input to change etc.

This is a new unit of competency, added to the *Policy Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with the development of policy guidelines for the organisation	1.1 Existing procedures impacted by the <i>policy</i> are researched and analysed for consistency with the policy 1.2 Intended audience/s for <i>policy guidelines</i> is researched and the required structure, language style and format are confirmed in accordance with organisational requirements 1.3 <i>Consultation</i> is undertaken to obtain information on the requirements of policy guidelines 1.4 Guidelines are written under direction in accordance with organisational requirements 1.5 Guidelines are developed that address the requirements of workplace <i>diversity</i> and meet requirements for language, style and format
2. Respond to routine policy enquiries	2.1 Policy implications and requirements are confirmed in accordance with organisational procedures 2.2 Routine information and advice on the application of relevant acts, regulations, procedures, codes of practice, standards and guidelines are provided in accordance with policy guidelines 2.3 When documentation is provided it supports the information and advice given 2.4 Intended use and consequences are considered when providing advice on organisational policy, and advice is communicated in a manner that addresses the requirements of users 2.5 Non-routine policy enquiries are referred for advice in accordance with organisational policy and procedures
3. Gather and analyse policy feedback	3.1 Policy feedback is gathered on implementation issues, and analysed and reported in accordance with organisational procedures 3.2 Information relating to the intended and actual outcomes of organisation policy is gathered during and following policy implementation, and analysed and reported in accordance with organisational procedures 3.3 Suggestions related to continuous improvement, termination or succession of organisation policy are based on policy feedback and are contributed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading complex and formal documents such as policy and legislation and providing information on their application
researching and providing information
preparing written reports requiring accuracy of expression and language and structures suited to the intended audience
working with legislation drafters and legal advisers
writing guidelines in plain English
working as a member of a team to consult on and prepare policy guidelines
adjusting communication to suit different audiences
responding to diversity, including gender and disability
gathering and analysing policy feedback
accessing policies and legislation electronically or in hard copy
identifying and addressing the environmental and occupational health and safety implications of policy/s being implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

practices and procedures for developing policy guidelines
policy feedback mechanisms
current organisation policies
whole of government policies and international policy obligations that impact on organisation policy
organisation and government procedures and protocols
public sector code/s of ethics and code/s of conduct
equal employment opportunity, equity and diversity principles
environmental and occupational health and safety implications of policy/s being implemented

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- policy information given and received in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- guidelines and protocols for developing policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving and receiving organisation policy, including coping with difficulties, irregularities and breakdowns in routine
- policy information given and received in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

EVIDENCE GUIDE

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses methods

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Organisation policy may include*
- any aspect of an organisation's business, such as policies relating to:
 - core business
 - client services
 - business structure
 - human resources
 - administration
 - financial management
 - work practices
 - training
 - information technology
 - technical/professional requirements
- Policy guidelines may include*
- advice on:
 - interpretation of policy intent
 - application of principles-based policy
 - policy implementation
 - processes and procedures
- Consultations may be with*
- policy developer
 - legal advisers (as policy is increasingly expressed in legislation rather than administrative directions)
 - legislation drafters
 - management
 - end users
- Diversity may include*
- age
 - cultural background
 - educational level
 - ethnicity
 - expertise
 - family responsibilities
 - gender
 - interests
 - interpersonal approach
 - language

RANGE STATEMENT

- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL404A Support policy implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the identification and application of policy in a public sector work environment. It includes identifying relevant policy, implementing policy, and monitoring and reporting on policy implementation.

In practice, supporting policy implementation occurs in the context of other generalist or specialist work activities such as delivering client services, providing input to change, implementing workplace safety procedures, awarding contracts etc.

This unit replaces and is equivalent to *PSPPOLI401A Support policy implementation*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify relevant policy	1.1 <i>Work situations</i> that are shaped by government or organisation policy are identified in accordance with public sector guidelines 1.2 <i>Policy</i> relating to particular work situations is identified and located
2. Implement policy	2.1 Policy to be implemented is interpreted under direction to identify and plan for change in work practices 2.2 The implications of policy for individual work practices are identified, and practices are confirmed/adjusted to reflect policy requirements in accordance with organisational procedures 2.3 Others affected by policy requirements are supported to accommodate those requirements 2.4 Policy is implemented to support achievement of outcomes intended in specific work areas
3. Monitor and report on policy implementation	3.1 Information that will assist with the evaluation of the effectiveness of policy implementation is gathered, recorded and reported under direction in accordance with organisational procedures 3.2 <i>Information</i> that will assist with the evaluation of the impact of policy implementation on organisational outcomes is gathered, recorded and reported under direction in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading complex and formal documents such as policy and legislation and providing information on their application
- researching and providing information
- preparing written reports requiring accuracy of expression and language and structures suited to the intended audience
- working with legislation drafters and legal advisers
- writing guidelines in plain English
- working as a member of a team to consult on and prepare policy guidelines
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- gathering and analysing policy feedback
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental and occupational health and safety implications of policy/s being implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- practices and procedures for developing policy guidelines
- policy feedback mechanisms
- current organisation policies
- whole of government policies and international policy obligations that impact on organisation policy
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- equal employment opportunity, equity and diversity principles
- environmental and occupational health and safety implications of policy/s being implemented

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to, public sector generalist and specialist units in the Certificate IV in Government.

Choice from the following is recommended:

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPREG407B Produce formal record of interview

PSPREG410B Give evidence

PSPPROC409A Receive and select offers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- policy implementation supported in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- relevant policy and legislation
- public sector standards, procedures and protocols
- policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supporting policy implementation, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- policy implementation supported in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Work situations may include</i> | <ul style="list-style-type: none"> • processes • outcomes • priorities • client services • core business • service delivery mode/s • organisational structure |
| <i>Policy may include</i> | <ul style="list-style-type: none"> • government policy • organisation policy |
| <i>Information for evaluation may include</i> | <ul style="list-style-type: none"> • statistical data • qualitative data • anecdotal feedback • survey data • stakeholder opinions |

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL405A Implement e-correspondence policies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competencies required to send and receive email correspondence (e-correspondence) via the internet, intranets or extranets. It also covers setting up and maintaining electronic software; maintaining and managing individual electronic mail (email) mailing lists and address books; implementing email policy; and adhering to organisational protocols and practices for email.

In practice, implementing e-correspondence policies overlaps with other generalist and specialist work activities, such as upholding and supporting the values and principles of public service, applying government processes and using advanced workplace communication strategies.

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

Application of the Unit

Application of the unit

This unit applies to organisations that have electronic mail systems which are integral to their business processes, and need to ensure that incoming and outgoing mail is tracked and stored with integrity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Set up and send electronic mail.</p>	<p>1.1. <i>Software for sending and protecting email</i> is set up and maintained according to <i>organisational requirements</i>.</p> <p>1.2. Messages are prepared according to <i>organisational protocols</i> for language, tone and format.</p> <p>1.3. Content, structure and recipient addresses for electronic mail are <i>checked for accuracy</i> and <i>attachments identified and prepared</i> according to organisational and service provider requirements.</p> <p>1.4. Records and/or copies of outgoing electronic mail are maintained according to organisational requirements.</p> <p>1.5. Electronic mail is <i>dispatched</i> according to organisational requirements and within required timeframes.</p>
<p>2. Implement procedures to receive electronic mail.</p>	<p>2.1. Procedures are implemented to ensure incoming electronic mail is recorded and/or copied according to organisational requirements.</p> <p>2.2. Urgent, confidential and personal mail is identified and forwarded according to organisational requirements.</p> <p>2.3. Procedures to identify <i>suspicious or potentially dangerous electronic mail</i> are implemented according to organisational requirements.</p> <p>2.4. Electronic mail is checked for completeness, and opened or forwarded according to organisational policy and procedures relating to confidentiality and privacy.</p> <p>2.5. <i>Returned email is dealt with</i> according to organisational policies and procedures.</p>
<p>3. Manage electronic mail.</p>	<p>3.1. Security levels and/or filters are set for incoming electronic mail according to organisational requirements.</p> <p>3.2. Individual mailboxes are created and maintained according to organisational requirements.</p> <p>3.3. Inboxes are emptied and electronic mail is archived or permanently deleted according to organisational requirements.</p> <p>3.4. Electronic mail and/or attachments are <i>stored</i> according to organisational requirements.</p> <p>3.5. Electronic <i>mailing lists</i> are prepared and maintained</p>

ELEMENT**PERFORMANCE CRITERIA**

	<p>according to organisational requirements.</p> <p>3.6.Mailing lists are imported and exported between software applications where required and according to organisational requirements.</p>
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Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

Required skills

- computer technology skills to manage and maintain email
- literacy skills to:
 - compose and check accuracy of messages
 - follow policies and procedures
- communication skills to refer information to management or other staff, especially in dealing with suspicious or potentially dangerous electronic mail
- interpersonal skills to provide information to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Required knowledge

- relevant legislation from all levels of government that affects e-business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- organisational policies and procedures relating to electronic mail
- service provider requirements, especially with regard to email attachments
- set up and maintenance procedures for electronic software
- naming protocols for email addresses
- electronic file handling, including saving, copying, moving and deleting
- security levels for receiving electronic mail
- OHS requirements for working with computer technology

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in sending and receiving email correspondence via the internet, intranets or extranets, setting up and maintaining electronic software, individual electronic mailing lists and address books, implementing email policy and adhering to organisational practices for email</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • send a range of e-correspondence that meets communication requirements and complies with organisational protocols for content, accuracy and timeliness • securely receive and process e-correspondence according to organisational requirements • sort, file, delete and archive e-correspondence according to organisational requirements. <p>Consistency in performance</p> <p>Competency should be demonstrated by managing incoming and outgoing e-correspondence, covering a range of types of communication over an extended period.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • relevant legislation, case law and guidelines.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about software functions, security measures and communication protocols • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace protocols and procedures • review of e-correspondence sent by the candidate and filing and archiving of correspondence conducted by the candidate or reports of performance.

EVIDENCE GUIDE	
	In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Software for sending and protecting email</i> may include:	<ul style="list-style-type: none"> • virus protection • firewalls • encryption.
<i>Set up</i> may include:	<ul style="list-style-type: none"> • set up procedures, especially in non-networked situations where there is no system administrator • creating folders • procedures for general housekeeping, such as: <ul style="list-style-type: none"> • archiving files • emptying temporary internet folders and cookies, etc.
<i>Organisational requirements:</i>	<ul style="list-style-type: none"> • may include legislation, codes and national standards relevant to the workplace, including: <ul style="list-style-type: none"> • award and enterprise agreements • commonwealth, state and territory legislative requirements especially in regard to OHS • industry codes of practice • must include: <ul style="list-style-type: none"> • copyright laws • defamation laws • privacy legislation • Spam Act • intellectual property and confidentiality requirements • legal, regulatory and organisational policies affecting e-business • codes of conduct.
<i>Organisational protocols</i> may include:	<ul style="list-style-type: none"> • net etiquette (netiquette), including: <ul style="list-style-type: none"> • observing codes of conduct or codes of practice with regard to privacy and confidentiality • following accepted (not mandated) rules for being a good net citizen (netizen) • responding in a professional manner

RANGE STATEMENT	
	<ul style="list-style-type: none"> • adjusting to the style and tone of discussion groups • respecting others' time and bandwidth • maintaining consistent presentation standards of correspondence, including spelling and grammar • sharing knowledge • net ethics (nethics), including behaviour on the internet, such as respecting copyright and intellectual property rights.
<i>Checked for accuracy</i> should include:	<ul style="list-style-type: none"> • clarity of intended meaning • spelling • grammar • punctuation.
<i>Identifying and preparing attachments</i> may include:	<ul style="list-style-type: none"> • dealing with large attachments especially picture files • considering limitations when sending large files • checking maximum file size acceptable to an enquirer's internet service provider • separating large documents into a number of files • compressing files • running and handling self-executable files • uploading to third-party online storage providers.
<i>Dispatched</i> may include:	<ul style="list-style-type: none"> • single receiver • group email • carbon copies • blind carbon copies • email bulletin board or discussion list.
<i>Suspicious or potentially dangerous email</i> may include:	<ul style="list-style-type: none"> • unsolicited mail containing viruses or malware • spam • mail where sender is unknown and subject line is enticing and/or personal • attachments • particular file extensions.
<i>Dealing with returned email</i> may include:	<ul style="list-style-type: none"> • checking email address • checking size of attachments • re-sending • sending message by other means, e.g. facsimile or post • telephoning addressee • removing from mailing lists.
<i>Stored</i> may include:	<ul style="list-style-type: none"> • within electronic mail application software • specialised record keeping, spreadsheet or database software

RANGE STATEMENT

- | | |
|--|---|
| | <ul style="list-style-type: none"> • paper-based filing system • third-party online service provider • cloud computing services. |
|--|---|

Mailing lists may include:

- | | |
|--|--|
| | <ul style="list-style-type: none"> • electronic address books • database or spreadsheet records • word processing tables or data files. |
|--|--|

Unit Sector(s)

Unit sector Cross-Sector

Competency field

Competency field Policy

Co-requisite units

Co-requisite units

PSPPOL501A Develop organisation policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development or review of 'in house' policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

In practice, developing organisation policy may overlap with other generalist or specialist work activities such as developing client services, complying with public sector legislation, acting ethically, engaging the community, coordinating research and analysis.

This unit combines and replaces and, for qualification purposes, is equivalent to PSPPOLD501A Develop organisation policy + PSPPOLD502A Manage the policy development process.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Anticipate and confirm the need for policy development or review	<p>1.1 <i>Internal and external factors</i>, issues, <i>events</i>, directions or government/board policies likely to cause changes to <i>organisation policy</i> are identified</p> <p>1.2 The likely implications and impact of these factors that might require policy development are identified in consultation with <i>stakeholders</i></p> <p>1.3 A critical analysis of the need for new or revised policy is conducted that includes a scan of the wider internal and external environment, that checks related policies for context and identifies other policies likely to be impacted</p> <p>1.4 Priority areas for policy development/review are recommended in accordance with organisational procedures</p> <p>1.5 Confirmation of the need for policy development/review and supporting evidence is detailed in accordance with organisational procedures</p>
2. Plan the policy development process	<p>2.1 The <i>approving authority</i> is confirmed and organisational procedures and protocols for policy development are confirmed and applied</p> <p>2.2 <i>Issues</i> likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning</p> <p>2.3 <i>Policy requirements</i> are outlined in a <i>policy development plan</i> in accordance with organisational procedures</p>
3. Gather and analyse information for policy development	<p>3.1 Stakeholders are identified and engaged through the establishment and maintenance of a representative and relevant <i>policy network</i></p> <p>3.2 <i>Information</i> required to support the policy development process is identified, gathered, analysed and interpreted</p> <p>3.3 An <i>analytical framework</i> for the development of the policy is determined and applied</p>
4. Determine policy direction	<p>4.1 A range of policy options and <i>criteria for choice</i> are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction</p> <p>4.2 Where appropriate, specific policy options are promoted to executive within the organisation</p> <p>4.3 Preferred policy option is recommended and risk treatments are determined in accordance with the policy development plan</p> <p>4.4 Approvals/endorsements are obtained in accordance with the policy development plan and organisational procedures</p>
5. Draft policy	<p>5.1 Policy is drafted and a cyclical process of consultation,</p>

ELEMENT

PERFORMANCE CRITERIA

- feedback, identification of changes and re-drafting is implemented in accordance with the policy development plan
- 5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones
- 5.3 An implementation plan is included in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy
- 5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and evaluation of the policy are included within the policy
- 5.5 The policy is developed in accordance with *organisational requirements for style, format and contents*
- 6. Release and promote policy**
- 6.1 Policy is cleared through organisational channels, and agreement of critical stakeholders is gained in accordance with organisational procedures
- 6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the *outcomes*, and fallout from dissenting stakeholders is managed in accordance with the policy development plan
- 6.3 The policy is released and *promoted* in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and evaluating complex and formal documents such as policy and legislation

researching, analysing and presenting information

preparing written reports requiring precision of expression and language and structures suited to the intended audience

working as a member of a team to consult on and validate policy

adjusting communication to suit different audiences

responding to diversity, including gender and disability

dealing with different points of view and dissenting stakeholders

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

policy development processes and practices in the public sector

policy cycles

analytical policy development frameworks

current policies underpinning the work area

organisation and government procedures and protocols

public sector code/s of ethics and code/s of conduct

equal employment opportunity, equity and diversity principles

environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM502A Develop and implement community engagement strategies

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing policy, including coping with difficulties, irregularities and breakdowns in routine
- development of organisation policy in a range of (2 or more)

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contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Internal and external factors may include

- internal:
- restructuring
- new service models
- amalgamation with other departments/agencies
- new work practices
- external:
- legislative changes
- changing social trends
- economic/technological change

Events may include

- restructure
- amalgamation
- changes to legal risks
- changes in strategic direction
- changes to legislation and whole of government policies
- pilots or trials of policy

Organisation policy may include

- any aspect of an organisation's business, such as policies relating to:
- core business
- client services
- business structure
- human resources
- administration
- financial management
- work practices
- training
- information technology
- technical/professional requirements
- legal requirements
- environmental and sustainability practices

Stakeholders may include

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including:
- employees at all levels of the organisation

- other public sector organisations
 - private sector organisations
 - non-government organisations
 - other jurisdictions
 - union and association representatives
 - boards of management
 - government
 - Ministers
 - clients
 - the public
 - special interest groups
 - chief executive officer
 - delegated officer, such as policy manager
 - senior management
 - board of management
 - managing director
- Approving authority may include*
- political sensitivities
 - social and cultural sensitivities/factors
 - equity in service delivery and employment practice
 - resource implications (of policy implementation)
 - technological influences/implications
 - jurisdictional boundaries/crossovers
 - 'sunk cost' restrictions
 - non-consenting stakeholders at the end of the policy development process
 - existing awards or agreements impacting on staff, including enterprise bargaining agreements
- Issues may include*
- context
 - rationale
 - issues to be addressed
 - expected outcomes
 - timeframe
 - research methods
 - resource requirements for development
 - key stakeholders
 - communication strategy
 - feedback mechanisms for review
 - milestones
 - precedents
 - risk analysis
 - possible complications
 - success measures
- Policy requirements may be defined in terms of*

- impact on equity
 - possible resource implications for implementation
- Policy development plan may include*
- policy objectives/outcomes
 - timelines
 - methodology - a cyclical process of consultation, feedback, identification of changes, and re-drafting
 - stakeholders
 - risks/risk management
 - performance criteria to inform review and evaluation
 - dissemination and promotion activities
 - implementation issues
- Establishment and maintenance of a policy network may include*
- communication and information strategy to capture required range of opinions
 - range of communication channels for providing information
 - range of input strategies for obtaining information
- Information gathering may include*
- consulting with stakeholders, including specialists in relevant issues
 - focus groups
 - developments in other public sector or private sector organisations
 - evaluation of similar policies
 - benchmarking against other organisations/work functions
 - accessing information in current and closed files
 - surveys
 - literature reviews
 - Internet
- Analytical frameworks may include*
- logical/rational (including best practice)
 - incremental
 - radical transformation
- Criteria for choice of preferred policy option may include*
- likely effectiveness in terms of:
 - meeting policy objectives
 - minimising risks
 - impact on day-to-day implementation throughout the organisation
 - practicality at the coal-face
 - competing priorities in the workplace
 - constraints
 - structure and culture of the organisation
 - implementation timeframe and costs (including infrastructure)
 - interaction with other policies (existing or being developed)
 - consistency with broader government agendas

Organisational requirements for style, format and contents may require policies to be

- forward-looking
- outward-looking
- principles-based
- innovative, creative, flexible
- evidence-based
- inclusive
- consistent
- self-contained, with adequate coverage of the subject matter
- accessible to the intended audience/understandable to all users
- gender-neutral and written in non-discriminatory language
- version-controlled to support evaluation and revision

Outcomes of the policy development process may include

- nature of the policy change
- the outcomes expected by stakeholders
- issues
- expected costs
- timelines
- contextual factors (including any impact on other related policies)

Promotion of policy may include

- formal launch
- information sessions
- presentations
- ongoing advice
- intranet
- web site
- advertising where policy is located and how to access it

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL502A Advise on organisation policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of information on organisation policy. It includes developing policy guidelines for the organisation, monitoring the implementation of government or board directives, and providing feedback to policy developers on the results of monitoring and evaluating policy implementation.

In practice, advising on organisation policy may overlap with other generalist and specialist work activities such as acting ethically or complying with public sector legislation etc.

This is a new unit of competency, added to the *Policy Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop policy guidelines for the organisation	1.1 Policy intent is confirmed and existing procedures impacted by the <i>policy</i> are identified and reviewed for consistency with the <i>policy</i> 1.2 Intended audience/s for <i>policy guidelines</i> is determined and the structure, language style and format are determined in accordance with organisational requirements 1.3 Guidelines are developed in consultation with policy developer, end users and organisation approval personnel 1.4 Guidelines are structured to take account of occupational health and safety and workplace <i>diversity</i> , and meet organisational requirements 1.5 Guidelines are submitted and approval/s are obtained in accordance with organisational policy and procedures
2. Interpret and advise on organisation policy	2.1 Policy is analysed and the intent and implications are interpreted and confirmed in accordance with organisational procedures 2.2 Information and advice on the relevant acts, regulations, procedures, codes of practice, standards and guidelines are provided in accordance with organisational procedures 2.3 When documentation is provided it supports the information and advice given 2.4 Consideration of intended use and consequences is reflected in the information provided on organisational policy, and information is communicated in a manner that addresses the requirements of users
3. Monitor the implementation of organisation policy	3.1 Policy feedback is gathered on implementation issues, analysed and reported in accordance with organisational procedures 3.2 Implementation of policy is evaluated against initial criteria in implementation plan and outcomes are reported in accordance with organisational requirements 3.3 Quality assurance mechanisms are implemented to gauge whether policy is being implemented as intended, and any unforeseen practices/consequences and action to address them are identified and reported in accordance with organisational requirements 3.4 The environment is monitored for policy implications, and potential or impending organisation policy <i>changes</i> are identified in accordance with organisational requirements
4. Advise on policy implementation	4.1 Information relating to the intended and actual outcomes of organisation policy is gathered during and following policy implementation, and analysed and reported in accordance with

ELEMENT

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organisational procedures
4.2 Suggestions for improvement, discontinuance or replacement of organisation policy are prepared in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and evaluating complex and formal documents such as policy and legislation and providing information on their application
researching, analysing and presenting information
preparing written reports requiring precision of expression and language and structures suited to the intended audience
working as a member of a team to consult on and confirm policy intent
adjusting communication to suit different audiences
responding to diversity, including gender and disability
analysing and evaluating policy feedback
accessing policies and legislation electronically or in hard copy
identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

practices and procedures for developing policy guidelines
policy implementation processes and practices in the public sector
current organisation policies
organisation and government procedures and protocols
public sector code/s of ethics and code/s of conduct
equal employment opportunity, equity and diversity principles
environmental, sustainability and occupational health and safety implications of policy/s being implemented

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM502A Develop and implement community engagement strategies

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV509A Conduct evaluations

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- organisational policy advice provided in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- guidelines and protocols for developing policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when advising on organisation policy, including coping with difficulties, irregularities and breakdowns in

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routine

- organisational policy advice provided in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Organisation policy may include

- any aspect of an organisation's business, such as policies relating to:

- core business
- client services
- business structure
- human resources
- administration
- financial management
- work practices
- training
- information technology
- technical/professional requirements
- legal requirements
- sustainability practices

Policy guidelines may include

- advice on:
- interpretation of policy intent
- application of principles-based policy
- policy implementation
- processes and procedures

Diversity may include

- age
- cultural background
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- personality
- physical ability

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- religious belief
 - sexual orientation
 - socio-economic background
 - thinking/learning styles
 - work experience
 - working styles
- Changes may be caused by*
- restructure
 - changes to legal risks
 - changes in strategic direction
 - changes to legislation and whole of government policies

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL601A Develop public policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development or review of public policy, to enable the implementation of government objectives. For the purposes of this unit, public policy includes government policy affecting all Australians and public sector policy that is not restricted to a particular organisational structure or individual organisation. The unit includes anticipating and confirming the need for public policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, gaining agreement for, and disseminating public policy.

In practice, developing public policy may overlap with other generalist or specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts, etc.

This unit replaces and, for qualification purposes, is equivalent to *PSPPOL601A Develop public policy*. Policy evaluation is no longer part of the unit. Evaluation is addressed in *PSPMNGT611A Manage evaluations*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Anticipate and confirm the need for public policy development or review	<p>1.1 <i>Events</i>, issues or government policies likely to cause changes to <i>public policy</i> are identified</p> <p>1.2 The likely implications and impact of these factors that might require public policy development are identified and prioritised in consultation with <i>stakeholders</i></p> <p>1.3 A critical analysis of the need for new or revised public policy is conducted that includes a scan of both internal and external environments, that checks related policies for context and identifies other public policy likely to be impacted</p> <p>1.4 Priority areas for public policy development/review are recommended in accordance with government directions</p> <p>1.5 Confirmation of the need for public policy development/review and supporting evidence is detailed in accordance with policy and procedures</p>
2. Plan public policy development process	<p>2.1 The <i>approving authority</i> is confirmed and procedures and protocols for public policy development are confirmed and applied</p> <p>2.2 <i>Issues</i> likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning</p> <p>2.3 <i>Public policy requirements</i> are outlined in a policy development plan in accordance with organisational procedures</p>
3. Gather and analyse information for public policy development	<p>3.1 Stakeholders are identified and engaged through the establishment and maintenance of a public policy network</p> <p>3.2 Information required to support the policy development process is <i>gathered</i>, analysed and interpreted</p> <p>3.3 An <i>analytical framework</i> for the development of public policy is determined and applied</p>
4. Determine public policy direction	<p>4.1 Strategic input is obtained from high-level staff in accordance with organisational/public sector protocols</p> <p>4.2 A range of policy options and <i>criteria for choice</i> are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction</p> <p>4.3 Where appropriate, specific policy options are promoted to key individuals, organisations and groups</p> <p>4.4 A preferred public policy option is identified and risk treatments are determined in accordance with the policy development plan</p> <p>4.5 Approvals/endorsements are obtained in accordance with the policy development plan and public sector procedures and protocols</p>

ELEMENT**PERFORMANCE CRITERIA****5. Draft public policy**

- 5.1 Public policy is drafted using a cyclical process of consultation, feedback, identification of changes and re-drafting implemented in accordance with the policy development plan
- 5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones
- 5.3 An implementation plan that details responsibilities for implementation and strategies for transition, change management, and initial and ongoing training and maintenance of the policy, is included within the policy
- 5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and for evaluation of the policy are included within the policy
- 5.5 The policy is developed in accordance with *organisational requirements for style, format and contents*

6. Release and promote public policy

- 6.1 Public policy is cleared through required channels, and agreement of critical stakeholders is gained in accordance with the policy development plan
- 6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the *outcomes*, and fallout from dissenting stakeholders is managed in accordance with the policy development plan
- 6.3 The policy is released and *promoted* in accordance with government requirements
- 6.4 Advice is provided to those affected by policy changes in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and evaluating complex and formal documents such as policy and legislation

researching, analysing and presenting information

preparing written reports requiring precision of expression and language and structures suited to the intended audience

working as a member of an inter-agency team to consult on and validate policy

adjusting communication to suit different audiences

responding to diversity, including gender and disability

dealing with different points of view and dissenting stakeholders

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

policy development processes and practices in the public sector

current policies underpinning the work area

government procedures and protocols

public sector code/s of ethics and code/s of conduct

principles of community engagement in policy development

equal employment opportunity, equity and diversity principles

environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing public policy, including coping with difficulties, irregularities and breakdowns in routine
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

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- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Events may include

- Machinery of Government changes
- a shift to designing policy around a set of government priorities not organisational structures/individual agencies
- a focus on whole of government policies
- changes to legal risks
- emphasis on policy research focused on the mid to long term, as well as that developed to meet immediate needs of government
- national or international events such as:
 - change in government
 - changes in government policy
 - changes in strategic direction
 - changes in legislation
 - changes in the policies of other governments
 - changing social trends
 - economic/technological change

Public policy may include

- ongoing policy formulation to meet the immediate needs of government
- evidence-based policy
- policy focused on the medium to long term
- any aspect of Australian life or public sector services or practices for which government considers policy development is required

Stakeholders may include

- all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, including:
 - employees at all levels of the public sector
 - government
 - Ministers
 - clients
 - the public
 - other public sector organisations
 - other jurisdictions
 - union and association representatives
 - boards of management

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- international governments
 - international bodies
 - community groups
 - non-government organisations
 - special interest groups
 - key individuals of influence
- Approving authority may include*
- chief executive officer
 - delegated officer, such as policy manager
 - senior management
 - board of management
 - managing director
- Issues may include*
- political sensitivities
 - social and cultural sensitivities/factors
 - resource implications (of policy implementation)
 - technological influences/implications
 - jurisdictional issues
 - 'sunk cost' restrictions
 - non-consenting stakeholders at the end of the policy development process
 - refusal to be involved, blocking, hampering process
- Policy requirements may be defined in terms of*
- context
 - rationale
 - issues to be addressed
 - expected outcomes
 - timeframe
 - business/government cycles
 - research methods
 - resource requirements for development
 - key stakeholders
 - communication strategy
 - feedback mechanisms for review
 - milestones
 - precedents
 - risk analysis
 - possible complications
 - success measures/learning from failure or previous problems
 - possible resource implications for implementation
- Information gathering may include*
- stakeholder consultation
 - developments across the public sector or in private sector organisations

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- evaluation of similar policies
 - benchmarking (including international benchmarking)
 - current and closed files
 - surveys
 - literature reviews
 - Internet
 - comparing with approaches in other countries
- Analytical frameworks may include*
- logical/rational (including best practice)
 - incremental
 - radical transformation
- Criteria for choice of preferred policy option may include*
- likely effectiveness
 - implementation timeframe and costs (including infrastructure)
 - interaction with other policies (existing or being developed)
 - consistency with broader government and community agendas
- Organisational requirements for style, format and contents may require policies to be*
- forward-looking
 - outward-looking
 - principles-based
 - innovative, creative, flexible
 - evidence-based
 - inclusive
 - consistent
 - self-contained, with adequate coverage of the subject matter
 - accessible to the intended audience/understandable to all users
 - gender-neutral and written in non-discriminatory language
- Outcomes of the policy development process may include*
- nature of the policy change
 - the outcomes expected by stakeholders
 - issues
 - expected costs
 - timelines
 - contextual factors (including any impact on other related policies)
- Promotion of policy may include*
- formal launch
 - national campaign
 - information sessions
 - presentations
 - media campaign
 - ongoing advice

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL602A Provide policy advice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of policy advice to policy developers, internal policy staff, other staff, and for external queries from the government, Ministers, other public sector organisations, the public, etc. It includes interpreting and advising on public policy, and providing input to policy evaluation and review.

In practice, the provision of policy advice may overlap with other generalist and specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts, etc.

This is a new unit of competency, added to the *Policy Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Interpret and advise on public policy

- 1.1 *Policy* is analysed and interpretations on its intent and implications are *provided* in accordance with organisational procedures
- 1.2 Interpretive advice is provided on the relevant acts, regulations, procedures, codes of practice, standards and guidelines related to policy, in accordance with organisational procedures
- 1.3 Written interpretations are provided, supported by defensible evidence and reflect consideration of their intended use and consequences in accordance with legislative requirements
- 1.4 Policy advice is communicated in a manner that addresses the requirements of users
- 1.5 Policy questions referred by policy staff are resolved or *consultative mechanisms* are used to gain additional clarification or opinions

2. Provide input to policy evaluation and review

- 2.1 Policy feedback data is captured and analysed to identify strengths, weaknesses, and any implementation issues in accordance with organisational requirements
- 2.2 Both planned and unintentional outcomes of policy implementation are analysed and feedback is provided against the evaluation criteria in the policy implementation plan
- 2.3 A comparison of the intended versus actual outcomes of policy implementation is prepared and provided in accordance with organisational procedures
- 2.4 The internal and external environments are monitored for policy implications, and strategies are prepared to respond to potential or impending *policy changes* in accordance with organisational requirements
- 2.5 Recommendations for continuous improvement, termination or succession of policies are prepared in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

reading and evaluating complex and formal documents such as policy and legislation

researching, analysing and presenting information

preparing written reports requiring precision of expression and language and structures suited to the intended audience

working as a member of an inter-agency team to consult on and validate policy

adjusting communication to suit different audiences

responding to diversity, including gender and disability

dealing with different points of view and dissenting stakeholders

accessing policies and legislation electronically or in hard copy

identifying and addressing the environmental and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

policy development processes and practices in the public sector

current policies underpinning the work area

government procedures and protocols

public sector code/s of ethics and code/s of conduct

principles of community engagement in policy development

equal employment opportunity, equity and diversity principles

environmental and occupational health and safety implications of policy/s being developed

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of policy advice in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- precedents for policy interpretation
- policy evaluation guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when advising on policy, including coping with difficulties, irregularities and breakdowns in routine
- provision of policy advice in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Policy may include

- public policy
- public sector policy
- central agency policy
- organisation policy relevant to any aspect of an organisation's business, such as policies relating to:
 - core business
 - client services
 - business structure
 - human resources
 - administration
 - financial management
 - work practices
 - training
 - information technology
 - technical/professional requirements
 - legal requirements

Policy advice may be provided to

- government
- Ministers
- other public sector organisations
- community groups
- the public
- policy developers
- internal policy staff
- other staff

Consultative mechanisms may include

- discussion with other policy managers
- seeking clarification from the policy developer
- seeking legal opinion
- workplace consultative committees

Policy changes may be caused by

- machinery of government changes
- a shift to designing policy around a set of government priorities not organisational structures/individual agencies
- a focus on whole of government policies
- changes to legal risks

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- emphasis on policy research focused on the mid to long term, as well as that developed to meet immediate needs of government
- national or international events such as:
- change in government
- changes in government policy
- changes in strategic direction
- changes in legislation
- changes in the policies of other governments
- changing social trends
- economic/technological change

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL603A Manage policy implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the interpretation of policy and the management of the policy implementation process. It includes interpreting and communicating the requirements of policy, and policy implementation.

In practice, the management of policy implementation occurs in the context of other generalist and specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts, etc.

This unit replaces and, for qualification purposes is equivalent to *PSPPOLI601A Manage policy implementation*. The unit no longer requires evaluation of policy implementation. Evaluation is addressed in *PSPMNGT611A Manage evaluations*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Interpret and communicate requirements of policy

1.1 The expected outcomes of policy implementation are identified and explained to staff in a manner suited to their levels of understanding, experience and *specific needs*

1.2 *Policy* is interpreted relative to workplace responsibilities and accountabilities

1.3 The impact on *work activities* of policy implementation is communicated to staff

1.4 Staff are assisted with the interpretation of policy and its application to their work

1.5 Policy and its implications are explained to other stakeholders using language and materials to suit their current level of knowledge, experience and specific needs

2. Implement policy

2.1 Potential or impending policy changes are identified and strategies are prepared to accommodate and communicate those changes

2.2 Work plans are prepared in consultation with staff and management to ensure that policy is implemented as intended

2.3 Staff performance is monitored to ensure that it complies with policy and corrective action is taken as necessary

2.4 Staff are assisted in adjusting to changes in accordance with their needs and experience

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- interpreting complex and formal documents such as policy and legislation, and assisting others to apply them in the workplace
- using communication to suit different audiences
- responding to diversity, including gender and disability
- accessing legislation and codes of ethics electronically or in hard copy
- preparing work plans requiring attention to detail and the interpretation and application of complex language and/or concepts
- providing leadership to the workgroup in the interpretation and implementation of policy
- identifying and addressing the environmental and occupational health and safety implications of the policy/s to be implemented

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- range and type of policies relating to the public sector
- public sector code/s of ethics and code/s of conduct
- organisation and government procedures
- equal employment opportunity, equity and diversity principles
- environmental and occupational health and safety implications of policy/s being implemented

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre -requisite* units that must be achieved prior to this unit: *Nil*
- *Co -requisite* units that must be assessed with this unit: *Nil*
- *Co -assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of policy implementation in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- relevant policy and legislation
- public sector standards, procedures and protocols
- policy guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing the implementation of policy, including coping with difficulties, irregularities and breakdowns in routine
- management of policy implementation in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Specific needs may include

- educational level
- preferred language
- literacy or numeracy
- cultural background
- ethnicity
- gender
- preferred interpersonal approach
- physical ability
- thinking/learning styles
- work experience
- working styles

Policy may include

- government policy
- organisation policy

Work activities may include

- processes
- outcomes
- priorities
- client services
- core business
- service delivery mode/s
- organisational structure

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPOL701A Influence strategic policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers strategic leadership in the policy field. It includes monitoring and influencing policy environments, setting strategic policy directions and providing policy advice to government.

In practice, influencing strategic policy may overlap with other generalist or specialist work activities such as leading and influencing ethical practice in the public sector, providing strategic direction, defining strategic procurement directions, etc.

This is a new unit of competency, added to the *Policy Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and influence environments where policy applies	1.1 Problems, limitations and new opportunities in <i>policy environments</i> are identified in response to internal and external factors and government priorities 1.2 Environments are monitored and opportunities are taken to influence key opinion formers and decision makers to increase their ability to respond to government priorities 1.3 Methods are used to influence environments in ways that are ethical, consistent with the public sector values and policies, and sensitive to the values and practice of key opinion formers and decision makers
2. Set strategic policy direction	2.1 Local, national and international monitoring is conducted of policies and trends pertinent to the medium- to long-term priorities of government 2.2 Strategies are implemented to develop and apply data capture mechanisms that will provide longitudinal information and trend analysis to support strategic thinking and more strategic policy development 2.3 Strategic policy directions are set in line with medium- to long-term government priorities and communicated to stakeholders using a variety of strategies to attract their support 2.4 Creative and innovative policy responses to complex social and economic issues are identified in anticipation of expected policy development initiatives 2.5 Productive relationships are established and maintained with <i>key consultation partners</i> to enable a fast policy response to emerging issues
3. Provide policy advice to government	3.1 The context, purpose and audience for the policy advice is determined and <i>advice</i> to government is provided in the required <i>form</i> with the desired level of detail and complexity, balanced against the need for brevity 3.2 Policy advice is provided that is logical, balanced and comprehensive, analysed and presented in accordance with the purpose for which it was requested 3.3 Requests from government for policy advice are responded to immediately or information is provided on what steps are being taken to address the request

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking environmental monitoring and influencing
- applying scenario planning
- reading and evaluating complex and formal documents such as policy and legislation
- adjusting communication to suit different audiences
- interpreting language that is high in nuance or intended to mislead in order to promote or protect interests that are concealed
- preparing written advice requiring precision of expression and language and structures suited to the intended audience
- responding to diversity, including gender and disability
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy under development

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- issues analysis and strategic policy development concepts
- multi-sectoral and multi-dimensional policy studies
- strategic thinking to promote the evolution of policy to meet changing circumstances
- integration of government, ministerial and agency priorities within the public policy environment
- principles of community engagement in policy development
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications in the policy areas under development

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPHR702B Formulate a strategic human resource plan

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

PSPPROC703B Evaluate and improve procurement performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- strategic policy influence in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- medium- to long-term government priorities
- strategic policy scenarios
- public sector legislation, policies and standards
- international policies

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when influencing strategic policy, including

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coping with difficulties, irregularities and breakdowns in routine

- strategic policy influence in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Policy environments may include*
- building industry where aspects of public housing policy apply
 - health industry
 - transport
 - education
 - environment and sustainability
 - manufacturing
 - retail industry
 - non-government sector
 - global economy
 - emerging markets
 - new technologies
- Key consultation partners may include*
- the public
 - public sector organisations
 - other jurisdictions
 - private sector organisations
 - union and association representatives
 - boards of management
 - international government representatives
 - international bodies
 - community groups
 - non-government organisations
 - special interest groups
 - key individuals of influence
 - industry think tanks
 - futurists
- Advice must be*
- relevant
 - comprehensive
 - accurate
 - defensible
 - timely
- Forms of advice may include*
- Ministerials
 - responses to Parliamentary questions
 - briefing notes

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- evidence to government committees
- issues papers
- discussion papers
- Cabinet submissions

Unit Sector(s)

Not applicable.

Competency field

Competency field Policy

PSPPROC303A Carry out basic procurement

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the expenditure of public monies for simple purchasing that requires simple and routine purchasing tasks to be undertaken under supervision. Goods and services are of low value or low risk, and purchasing is in accordance with government policy, public accountability requirements and organisational procedures. The unit includes planning for and undertaking procurement, and receiving goods and services.</p> <p>In practice, undertaking basic procurement may overlap with other generalist or specialist work activities, such as working effectively in the organisation, upholding the values of public service or local government, complying with legislation, and using resources and financial systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those who undertake purchasing as part of their role, whether as an initiator of a purchase or as an approver. This unit may not be appropriate for those who have a significant role in procurement.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Plan for basic procurement of goods or services.</p>	<p>1.1. <i>Delegation/limit of authority</i> for basic procurement of goods or services is confirmed.</p> <p>1.2. Procurement requirements are researched, confirmed and clarified as necessary with <i>relevant personnel</i>.</p> <p>1.3. Most suitable <i>option for acquiring goods or services</i> is determined in accordance with legislation, policy and procedures, and value for money considerations.</p> <p>1.4. Approval processes for procurement options are identified.</p> <p>1.5. <i>Risk planning</i> is conducted for the procurement activity in accordance with procedures, delegation and guidelines.</p>
<p>2. Undertake procurement.</p>	<p>2.1. Approvals are obtained as necessary for procurement of goods or services in accordance with organisational policy and procedures.</p> <p>2.2. Quotations are obtained if necessary in accordance with legislation, policy and procedures, and any conflict of interest is declared and resolved in accordance with organisational policy and procedures.</p> <p>2.3. Suppliers or service providers are assessed and selected on the basis of <i>best value for money</i>.</p> <p>2.4. Procurement is initiated or orders are placed in accordance with selected procurement option.</p> <p>2.5. Procurement is conducted in accordance with the organisation's probity and governance requirements.</p> <p>2.6. Procurement is conducted in line with the organisation's <i>financial management system</i>.</p>
<p>3. Receive goods or services.</p>	<p>3.1. Goods are received or provision of services is accepted in accordance with procurement requirements.</p> <p>3.2. Quality assurance processes are implemented to ensure goods or services meet procurement specifications and outcomes required.</p> <p>3.3. Action is taken to resolve non-compliance with specifications within limits of own authority, or is referred according to organisational policy and procedures.</p> <p>3.4. Receipt of goods or services is <i>confirmed</i> and accounts are processed for payment according to organisational procedures.</p>

ELEMENT	PERFORMANCE CRITERIA
	3.5. <i>Records</i> are maintained and reporting obligations are met according to organisational and legal requirements to provide an audit trail and for other organisational purposes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - write and communicate procurement requirements in unambiguous terms
 - consult and negotiate with providers
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - assess procurement options and select the most suitable option
 - assess goods and services against specifications
- initiative and enterprise skills to apply OHS and environmental requirements to basic procurement requirements
- planning and organising skills to apply risk-management processes
- self-management skills to apply codes of conduct, codes of practice and standards of individual behaviour
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government procurement guidelines, including environmental purchasing guidelines
- organisation's code of conduct, codes of practice and standards of individual behaviour relating to procurement of goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procurement options and methods
- probity and ethical issues
- procedures for receipt and payment of goods or services, including credit card procedures
- procurement approval procedures
- financial and government accountability requirements
- equal employment opportunity, equity and diversity principles

REQUIRED SKILLS AND KNOWLEDGE

- | |
|---|
| <ul style="list-style-type: none">• public sector legislation and guidelines, including OHS and environment |
|---|

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated by undertaking basic procurement of goods or services consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • produce a procurement plan appropriate to the scale, complexity and risk of the procurement • implement the procurement plan in a way that reflects organisational policies and approaches • use relevant template documents • accept delivered goods and services into use • operate within own delegations and seek advice when appropriate • keep records of procurement activities. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least three separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to basic procurement of goods and services • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of basic procurement activities • case studies that incorporate dilemmas, and probity requirements relating to basic procurement of goods and services.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies selected for basic procurement • review of basic procurement plans, requests for quotation,

EVIDENCE GUIDE	
	<p>quotation evaluation plans, selection reports, credit card purchase documents, approvals obtained, simple budgets, invoices paid, other financial documents and other documentation prepared by the candidate in a range of contexts</p> <ul style="list-style-type: none"> • feedback from peers or supervisors on actions taken to monitor and review contract performance <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC301B Uphold the values and principles of public service • PSPGOV301B Work effectively in the organisation • PSPGOV305B Access and use resources and financial systems • PSPGOV309A Address client needs • PSPGOV312A Use workplace communication strategies • PSPLEGN301B Comply with legislation in the public sector

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Delegation/limit of authority</i> may include:</p>	<ul style="list-style-type: none"> • low value or low risk procurement • one-off purchases • expenditure approval limits • approval processes • procurement decision making
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • internal user of procured goods or services • supervisor • specialist procurement personnel • supplier
<p><i>Options for acquiring goods or services</i> may include:</p>	<ul style="list-style-type: none"> • purchasing off an existing contract, standing offer or multi-use list • government credit card transactions • direct purchase from retail or wholesale outlets • petty cash • standard electronic commerce or online transactions
<p><i>Risk planning</i> may include:</p>	<ul style="list-style-type: none"> • stakeholder consultation • confirmation that a procurement process is necessary • confirmation that funds are available • confirmation that required approvals have been obtained
<p><i>Best value for money</i> includes:</p>	<ul style="list-style-type: none"> • availability • ease of disposal • price • through life support • warranty • quality and suitability of product
<p><i>Financial management system</i> may include:</p>	<ul style="list-style-type: none"> • procurement and contracts' register • delegations and authorities • reporting requirements • record keeping • receiving and accepting deliverables • payment approval process

RANGE STATEMENT	
	<ul style="list-style-type: none"> • credit card process
Confirmation may include:	<ul style="list-style-type: none"> • verbal and written • internal and external • to users • to management.
Records may include:	<ul style="list-style-type: none"> • purchase requests and orders • invoices and payment requests • statements and petty cash vouchers • records of authorised decisions • corporate credit card transaction statements • records of supplier performance • financial statements • asset registers • actions taken to manage identified conflict of interest • records of conversation • procurement reporting

Unit Sector(s)

Not applicable.

Competency field

Competency field	Procurement and Contract Management
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PSPPROC405C Dispose of assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the disposal of assets effectively, and focuses on gaining a return from sales. It includes identifying assets for disposal, developing and implementing an asset disposal strategy, and evaluating asset disposal.</p> <p>In practice, disposing of assets overlaps with other generalist and specialist public sector work activities, such as upholding and supporting the values and principles of public service or local government, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers, selecting providers and managing contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to people who may have to organise or carry out the disposal of assets as part of their role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify assets for disposal.	1.1.Assets are identified for disposal in accordance with <i>legislation, policy</i> and organisational needs.
2. Develop a strategy for the disposal of assets.	2.1.Potential market value of assets is determined in accordance with policy, practice and public sector standards. 2.2.Case for expending resources to add value to assets prior to sale is evaluated and decisions are made according to organisational policy and procedures. 2.3. <i>Options for disposal</i> are investigated and the method providing maximum return is determined in the context of policy, probity requirements and desired outcomes. 2.4.Disposal requirements for <i>special categories of assets</i> are taken into account, including environmental and corporate social responsibility issues. 2.5. <i>Stakeholders</i> are consulted about disposal strategy and their feedback is incorporated.
3. Implement a disposal strategy.	3.1.Goods are written off and disposed of according to approved disposal plan, policy, probity requirements and organisational/industry practice. 3.2.Records of disposal activity are maintained for audit and evaluation purposes according to policy and practice.
4. Evaluate asset disposal.	4.1.Disposal of assets is evaluated against expected outcomes, including forecast market value of assets, and is documented according to policy and guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - prepare documentation and audit trail for disposed assets
 - communicate and network with a range of audiences, such as clients, suppliers, stakeholders and end users
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - read complex, formal documents, such as legislation and guidelines and apply them to asset disposal
 - make judgements to provide maximum return from asset disposal
- planning and organising skills to:
 - manage projects relating to asset disposal
 - manage financial and other resources in the context of asset disposal
 - research information about asset disposal
- self-management skills to:
 - apply workplace safety and environmental and sustainability procedures in the context of asset disposal
 - apply probity requirements in relation to the disposal of assets
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government procurement guidelines
- requirements of financial rules and regulations relating to asset disposal
- legal aspects of disposals
- disposal approval processes
- implications of particular contracting agreements for asset disposal
- implications of asset disposal for whole-of-life considerations

REQUIRED SKILLS AND KNOWLEDGE

- options for government disposal
- risk management procedures for disposal of assets
- disposal requirements for special categories of assets
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to disposal of assets
- legislation, policy and procedures relating to asset disposal, including occupational OHS, environmental, sustainability and corporate social responsibility considerations

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to dispose of assets consistently and in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use different methods to identify assets for disposal • develop a strategy for the disposal of assets that considers all relevant disposal options • develop a disposal strategy, which may be from a template • implement a disposal strategy • review the disposal activity and make recommendations about improvements that could be implemented in future disposals • act within own delegations and refer issues to higher authority when necessary. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to disposing of assets • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with disposal of assets • case studies that incorporate dilemmas, and probity requirements relating to disposal of assets.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of strategies and approaches adopted for disposal of assets • review of disposal plans, plans for disposing of specific classes of assets, budgets, contracts, risk assessments and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV417A Identify and treat risks • PSPGOV421A Exercise delegations • PSPLEGN401A Encourage compliance with legislation in the public sector • PSPPROC411A Plan procurement • PSPPROC412A Develop and distribute requests for offers • PSPPROC413A Select providers and develop contracts • PSPPROC414A Manage contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation and policies may include:

- Commonwealth or state and territory legislation, including legislation that may apply specifically to disposal activities, such as environmental, hazardous materials, cultural and heritage
- council rules and by-laws
- organisational policies and practices
- probity guidelines

Options for disposal may include:

- controlled reclamation
- public sale
- auction
- tenders
- private treaty
- trade-in
- pre-priced sales
- transfer to another government organisation
- agents and brokers
- conversion to training aids
- destruction
- transfer to museums
- donation

Special categories of assets may include:

- reusable and recyclable items
- information technology equipment
- vehicles
- heritage and cultural interest items
- arms and controlled defence and related goods
- security classified material
- intellectual property
- staff housing
- stores located overseas
- buildings for removal
- goods and services forfeited to the government
- dangerous goods and hazardous materials

RANGE STATEMENT

Stakeholders may include:

- end users, customers or clients, and sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government departments
- own organisation
- other public sector organisations
- employees, unions and staff associations
- industry bodies
- local communities
- lobby groups
- special user groups

Unit Sector(s)

Not applicable.

Competency field

Competency field

Procurement and Contract Management

PSPPROC406B Procure goods and services

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the expenditure of public monies for simple procurement of low value/low risk goods and services using contractual arrangements that include simple tendering and requests for quotation. The unit requires analysis and decision making in the procurement process, which is undertaken under limited supervision. It includes planning and undertaking procurement, managing contractors and completing contractual arrangements.</p> <p>In practice, procuring goods and services overlaps with other generalist and specialist public sector or local government work activities, such as upholding and supporting the values and principles of public service, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers, selecting providers and managing contracts.</p> <p>This unit is not recommended for those who specialise in procurement. It cannot be included in the Certificate IV in Government (Procurement and Contracting).</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	This unit applies to those who enter into contracts or go out to tender or manage the procurement but are not procurement professionals. Those undertaking this unit may be developing a request for tender but procurement is not a major part of their role.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Plan for procurement of goods or services.</p>	<p>1.1. <i>Market assessment</i> is used to identify and select options for procuring goods or services in accordance with business plan requirements, legislation, policy and procedures, and <i>probity requirements</i>.</p> <p>1.2. <i>Commercial strategy</i> is identified to achieve the procurement outcome set out in the business plan, achieve value for money, and meet legal and probity requirements.</p> <p>1.3. Risk planning is conducted for the procurement activity according to procedures, delegations and guidelines.</p> <p>1.4. Process and criteria for evaluation of offers from suppliers or service providers are identified to meet public sector probity requirements, and are recorded in a tender evaluation plan.</p> <p>1.5. Procurement plan is developed to manage procurement process and <i>contractual arrangements</i> in accordance with <i>legislation, policy and procedures, and probity requirements</i>.</p> <p>1.6. <i>Stakeholders</i> are consulted about the planned procurement and their feedback is incorporated into the procurement process.</p>
<p>2. Undertake procurement.</p>	<p>2.1. <i>Method for requesting and receiving offers</i> is chosen to suit the procurement activity and comply with organisational policy and procedures and probity requirements.</p> <p>2.2. Specialist expertise is used to assist in evaluation of offers as required.</p> <p>2.3. Evaluation and selection of the offer are made according to tender evaluation plan, and organisational policy and procedures.</p> <p>2.4. Notification of successful and unsuccessful suppliers/providers is undertaken according to procurement plan, and organisational policy and procedures.</p> <p>2.5. Work does not commence and payment is not made until contractual arrangements are formalised.</p> <p>2.6. Contractual arrangements that are legally binding to all parties and suitable to the procurement activity are negotiated, formalised and <i>reported</i> according to</p>

ELEMENT	PERFORMANCE CRITERIA
	organisational policy and procedures.
3. Manage contractors.	<p>3.1. Communication strategies are established to build and maintain relationships with contractors.</p> <p>3.2. Performance is monitored against contract performance indicators for quality assurance of the goods or services and to ensure compliance with contract specifications.</p> <p>3.3. Contract performance indicators are regularly reviewed to ensure relevance.</p> <p>3.4. Approvals are obtained for contract variations according to organisational and contractual requirements.</p> <p>3.5. Disputes or complaints are investigated, documented and resolved or referred according to contractual provisions.</p> <p>3.6. Contractual obligations to contractors are met.</p> <p>3.7. Records are maintained according to organisational and legal requirements to provide an audit trail and for other <i>organisational purposes</i>.</p>
4. Complete contractual arrangements.	<p>4.1. Goods and services received are confirmed as meeting contractual specification and required outcome, and accounts are processed for payment according to organisational procedures.</p> <p>4.2. Contracts are finalised, cancelled or terminated according to contractual arrangements.</p> <p>4.3. Contract performance, outcomes and management processes are evaluated, and lessons learnt are recorded and used to inform ongoing contract management practices.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - write procurement specifications in unambiguous terms
 - consult and negotiate with providers
 - write, read and/or sign contractual agreements that may include complexity of language and style, using templates where appropriate
 - engage in ongoing communication with contractors that may involve explaining or clarifying written and oral information, note-taking at meetings, active listening, and checking for understanding
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - evaluate procurement options and select the most suitable option
 - assess goods or services provided against specifications
- initiative and enterprise skills to apply OHS, environmental, sustainability and corporate social responsibility practices in the context of government procurement activities
- planning and organising skills to:
 - manage contractor performance against contract requirements
 - make payments and manage financial arrangements
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity

REQUIRED SKILLS AND KNOWLEDGE

- organisational procurement policies, practices and approval processes
- organisation's code of conduct and code of ethics
- procurement options and methods
- probity and ethical issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procuring goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procedures for receipt and payment of goods or services
- common use arrangements
- procurement approval procedures
- financial accountability requirements
- aspects of contract law, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to procure goods and services consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • plan a procurement activity, using templates where these are available, to a level of detail commensurate with the complexity and risk profile of the procurement • implement the procurement plan in a way that reflects the legislative and policy environment applicable to the organisation • develop a suitable contract management plan, using templates if available • manage the performance of contractors to ensure that the goods or services are delivered in accordance with the contract • act within own delegations and refer issues to higher authority when necessary. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities • case studies that incorporate dilemmas, and probity requirements relating to procurement of goods and services.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and

EVIDENCE GUIDE	
	<p>procedures</p> <ul style="list-style-type: none"> • review of strategies selected for procurement • review of procurement plans, requests for quotation/tender, tender evaluation plans, selection reports, contracts, contract management plans and reports, and other documentation prepared by the candidate in a range of contexts • feedback from peers or supervisors on actions taken to monitor and review contract performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV417A Identify and treat risks • PSPGOV421A Exercise delegations • PSPLEGN401A Encourage compliance with legislation in the public sector • PSPPROC411A Plan procurement • PSPPROC412A Develop and distribute requests for offers • PSPPROC413A Select providers and develop contracts • PSPPROC414A Manage contracts.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Market assessment</i> may include:</p>	<ul style="list-style-type: none"> • structure of the market • number and quality of providers • factors and conditions which may affect supply of goods or provision of services • potential impact of intended procurement activity.
<p><i>Evaluation</i> of options may include:</p>	<ul style="list-style-type: none"> • stakeholder consultation • confirmation that procurement is necessary • development of a business case • comparison of internal and outsourced provision.
<p><i>Probity requirements:</i></p>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality • managing conflict of interest • impartiality • are maintained to: <ul style="list-style-type: none"> • encourage conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes.
<p>Key elements of a <i>commercial strategy</i> may include:</p>	<ul style="list-style-type: none"> • consultation with key stakeholders • expenditure budget meets organisational requirements for probity and accountability • procurement process agreed by users and documented, and meets legal and probity requirements • approvals obtained • contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators that provide the basis for due

RANGE STATEMENT	
	performance.
<i>Contractual arrangements</i> may include:	<ul style="list-style-type: none"> • verbal and written orders • purchase order • government credit cards • petty cash • memoranda of understanding/memoranda of agreement • in-house service level agreements • contracts • standing offers • inter and intra-government agreements.
<i>Legislation, policy and procedures and probity requirements</i> may include:	<ul style="list-style-type: none"> • commonwealth or state and territory legislation • council rules and by-laws • equal employment opportunity and anti-discrimination law • commonwealth, and state or territory government procurement guidelines, including environmental purchasing guidelines • organisational policies and practices • probity guidelines • financial management requirements.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<i>Methods for requesting and receiving offers</i> may include:	<ul style="list-style-type: none"> • requests for quotation • direct purchases using existing supply agreements, such as standing offers • oral quotations • written quotations • direct purchases from retail or wholesale outlets • electronic commerce.
<i>Reporting</i> may include:	<ul style="list-style-type: none"> • gazettal notices • public notification • Gazette Publishing System (GaPS)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • electronic • verbal • annual reports • internal and/or external • statistical reports.
<i>Records</i> may include:	<ul style="list-style-type: none"> • purchase requests and orders • simple procurement submissions and proposals • invoices and payment requests • statements and petty cash vouchers • offer and contract documents • evaluation process documentation • records of authorised decisions • corporate credit card transaction statements • records of supplier performance • gazettal notices • financial statements • asset registers • records of conversation • actions taken to manage identified conflict of interest.
<i>Organisational purposes</i> may include:	<ul style="list-style-type: none"> • reports and other documents • future procurement planning and contract management • accountability requirements • Ministerials.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC411A Plan procurement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to plan, justify and approve of procurement requirements to achieve the required outcome. It includes defining and justifying the need, researching potential impact and risks, and securing organisational support to proceed with procurement activity.</p> <p>In practice, planning procurement overlaps with other generalist and specialist public sector and local government work activities, such as upholding and supporting the values and principles of public service, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, developing and distributing requests for offers, selecting providers and managing contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	The unit applies to those who plan for procurement, including those who specialise in procurement.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Interpret procurement requirements.</p>	<p>1.1. Consultation is undertaken with <i>stakeholders</i> to determine whether viable alternatives to procurement exist that address identified business need, to define and clarify requirements, and to justify the procurement decision.</p> <p>1.2. Scoping of procurement requirements is conducted identifying outcomes, objectives and logistics/supply chain factors.</p> <p>1.3. <i>Market analysis</i> is conducted to identify factors that may impact on procurement decisions.</p> <p>1.4. <i>Procurement approvals and appropriations</i> are confirmed for whole-of-life of the activity.</p> <p>1.5. <i>Information on sources of supply</i> is accessed to determine possible providers and any conflict of interest is identified and resolved.</p> <p>1.6. Planned provider contract arrangements are specified in accordance with <i>legislation, policy and probity requirements</i>.</p> <p>1.7. <i>Issues and opportunities</i> are investigated for integration into procurement activity.</p>
<p>2. Plan procurement activities.</p>	<p>2.1. Procurement requirement that meets legislative, policy and probity requirements is outlined from transition to close-out.</p> <p>2.2. Opportunities to obtain stakeholder input at all stages of the procurement process are actively planned.</p> <p>2.3. <i>Resource requirements</i> are confirmed and committed in a timely manner and responsible authorities are nominated.</p> <p>2.4. Strategies for briefing potential bidders are included when required, are practical and meet probity requirements of fairness and impartiality, public sector standards and organisational protocols.</p> <p>2.5. Consideration is given to environmental and sustainability practices along with corporate social responsibility practices at all stages of the procurement process.</p>
<p>3. Develop procurement plans.</p>	<p>3.1. <i>Procurement approval documentation</i> and <i>procurement plan</i> are developed and approved which contain relevant detail about the procurement process and desired business outcomes, according to</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>organisational policy and public sector standards.</p> <p>3.2. <i>Stakeholder input is sought at all stages during the development of the procurement plan.</i></p> <p>3.3. <i>Probity risks</i> in the procurement process are expressly considered during the development of the procurement plan.</p> <p>3.4. Approved procurement plan or strategy is communicated to stakeholders.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with stakeholders, involving complex oral and written exchanges of information
 - write a procurement requirement, which may require complex style and language expressed in unambiguous terms
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - undertake analysis of issues relating to procurement need
 - make comparisons, justify a point of view and provide supporting evidence
- initiative and enterprise skills to apply OHS, environmental, sustainability and corporate social responsibility practices in the context of developing requests for offers
- planning and organising skills to:
 - research issues relating to procurement need
 - plan issues relating to procurement need
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating

REQUIRED SKILLS AND KNOWLEDGE

to procurement

- life cycle costs
- whole-of-life considerations
- technical knowledge or subject matter expertise in the goods or services being procured
- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to plan procurement consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • consult with a wide range of stakeholders in order to identify, confirm and clarify procurement requirements • undertake market research • develop business case, using templates if available • develop a procurement plan, using templates if available • act within own delegations and refer issues to higher authority when necessary. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities • case studies that incorporate dilemmas, and probity requirements relating to planning procurement of goods and services.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies selected for procurement planning • review of business cases, budgets, procurement plans, risk assessments, procurement approvals and other documentation prepared or obtained by the candidate in a

EVIDENCE GUIDE	
	<p>range of contexts</p> <ul style="list-style-type: none"> • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV417A Identify and treat risks • PSPGOV421A Exercise delegations • PSPLEGN401A Encourage compliance with legislation in the public sector • PSPPROC412A Develop and distribute requests for offers • PSPPROC413A Select providers and develop contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:

- end users, customers or clients, and sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government
- the organisation
- other public sector organisations
- employees, unions and staff associations
- industry bodies
- local communities
- lobby groups and special user groups
- experts, including financial, legal, technical, commercial and probity.

Market analysis may include:

- structure of market
- 'players' in the market
- market capability
- market maturity
- market strength
- factors or conditions that may affect supply
- supplier positioning and referencing
- supplier viability analysis
- potential impact of intended contracting activity.

Procurement approvals and appropriations may require:

- ministerial authorisation
- compliance with instructions or finance circulars
- CEO or board authorisation
- confirmation by chief financial officer
- delegate approval
- budget approval
- business case approval
- special consideration if they concern:
 - long-term travel deals
 - long-term computer deals
 - long-term lease deals

RANGE STATEMENT	
	<ul style="list-style-type: none"> • issuing indemnities.
<i>Information on sources of supply</i> may include:	<ul style="list-style-type: none"> • Yellow Pages • buyers guides, supplier brochures and advertisements • purchasing contract awareness service • suppliers' previous histories and files • peer, supplier and customer networks • computer-aided purchase of computers • newspapers, journals, bulletins or directories • government gazettal notices • internet.
<i>Legislation, policy and probity requirements</i> may include:	<ul style="list-style-type: none"> • commonwealth or state and territory legislation • equal employment opportunity and anti-discrimination law • commonwealth, and state or territory government procurement guidelines • organisational policies and practices • probity guidelines • codes of conduct, codes of practice and standards of individual behaviour relating to procurement • security and confidentiality • risk management • environmental, sustainability and corporate social responsibility principles.
<i>Issues and opportunities</i> may include:	<ul style="list-style-type: none"> • risk sharing • cost sharing • cost escalation • intellectual property rights • knowledge management • corporate knowledge • libraries and archives • capital equipment and asset ownership • value engineering • value management • innovation • continuous improvement • future organisational requirements • quality • whole-of-life considerations • organisational integration and cooperation.
<i>Resource requirements</i>	<ul style="list-style-type: none"> • facilities • information technology

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • personnel • budget support equipment • use of contractor staff • professional service providers • risk assessment.
<i>Procurement approval documentation</i> may include:	<ul style="list-style-type: none"> • business case • justifications • delegate submissions.
<i>Procurement plan</i> may include:	<ul style="list-style-type: none"> • formal documented procurement plan, either using an organisational template or not using a template • procurement strategy • acquisition strategy • leasing strategy.
<i>Probity risks</i> may include:	<ul style="list-style-type: none"> • corruption • fraud • conflict of interest (actual, perceived or potential) • unfair treatment of providers or potential providers • misuse of resources • misuse of information • manipulation of the marketplace.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Procurement and Contract Management
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PSPPROC412A Develop and distribute requests for offers

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the competencies required to develop and disseminate a request for offers to fulfil procurement requirements. It includes specifying the requirement, developing the formal request for offer documents and developing the offer evaluation plan.</p> <p>In practice, developing and distributing requests for offers overlaps with other generalist and specialist public sector and local government work activities, such as upholding and supporting the values and principles of public service, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, selecting providers and managing contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>The unit applies to those who plan, prepare and develop formal requests for offers, including those who specialise in procurement.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Specify procurement requirement.</p>	<p>1.1.Scoping of requirement is undertaken to identify outcomes, objectives and <i>practical requirements</i>.</p> <p>1.2.Statement of requirement is prepared that meets organisational requirements for format and content and is acceptable to <i>stakeholders</i>.</p> <p>1.3.Needs of clients, end users and other stakeholders are considered and incorporated into statement of requirement.</p> <p>1.4.Procurement outcome is fair to, and achievable by, potential providers.</p> <p>1.5.Planned provider contract arrangements are specified according to policy and guidelines.</p> <p>1.6.<i>Standards of performance</i> and <i>codes of practice</i>, incentives, disincentives and performance measures are specified.</p>
<p>2. Develop request for offers.</p>	<p>2.1.<i>Request for offers</i> and contractual conditions suitable for procurement activity are developed and clarified with clients, providers and/or experts as necessary.</p> <p>2.2.Contractual conditions suitable for procurement activity are developed and clarified with clients, providers and/or experts as necessary.</p> <p>2.3.When possible and appropriate, <i>input</i> on content of request for offer documents and proposed contractual conditions is obtained from market according to probity requirement of impartiality.</p> <p>2.4.Approvals to approach marketplace are obtained according to organisational policy and procedures.</p> <p>2.5.Records relating to documenting request, and seeking, processing and closing <i>offers</i>, are maintained according to organisational procedures and legal requirements.</p>
<p>3. Develop offer evaluation plan.</p>	<p>3.1.<i>Offer evaluation plan</i>, including <i>criteria for evaluation</i>, is developed, documented and approved prior to releasing formal request documentation to the market.</p> <p>3.2.Where used, <i>specialist expertise</i> is arranged to evaluate offers and the structure and membership of evaluation panel.</p> <p>3.3.Offer evaluation plan complies with <i>probity requirements</i>, in particular impartiality and</p>

ELEMENT	PERFORMANCE CRITERIA
	management of conflict of interest.
4. Manage distribution and receipt of offers.	<p>4.1. Request for offers is disseminated according to organisational procedures and guidelines, and public sector standards.</p> <p>4.2. Briefings and clarification of information in the request for offer are undertaken as required according to procurement plan, organisational procedures and guidelines, public sector standards and probity requirements of fairness and impartiality.</p> <p>4.3. <i>Offers are received</i> according to organisational procedures and guidelines, and public sector standards.</p> <p>4.4. Requests for offers and closing offers are disseminated in line with <i>probity issues</i>.</p> <p>4.5. Late offers and non-conforming bids are dealt with according to procurement plan and request for offer documentation.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with stakeholders, specialists and providers involving complex oral and written exchanges of information
 - read complex documents, such as contracts, legislation and guidelines
 - write requests for offers, which may include complex style and language expressed in unambiguous terms
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply probity requirements in specifying and developing requests for offers, providing briefings and information, and receiving offers
 - apply OHS requirements (where safety or security may be an issue) when developing requests for offers
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of developing requests for offers
- planning and organising skills to manage the release of documents to stakeholders
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to requests for offers, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity

REQUIRED SKILLS AND KNOWLEDGE

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| <ul style="list-style-type: none">• organisational procurement policies, practices and approval processes• probity principles and issues• codes of conduct, codes of practice and standards of individual behaviour relating to developing and receiving requests for offers• issues to be considered when developing requests for offers, including things like buying locally, and open or restricted opportunities to tender• aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to requests for offers |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the development and distribution of requests for offers; performed consistently and in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • consult with stakeholders to develop a specification suited to the particular procurement being completed • develop request for offer documentation, using templates where available • develop offer evaluation plans with suitable evaluation criteria and evaluation process, using templates where available • manage the release of requests for offers to industry • manage the receipt of responses from industry • apply probity principles relevant to this stage of the procurement process <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procurement of goods and services • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with developing and distributing requests for offers • case studies that incorporate dilemmas, and probity requirements relating to developing and distributing requests for offers
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of strategies and approaches adopted for developing and distributing requests for offers • review of requests for offers (including specifications), offer evaluation plans, industry briefs, risk assessments and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement strategies used by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV417A Identify and treat risks • PSPGOV421A Exercise delegations • PSPLEGN401A Encourage compliance with legislation in the public sector • PSPPROC411A Plan procurement • PSPPROC413A Select providers and develop contracts • PSPPROC414A Manage contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Practical requirements</i> may include:	<ul style="list-style-type: none"> • phases or stages of the procurement activity • timeframes • expertise needed • facilities needed • software and other tools needed
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups
<i>Standards of performance</i> and <i>codes of practice</i> may include:	<ul style="list-style-type: none"> • value for money • quality measures • benchmarks • milestones and timeframes • performance indicators • codes of practice and standards of behaviour

<i>Requests for offers</i> may include invitations to submit:	<ul style="list-style-type: none"> • tenders • proposals • quotations • expressions of interest
<i>Input</i> may be obtained through:	<ul style="list-style-type: none"> • exposure of draft request for offer • request for information • industry comment process
<i>Offers</i> may include:	<ul style="list-style-type: none"> • tenders • written quotations • proposals

Requests for offers may include invitations to submit:	<ul style="list-style-type: none"> • tenders • proposals • quotations • expressions of interest
	<ul style="list-style-type: none"> • expressions of interest
Offer evaluation plan should:	<ul style="list-style-type: none"> • be consistent with public sector and organisational legislation, policy and guidelines, such as: <ul style="list-style-type: none"> • commonwealth or state and territory legislation, including: • equal employment opportunity and anti-discrimination • risk management • security and confidentiality <ul style="list-style-type: none"> • council rules and by-laws • commonwealth, and state or territory government procurement guidelines, including environmental purchasing, access and equity, social justice guidelines • organisational policies and practices • environmental, sustainability and corporate social responsibility principles • include practical and measurable criteria for selecting the provider and explanation of process that will be used to make selection
Criteria for evaluation may include:	<ul style="list-style-type: none"> • value for money • demonstrated capacity to deliver outcomes • available expertise • project management expertise to deliver the outcomes on time and within budget • meeting specific policy requirements, such as buying locally and environmental sustainability • innovation
Specialist expertise may include:	<ul style="list-style-type: none"> • financial • legal • technical and user representatives • commercial • probity • logistics
Probity requirements:	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality

<i>Requests for offers</i> may include invitations to submit:	<ul style="list-style-type: none"> • tenders • proposals • quotations • expressions of interest
	<ul style="list-style-type: none"> • managing conflict of interest • impartiality • are maintained to: <ul style="list-style-type: none"> • ensure conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes
<i>Offers are received:</i>	<ul style="list-style-type: none"> • using a variety of forms, including: <ul style="list-style-type: none"> • traditional paper-based tender responses • computer disk • electronic, such as internet, email, facsimile, and electronic tendering system • by a variety of delivery methods, including: <ul style="list-style-type: none"> • post • courier • by hand • electronic lodgement
<i>Probity issues</i> may include:	<ul style="list-style-type: none"> • equity of access to tender documents • fairness in provision of information • decisions about when to accept or reject late tenders • inappropriate assistance to prepare a tender • conflict of interest.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Procurement and Contract Management
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PSPPROC413A Select providers and develop contracts

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to select preferred providers as a result of a formal request for offer process. It includes evaluating offers, selecting preferred providers, obtaining approvals, developing and formalising contractual arrangements, and debriefing the market and other stakeholders.</p> <p>In practice, selecting providers overlaps with other generalist and specialist public sector and local government work activities, such as upholding and supporting the values and principles of public service, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers and managing contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>The unit applies to those who undertake the selection of providers, including those who specialise in procurement.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Select preferred providers.</p>	<p>1.1. Evaluation panel is formed and coordinated.</p> <p>1.2. <i>Offers</i> are <i>evaluated</i> according to evaluation plan and organisational <i>probity requirements</i> which relate to managing conflicts of interest and adherence to public sector standards.</p> <p>1.3. Specialist expertise is obtained where necessary to assist with evaluation of offers.</p> <p>1.4. Clarification and negotiation of matters contained in offers are undertaken with bidders according to organisational guidelines and public sector standards.</p> <p>1.5. Preferred providers are selected and recommendations for <i>allocation of business</i> are developed, justified and documented against selection criteria according to policy, procedures and governance requirements.</p> <p>1.6. Approvals are obtained for the recommended offers.</p> <p>1.7. Successful providers are notified in line with organisational protocols.</p>
<p>2. Develop and formalise contractual arrangements.</p>	<p>2.1. Approvals are obtained to enter negotiations, when required, and negotiation of the final wording of <i>contract</i> is conducted according to organisational policy and procedures and defined probity frameworks as set out in the evaluation plan.</p> <p>2.2. Approvals to enter into contracts are obtained according to policy and procedures.</p> <p>2.3. Commitments are not made and contractors do not commence until contracts are signed.</p> <p>2.4. Contracts are structured to capture and address identified risks, protect both parties, provide the basis for due performance, and outline expected standards of behaviour.</p> <p>2.5. Contracts are entered into that are valid and legally binding to the parties.</p>
<p>3. Debrief market and other stakeholders.</p>	<p>3.1. Advice on the contractual arrangements is provided to internal stakeholders according to organisational policy and procedures.</p> <p>3.2. Unsuccessful bidders are informed and debriefed upon request with constructive feedback on their proposals.</p> <p>3.3. Details of successful providers are made public</p>

ELEMENT	PERFORMANCE CRITERIA
	according to probity requirements, organisational protocols and public sector standards.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
 - network within probity boundaries with diverse stakeholders and contractors
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to apply probity requirements in evaluating offers, formalising contracts and debriefing stakeholders
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of selecting providers and developing contracts
- planning and organising skills to analyse and compare written information to ensure key elements from the specification and the procurement plan are captured in the written contract
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to award of contracts, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating

REQUIRED SKILLS AND KNOWLEDGE

to receipt and selection of offers

- | |
|---|
| <ul style="list-style-type: none">• aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts• equal employment opportunity |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to select providers and develop contracts consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply recognised offer evaluation methodologies to select a preferred provider • make provider selections in accordance with the offer evaluation plan, procurement plan and relevant policy and legislation • work with subject matter experts, such as legal, financial, commercial and technical • adhere to probity requirements • make written recommendations about suppliers to delegates and higher management • act within the scope of own delegations • keep appropriate records • debrief relevant stakeholders about their performance. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to selecting providers and developing contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with selecting providers and developing contracts • case studies that incorporate dilemmas, and probity requirements relating to selecting providers and developing contracts
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of strategies and approaches adopted for selecting providers and developing contracts • review of selection reports, approvals and sign-offs, negotiation plans, draft contracts, final contracts, risk assessments and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV417A Identify and treat risks • PSPGOV421A Exercise delegations • PSPLEGN401A Encourage compliance with legislation in the public sector • PSPPROC411A Plan procurement • PSPPROC412A Develop and distribute requests for offers • PSPPROC414A Manage contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Offers</i> may include:	<ul style="list-style-type: none"> • delivery of goods for use or into store • provision of services • maintenance agreements • leasing agreements • consultancies • research and development • infrastructure assets
<i>Evaluation:</i>	<ul style="list-style-type: none"> • must include: <ul style="list-style-type: none"> • processing offers • determining value for money • checking and investigating • collating information • comparative statements • accountability • may include staged procurement
<i>Probity requirements:</i>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality • managing conflict of interest • impartiality • are maintained to: <ul style="list-style-type: none"> • encourage conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes
<i>Allocation of business</i> may include:	<ul style="list-style-type: none"> • single successful contractor • multiple successful contractors • standing offer (panel)

RANGE STATEMENT

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| | <ul style="list-style-type: none"> • multiple contracts as a result of a single request for offer |
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<i>Contracts</i> may include:	<ul style="list-style-type: none"> • memoranda of understanding and memoranda of agreement • in-house option directives • common use arrangements and standing offers • inter and intra-government agreements • service level agreements • deeds of agreement
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Unit Sector(s)

Not applicable.

Competency field

Competency field	Procurement and Contract Management
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PSPPROC414A Manage contracts

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to manage contracts. It includes undertaking preparations, establishing and maintaining contract management arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.</p> <p>In practice, managing contracts overlaps with other generalist and specialist public sector work activities, such as upholding and supporting the values and principles of public service and local government, identifying and treating risks, exercising delegations, applying government processes, encouraging compliance with legislation in the public sector or local government, planning procurement, developing and distributing requests for offers and selecting providers.</p> <p>Those who specialise in procurement are catered for by the units PSPPROC503B, PSPPROC504B, PSPPROC505A and PSPPROC506A, which address in depth the aspects of contract management performed by those who specialise in procurement.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those who are not specialist contract managers, but manage contracts as part of their role rather than as their primary role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare to manage a contract.</p>	<p>1.1. Contract requirements, approvals and funding arrangements are confirmed and clarified where necessary, and obligations and limits of authority as contract manager are identified in line with contractual and organisational requirements.</p> <p>1.2. Operational elements of the contract are confirmed and contact is made with <i>specialists</i> and <i>stakeholders</i> to clarify and assist with contract administration issues.</p> <p>1.3. Key contract clauses are identified and their content is clarified as necessary to ensure contract requirements are understood.</p> <p>1.4. Process, timings, and key performance indicators are identified from the contract and confirmed with stakeholders.</p> <p>1.5. Risks are confirmed and a risk management plan is developed or reviewed in line with contract requirements and organisational policy and procedures.</p> <p>1.6. Contract management strategy is developed or obtained and key details are entered from the contract.</p> <p>1.7. Contract management team is formed and roles and responsibilities are allocated.</p>
<p>2. Implement a contract management strategy.</p>	<p>2.1. Start-up or transition arrangements are confirmed and implemented according to contract requirements and organisational procedures.</p> <p>2.2. Information and communication strategies are established to meet contractor, stakeholder and organisational needs.</p> <p>2.3. Risk management plan is monitored for effectiveness and adapted as necessary during the life of the contract.</p> <p>2.4. Relationship with contractors and stakeholders is established and managed according to organisational policy and procedures and probity requirements.</p> <p>2.5. Specialist expertise is obtained as necessary for progress meetings and for advice on or resolution of contract issues.</p> <p>2.6. Consideration is given to OHS, environmental and sustainability principles and corporate social</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>responsibility principles as they apply to the contract.</p> <p>2.7. Contract information/documentation is maintained for organisational purposes according to organisational policy and procedures.</p>
<p>3. Monitor and maintain performance of a contract.</p>	<p>3.1. Obligations to contractor and stakeholders are met according to contractual arrangements and organisational financial management requirements.</p> <p>3.2. Monitoring and control measures and performance indicators are used to manage performance of contract and ensure that all obligations under the agreement are being met.</p> <p>3.3. Contract variations are managed in accordance with the contract, organisational policy and procedures, and probity requirements.</p> <p>3.4. Disputes and complaints are investigated and resolved or referred according to contract requirements.</p> <p>3.5. Negotiation of issues relating to the contract is managed and approvals are obtained according to stipulations in the contract proper.</p> <p>3.6. Communication is maintained with all stakeholders on the performance of the contract according to organisational protocols and public sector standards.</p>
<p>4. Complete and review contract.</p>	<p>4.1. Client satisfaction with contract deliverables is confirmed.</p> <p>4.2. Contracts are finalised, amended, cancelled or terminated according to contractual arrangements.</p> <p>4.3. Strategies are applied to manage close-out, and ensure renewal of contract or transition to a new contract meet organisational guidelines, probity requirements and public sector standards.</p> <p>4.4. Review is undertaken of contract management, contractor performance relevant to measures at each stage of the contract, user satisfaction and audit results, when necessary.</p> <p>4.5. Where measures or outcomes are not met in full, variances are documented and explained.</p> <p>4.6. Information from the review and audit is used to report on contractor performance, to review contract management practice and make recommendations for improvement.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
 - network, within probity boundaries, with diverse stakeholders and contractors
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - work independently or under direction as appropriate to the situation
 - model team leadership approaches if appropriate
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to apply simple supply chain management and supplier issues management to the process of contract management
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of contract management
- planning and organising skills to manage contract documentation
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract performance management
- privacy and confidentiality issues
- probity principles and issues

REQUIRED SKILLS AND KNOWLEDGE

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| <ul style="list-style-type: none">• codes of conduct, codes of practice and standards of individual behaviour relating to managing contracts and relationships with contractors• whole-of-life considerations relating to the ownership, operation and disposal/completion of the goods or services• equal employment opportunity• financial and accounting issues relevant to the contract |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to manage contracts consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • develop a contract management strategy in consultation with key stakeholders • develop a suitable contract management plan, using templates if available • implement the contract management plan • manage the performance of contractors • provide contractors with performance feedback • manage contract disputes to achieve prompt resolution and refer to higher authority when necessary • review contracts throughout to identify opportunities for continuous improvement • act within own delegations and refer issues to higher authority when necessary • uphold probity standards in all dealings with contractors. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with managing contracts • case studies that incorporate dilemmas, and probity requirements relating to managing contracts.
Method of assessment	<p>The following assessment methods are suggested:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for managing contracts • review of contract management plans, contracts, contract variations, contractor performance reports, contract closure documents and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV417A Identify and treat risks • PSPGOV421A Exercise delegations • PSPLEGN401A Encourage compliance with legislation in the public sector • PSPPROC411A Plan procurement • PSPPROC412A Develop and distribute requests for offers • PSPPROC413A Select providers and develop contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Contracts</i> may include:	<ul style="list-style-type: none"> • memoranda of understanding and memoranda of agreement • in-house option directives • common use arrangements/standing offers • inter and intra-government agreements • letters of intent • licensing agreements.
<i>Specialists</i> may include:	<ul style="list-style-type: none"> • procurement and contracting • corporate finance • outsourced procurement or contracting advisers • legal advisers • functional/business • technical • business owner of the contract • OHS • environmental • audit and probity • appropriate cross-government department experts.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<i>Key contract clauses</i> may include:	<ul style="list-style-type: none"> • specifications • variations • insurances • notices

RANGE STATEMENT	
	<ul style="list-style-type: none"> • disputes • intellectual property • privacy • confidentiality • milestones • payments • breaches • penalties • expected standards of behaviour.
Risks may include:	<ul style="list-style-type: none"> • contractor inability to meet agreements • end user or buyer inability to meet obligations • limited number of suppliers • corruption risks • probity risks.
Contract management strategy may include:	<ul style="list-style-type: none"> • formal contract management plan • contract management checklist • setting up routines • checking quality assurance systems • transferring legal responsibility • avoiding implied acceptance of varied conditions through non-enforcement of contractual obligations • applying environmental, sustainability and corporate responsibility principles.
Contract management strategy may be obtained from:	<ul style="list-style-type: none"> • procurement/contracting area • specialist contract managers • central agencies, such as state supply boards, and contract and management services • finance area • legal advisers • outsourced providers of contracting services.
Communication strategies may include:	<ul style="list-style-type: none"> • setting regular times to talk, meet or check on progress • protocols for dealing with other stakeholders • emergency contact arrangements • diary system to monitor milestones, timeframes, receipt of deliverables, etc. • strategies for ensuring information flow at critical stages of the contract.
Monitoring and control measures may include:	<ul style="list-style-type: none"> • inspections • tests • audits

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reviews • meetings • progress reports • verifications • identification of non-conformances • corrective actions.
<i>Contract variations</i> may include:	<ul style="list-style-type: none"> • change of scope • change in prices • change in quantity • change to specifications • negotiation of new terms and conditions • dissolution of contracts • in writing • verbal variations, confirmed in writing • variations by action/inaction.
<i>Disputes</i> may include:	<ul style="list-style-type: none"> • disputes over: <ul style="list-style-type: none"> • requirements • delivery schedules • price changes • additional tasking • payment schedules • complaints from third parties.
Techniques available to <i>resolve</i> disputes include:	<ul style="list-style-type: none"> • conference • negotiation • mediation • expert determination • arbitration • resort to contractual conditions • legal considerations.
<i>Negotiation</i> of issues may include:	<ul style="list-style-type: none"> • contract variations • continuous improvement • innovations • non-compliance • consequences.
<i>Review</i> may include:	<ul style="list-style-type: none"> • planning process • evaluation considerations at each stage of the contract • sources and methods of gathering data • role of audit trails, where applicable • measuring outputs

RANGE STATEMENT	
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| | <ul style="list-style-type: none">• meeting client needs• considering new and different ways of delivering the service or product in the future• strategies for continuous improvement. |
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Unit Sector(s)

Not applicable.

Competency field

Competency field	Procurement and Contract Management
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PSPPROC503B Manage contract performance

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the competency required by people whose primary role is contract management to implement strategies that ensure effective contract performance. It includes managing the business relationship, performance of the contract, and contract issues; and implementing a communication strategy.</p> <p>In practice, managing contract performance may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, finalising contracts, managing procurement risk, planning to manage a contract, planning for procurement outcomes and making procurement decisions.</p> <p>PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those who may or may not have had involvement in the procurement process preceding execution of the contract.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Manage the business relationship.</p>	<p>1.1. <i>Probity</i> is managed in accordance with organisational requirements, <i>legislation, policy and public sector standards</i>.</p> <p>1.2. Obligations to the contractor are met according to contractual arrangements.</p> <p>1.3. Consideration of conflicts of interest and their resolution are recorded according to public sector standards and organisational requirements.</p> <p>1.4. Business relationship with contractor is managed in the public interest through <i>formal and informal mechanisms</i> according to public sector standards and organisational policy and procedures.</p>
<p>2. Manage performance of the contract.</p>	<p>2.1. Start-up or transition arrangements are implemented according to contract requirements and organisational procedures.</p> <p>2.2. <i>Contract management plan</i> is monitored for effectiveness on a regular basis and adapted as necessary during the life of the contract.</p> <p>2.3. Performance of <i>contract</i> is monitored against key performance indicators and tracking milestones to ensure obligations under the agreement are being met.</p> <p>2.4. E-procurement, financial and other resources are managed as necessary according to contract requirements and organisational procedures.</p> <p>2.5. Emerging and potential <i>risks</i> are identified and managed according to organisational risk management procedures.</p>
<p>3. Manage contract issues.</p>	<p>3.1. Contract <i>variations</i> are managed according to contract management plan, organisational policy and procedures, and probity requirements.</p> <p>3.2. <i>Early signs of under-performance</i> are identified, and <i>action is taken to improve performance</i> to the agreed level and documented according to contract's communication and information policy.</p> <p>3.3. <i>Disputes</i> and complaints are investigated and <i>resolved</i> or referred according to contract's management plan and contractual arrangements.</p> <p>3.4. <i>Negotiation of issues</i> relating to the contract is conducted and approvals are obtained according to stipulations in the contract.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.5. Conflict is addressed and resolved where possible or other <i>actions</i> are taken according to contractual arrangements.</p> <p>3.6. Non-compliance with codes of conduct, codes of practice and standards of behaviour is dealt with in a timely manner.</p>
<p>4. Implement communication and information strategy.</p>	<p>4.1. <i>Communication</i> on the performance of the contract is maintained with all stakeholders according to organisational protocols and public sector standards.</p> <p>4.2. Management reporting is carried out according to tracking milestones and organisational requirements.</p> <p>4.3. <i>Contract information</i> is maintained for <i>organisational purposes</i> according to organisational policy and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
 - network, within probity boundaries, with contractors and stakeholders
 - read complex documents, such as contracts, legislation and guidelines
 - write management reports and keep records of meetings, liaison, notes and follow-up actions
 - provide feedback
- teamwork skills to:
 - build effective working relationships with contractors and stakeholders, within probity boundaries
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - resolve disputes, conflict and complaints
 - make judgements about when to refer disputes, conflict and complaints to others
 - apply understanding of supplier issues/supply chain management in the context of contract management
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of contract management
- planning and organising skills to:
 - manage contract documentation
 - plan and organise contract meetings, reports and reviews
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract management for a range of contractual situations
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- whole-of-life considerations
- financial and accounting issues relevant to the contract
- legal aspects of negotiation
- aspects of law of contracts, trade practices law and commercial law relevant to the management of contracts relating to complex procurement
- equal employment opportunity relevant to the management of contracts
- OHS requirements relevant to the management of contracts
- environmental, sustainability and corporate social responsibility principles relevant to the management of contracts

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in managing contract performance consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • develop and implement an appropriate contract management plan, using templates where available • develop and implement an appropriate transition plan, using templates where available • develop and maintain a sound business relationship with contractors within probity guidelines, upholding probity standards in all dealings with them • manage contractor performance so that goods and services are delivered according to the contract • provide the contractor with performance feedback • deal promptly and proactively with contract issues and disputes and refer to higher authority when this is not possible • communicate effectively with internal and external stakeholders about the operation of the contract. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with managing contract performance • case studies that incorporate dilemmas and probity requirements relating to managing contract performance.

EVIDENCE GUIDE	
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for managing contract performance • review of contract management plans, contracts, contract variations, contractor performance reports, communication strategy and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPLEGN501B Promote compliance with legislation in the public sector • PSPPROC504B Finalise contracts • PSPPROC505A Manage procurement risk • PSPPROC506A Plan to manage a contract • PSPPROC507A Plan for procurement outcomes • PSPPROC508A Make procurement decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Probity</i> principles:</p>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality • managing conflict of interest • impartiality • are maintained to: <ul style="list-style-type: none"> • ensure conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes.
<p><i>Legislation, policy and public sector standards</i> may include:</p>	<ul style="list-style-type: none"> • financial management legislation • government procurement, purchasing and contracting legislation, policy and guidelines • council rules and by-laws • public sector standards • codes of conduct, codes of practice and standards of individual behaviour • cross-cultural and social justice issues • environmental and sustainability policies • corporate social responsibility policies.
<p><i>Formal and informal mechanisms</i> may include:</p>	<ul style="list-style-type: none"> • non-confrontational interaction • hospitality • formal contract variations • formal negotiations • formal and informal meetings • regular and <i>ad hoc</i> reporting • review processes.
<p><i>Contract management</i></p>	<ul style="list-style-type: none"> • risk management plan

RANGE STATEMENT	
<i>plan</i> may include:	<ul style="list-style-type: none"> • contingency plan • communication and public relations plan • human resource management plan • disposal plan • contract review plan • setting up routines • quality assurance systems • arrangements for transfer of legal responsibility • insurances • strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations • environmental/green procurement, sustainability and corporate social responsibility principles.
<i>Contracts</i> may include:	<ul style="list-style-type: none"> • formal written contracts • standing offers (panels) • multi-use lists and similar arrangements • inter and intra-government agreements • letters of intent • memoranda of understanding and memoranda of agreement • licensing agreements • in-house option directives.
<i>Risks</i> may include:	<ul style="list-style-type: none"> • supplier inability to meet obligations • end user or buyer inability to meet obligations • scope creep • client requirements not fully understood • becoming too dependent on a single supplier • disruption to continuity and consistency of service if too many suppliers are selected • other environmental influences • corruption risks • probity risks.
<i>Variation</i> to agreements may arise from:	<ul style="list-style-type: none"> • change of scope • negotiation of new terms and conditions • dissolution of contracts • inability to deliver.
<i>Early signs of under-performance</i> may be detected through:	<ul style="list-style-type: none"> • tracking milestones • regular meetings • meeting records and follow-up

RANGE STATEMENT	
	<ul style="list-style-type: none"> • file management and audit trail • stakeholder surveys on performance • ongoing review of deliverables.
<i>Actions taken to improve performance</i> may include:	<ul style="list-style-type: none"> • discussion with contractor • regular interaction • ongoing performance feedback • provision of support • expert advice.
<i>Disputes</i> may include:	<ul style="list-style-type: none"> • disputes over: <ul style="list-style-type: none"> • requirements • delivery schedules • price changes • additional tasking • payment schedules • complaints from third parties • formal and informal.
Techniques available to <i>resolve</i> disputes include:	<ul style="list-style-type: none"> • conference • negotiation • mediation • arbitration • resort to contractual conditions • litigation.
<i>Negotiation of issues</i> may include:	<ul style="list-style-type: none"> • contract variations • continuous improvement • innovations • non-compliance • consequences.
<i>Actions</i> as a result of unresolved conflict may include:	<ul style="list-style-type: none"> • mediation • court action • termination of contract.
<i>Communication</i> strategies may include:	<ul style="list-style-type: none"> • clear communication • understanding the needs of the service provider and the client • setting regular times to talk, meet or check on progress • protocols for dealing with other stakeholders • emergency contact arrangements • diary system to monitor milestones, timeframes, receipt of deliverables, etc. • strategies for ensuring information flow at critical

RANGE STATEMENT	
	stages of the contract.
<i>Contract information</i> may include:	<ul style="list-style-type: none"> • contract and variations • contract management plan • financial records, including funding submissions, budgets, delegations, invoices and payments • contractor performance information • contract reports • information about disputes and other issues • complaints and compliments.
<i>Organisational purposes</i> may include:	<ul style="list-style-type: none"> • probity and accountability • budget reporting • feeding into future procurement processes • performance management of suppliers • internal and external reviews and audits • governance requirements • legal compliance.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Procurement and Contract Management
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PSPPROC504B Finalise contracts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to finalise processes for contracts. It includes completing contracts and implementing a contract review strategy.</p> <p>In practice, finalising contracts may overlap with other public sector generalist and specialist work activities, such as promoting the values and ethos of public service and local government, undertaking negotiations, promoting compliance with legislation in the public sector or local government, managing contract performance, managing procurement risk, planning to manage a contract, planning for procurement outcomes and making procurement decisions.</p> <p>PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	The unit applies to those whose primary role is contract management.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Complete contracts.</p>	<p>1.1. <i>Contracts</i> due to expire are reviewed to determine future requirements, and options for meeting those requirements are canvassed in sufficient time for decision making and transition to occur.</p> <p>1.2. Strategies are implemented to manage closure, renewal of contracts, or transition to a new contract according to organisational guidelines, probity requirements and public sector standards.</p> <p>1.3. Contracts are finalised, amended, cancelled or terminated according to contractual arrangements.</p> <p>1.4. Consultation is undertaken with contractor, and a contract completion report is issued addressing the performance of contractor and contract manager according to organisational requirements and public sector standards.</p>
<p>2. Implement contract review strategy.</p>	<p>2.1. <i>Timing of contract review</i> is determined to ensure a smooth transition to post-contract arrangements.</p> <p>2.2. <i>Contract review</i> is undertaken covering contract management, contractor performance relevant to measures at each stage of the contract, user satisfaction and audit results.</p> <p>2.3. Where measures or outcomes are not met in full, <i>variances</i> are documented and explained.</p> <p>2.4. Review report is prepared documenting outcomes against plans, final costs, user satisfaction, lessons learnt and any shortcomings in contract planning, management policies and procedures.</p> <p>2.5. Recommendations for improvement are made and supported with evidence, as a result of lessons learnt.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders, involving complex oral and written exchanges of information
 - write review and closure reports
 - make recommendations about improvements to the contract management process
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to finalise outstanding issues so the contract can be closed
- initiative and enterprise skills to identify improvements to the contract management process of contract management
- planning and organising skills to:
 - manage contract closure documentation
 - plan and organise contract closure meetings, reports and reviews
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract finalisation and review, including environmental purchasing and corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- contract finalisation and review for a range of contractual situations
- privacy and confidentiality issues, including the requirement to appropriately classify information to ensure transparency as well as to treat bids as commercial-in-confidence

REQUIRED SKILLS AND KNOWLEDGE

- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to finalising contracts
- information, knowledge management and record keeping for official or historical records
- equal employment opportunity
- financial and accounting issues relevant to the contract
- aspects of contract law, trade practices law and commercial law relevant to the finalisation of contracts relating to complex procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to finalise contracts consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • develop and implement an appropriate review strategy for contracts that are ending • complete relevant contract closure processes • ensure appropriate records have been kept • apply contract review techniques • make written recommendations for improvements to the procurement process based on review results • uphold probity standards in all dealings with contractors. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services, and managing and finalising contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with finalising contracts • case studies that incorporate dilemmas, and probity requirements relating to finalising contracts.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for finalising contracts • review of contract management plans, contracts, contract variations, contractor performance reports, contract closure

EVIDENCE GUIDE	
	<p>plans, transition plans, risk assessments and other contract finalisation documentation prepared by the candidate in a range of contexts</p> <ul style="list-style-type: none"> • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPLEGN501B Promote compliance with legislation in the public sector • PSPPROC503B Manage contract performance • PSPPROC505A Manage procurement risk • PSPPROC506A Plan to manage a contract • PSPPROC507A Plan for procurement outcomes • PSPPROC508A Make procurement decisions.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Contracts</i> may include:</p>	<ul style="list-style-type: none"> • formal written contracts • standing offers (panels) • multi-use lists and similar arrangements • inter and intra-government agreements • letters of intent • memoranda of understanding and memoranda of agreement • licensing agreements • in-house option directives.
<p><i>Timing of contract review</i> may include:</p>	<ul style="list-style-type: none"> • periodically throughout the contract • when performance issues arise • prior to contract completion • concurrently with contract renewal process • after the contract is completed.
<p><i>Contract review</i> may include:</p>	<ul style="list-style-type: none"> • planning process • evaluation considerations at each stage of contract • sources and methods of gathering data • role of audit trails • measuring outputs • key performance indicators and their review • meeting client needs • innovation • strategies for continuous improvement.
<p><i>Variances</i> may include:</p>	<ul style="list-style-type: none"> • change of scope • negotiation of new terms and conditions • strategies for dealing with contractor performance • dissolution of contract.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC505A Manage procurement risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the ability to manage risks associated with all stages of procurement. It includes assessing risk, and preparing, implementing and reviewing a risk management plan.

In practice, managing procurement risk may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, managing contract performance, finalising contracts, planning to manage a contract, planning for procurement outcomes and making procurement decisions.

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

Application of the Unit

Application of the unit

The unit applies to those in specialist procurement who plan for procurement risks across all stages of the procurement cycle.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess risk.	<p>1.1. <i>Legislation, policies</i>, business processes and resources impacting on the contract are identified.</p> <p>1.2. Procurement outcomes and internal inputs necessary for effective performance are identified.</p> <p>1.3. Critical success factors necessary for the achievement of procurement outcomes are identified and confirmed.</p> <p>1.4. Non-trivial <i>procurement risks</i> relating to the procurement activity are identified.</p> <p>1.5. Potential <i>probity risks</i> are identified.</p> <p>1.6. Causes of risk are analysed and their potential impact is determined.</p> <p>1.7. Likelihood and consequences of risks are determined and <i>risk assessments</i> are developed.</p>
2. Prepare risk management plan.	<p>2.1. Preliminary <i>risk management</i> plan is developed that addresses risks identified in planning phase of procurement activity.</p> <p>2.2. Risks that will be accepted and those requiring <i>treatment</i> are identified.</p> <p>2.3. Treatments that reduce risks to an acceptable level are designed according to organisational requirements.</p> <p>2.4. Plan for implementing new treatments, additional <i>risk controls</i> or modifications to existing controls is developed.</p> <p>2.5. Risk level is re-checked at key points during procurement process, and risk management plan is reviewed and adjusted to cover procurement activity risks not already identified.</p>
3. Implement and review risk management plan.	<p>3.1. Risk controls and treatments are implemented according to the treatment plan.</p> <p>3.2. Risk management plan is implemented, and regularly reviewed and revised to include potential or emerging risks during the life of the procurement activity.</p> <p>3.3. Review results are used to improve risk treatments and controls.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - write risk management plans using templates or a recognised risk management methodology
 - interpret complex, formal documents
 - make verbal and written recommendations about the management of procurement and contracting risks
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to analyse risks associated with procurement and contract using a recognised risk management methodology
- initiative and enterprise skills to identify procurement risks and opportunities using a recognised risk management methodology
- planning and organising skills to manage and update the risk management plan
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract risk management
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues, particularly as they relate to probity risks
- codes of conduct, codes of practice and standards of individual behaviour relating to the procurement process
- risks associated with financial and accounting issues relevant to procurement and contract management
- supplier issues and supply chain management in the context of procurement risk

REQUIRED SKILLS AND KNOWLEDGE

management

- aspects of law of contracts, trade practices law and commercial law relevant to risk management relating to complex procurement
- OHS requirements relevant to procurement and contract management
- equal employment opportunity relevant to procurement and contract management
- environmental, sustainability and corporate social responsibility principles relevant to procurement and contract management

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to manage procurement risk consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use recognised risk management methodologies to identify and assess risks for all stages of a procurement activity • prepare a risk management plan for a procurement activity, using templates where available • implement risk management plans • review and revise risk management plans to reflect the changing procurement context and environment during the procurement activity • liaise and consult with stakeholders to ensure that risks are appropriately identified and managed • make recommendations to higher management about options for the management of procurement risks. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing procurement risk • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with managing procurement risk • case studies that incorporate dilemmas and probity requirements relating to managing procurement risk.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and

EVIDENCE GUIDE	
	<p>procedures</p> <ul style="list-style-type: none"> • review of strategies and approaches adopted for managing procurement risk • review of risk assessments, risk management plans, contract management plans, contracts, probity plans, budgets, transition plans and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPLEGN501B Promote compliance with legislation in the public sector • PSPPROC503B Manage contract performance • PSPPROC504B Finalise contracts • PSPPROC506A Plan to manage a contract • PSPPROC507A Plan for procurement outcomes • PSPPROC508A Make procurement decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation and policies may include:

- commonwealth or state and territory legislation, including equal employment opportunity and anti-discrimination law
- council rules and by-laws
- national and international codes of practice and risk management standards
- organisational policies and practices
- government policy
- codes of conduct and codes of practice
- national competition policy.

Procurement risks may include:

- contextual and environmental factors
- too many or too few potential suppliers
- unsophisticated marketplace
- timeframes for procurement too short
- inappropriate method of procurement used
- inadequate budget and other resources
- inappropriate form of contract selected
- supplier inability to meet obligations
- end user or buyer inability to meet obligations
- unclear contract terms and conditions
- contractual disputes
- factors outside the control of either party, such as global health pandemic, failure of third-party businesses or natural disasters
- implications if dependence on one supplier, versus risks in lack of continuity and consistency of services provided
- changes to government policy.

Probity risks may include:

- corruption
- fraud
- conflict of interest (actual, perceived or potential)
- unfair treatment of providers or potential providers
- misuse of resources
- misuse of information

RANGE STATEMENT

Risk assessments

differentiate between risks that have:

- manipulation of the marketplace.
- high impact/consequence/likelihood
- low impact/consequence/likelihood.

Risk management is often considered in relation to an organisation's:

- people
- assets and physical environment
- reputation and image
- legal issues
- business continuity
- finances
- stated outcomes.

Risk ***treatments*** may include those that:

- avoid risk
- transfer risk
- reduce likelihood
- reduce consequence
- partially reduce assessed risk level so that risk can be accepted.

Risk controls may include:

- legislation
- government policies and guidance
- organisational policies, processes and procedures
- standardised documentation and templates
- hierarchy of controls, such as fraud control plans and security plans
- staff skills and knowledge.

Unit Sector(s)

Unit sector

Competency field

Competency field Procurement and Contract Management

Co-requisite units

Co-requisite units

PSPPROC506A Plan to manage a contract

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to establish arrangements for contract management. It includes confirming contract requirements, preparing a contract management plan, and implementing contract strategies and contractual arrangements.</p> <p>In practice, planning to manage a contract may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service or local government, undertaking negotiations, promoting compliance with legislation in the public sector, managing contract performance, finalising contracts, managing procurement risk, planning for procurement outcomes and making procurement decisions.</p> <p>PSPPROC414A Manage contracts is the appropriate unit for people undertaking contract management as a minor part of their work role.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those whose primary role is contract management, and who may or may not have had involvement in the procurement process preceding execution of the contract.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Confirm contract requirements.</p>	<p>1.1. <i>Legislation, public sector standards and organisational requirements</i> relating to <i>probity</i>, financial management, approvals and <i>other considerations</i> are identified for inclusion in the <i>contract</i> management plan.</p> <p>1.2. <i>Contract requirements</i> are re-confirmed with all parties.</p> <p>1.3. Obligations to the contractor, limits of authority and <i>delegations</i> relating to contract are determined according to contractual arrangements and organisational policy and procedures.</p> <p>1.4. Start-up or transition arrangements are confirmed.</p>
<p>2. Prepare contract management plan.</p>	<p>2.1. <i>Contract risks</i> are identified and risk management plan is developed in line with contract requirements and organisational policy and procedures.</p> <p>2.2. Procedures to identify, receive and address contract <i>variations</i> are determined according to contract requirements and organisational policy and procedures.</p> <p>2.3. <i>Procedures</i> to investigate, resolve or refer <i>disputes</i> or complaints are determined according to contract requirements and organisational policy and procedures.</p> <p>2.4. Key performance indicators are developed and negotiated, and <i>administrative processes</i> are identified and approved for the life of the contract according to organisational policy procedures.</p> <p>2.5. <i>Contract management plan</i> that addresses key elements is documented, approved and maintained according to organisational requirements.</p> <p>2.6. Expected standards of behaviour, probity and privacy principles are applied to all elements of contract management plan.</p> <p>2.7. Environmental, sustainability and corporate social responsibility principles are applied to all elements of contract management plan.</p>
<p>3. Develop stakeholder relationships.</p>	<p>3.1. <i>Stakeholder</i> networks and relationships are identified.</p> <p>3.2. Networking strategies are used, within probity boundaries, to establish, develop and maintain working relationships to promote benefits to the</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>contract requirements.</p> <p>3.3. Confidence of stakeholders is developed and maintained through high standards of behaviour and ethical conduct.</p> <p>3.4. Negotiation strategies are used to achieve positive outcomes when difficult situations arise.</p> <p>3.5. Communication requirements are identified and confirmed in line with contractual obligations and stakeholder needs.</p>
<p>4. Implement contract strategies.</p>	<p>4.1. Requirements of confidentiality and freedom of information are identified for the contract.</p> <p>4.2. <i>Communication/information strategy</i> is developed that matches needs of the organisation, the contract and the contractor's business environment.</p> <p>4.3. Contract review requirements are established with stakeholders.</p> <p>4.4. <i>Contract review strategy</i> is developed to review management of the contract, contractor performance and user satisfaction.</p>
<p>5. Implement contractual arrangements.</p>	<p>5.1. Business relationship with contractor is established and managed according to organisational policy and procedures and probity requirements.</p> <p>5.2. Start-up or transition arrangements are implemented.</p> <p>5.3. Financial, administrative and information management processes are established.</p> <p>5.4. Contractual arrangements are implemented according to contract management plan.</p> <p>5.5. Appropriate <i>contract records</i> are maintained for the life of the contract.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders
 - network, within probity boundaries, with contractors and stakeholders
 - develop a written contract management plan and sub-plans
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply OHS requirements in the context of contract management
 - apply understanding of supplier issues and supply chain management in the context of procurement risk management
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of planning for contract management
- planning and organising skills to manage and update the contract management plan and sub-plans
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing, sustainability and corporate social responsibility guidance relevant to the contract
 - such as OHS and equity and diversity

REQUIRED SKILLS AND KNOWLEDGE

- organisational procurement policies, practices and approval processes
- contract management planning for a range of contractual situations
- privacy and confidentiality issues
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- whole-of-life considerations
- financial and accounting issues relevant to the contract
- equal employment opportunity relevant to the contract
- OHS requirements relevant to the contract

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to plan to manage a contract consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • develop a contract management strategy in consultation with key stakeholders • develop a contract management plan suited to more complex contracts, using templates if available, which may include sub-plans such as risk, transition and probity • implement the contract management strategy and the contract management plan • develop and maintain a sound business relationship with internal and external stakeholders • manage the performance of contractors to ensure the effective delivery of value for money outcomes under the contract • manage more complex contract disputes to achieve prompt resolution and refer to higher authority when necessary • review contract throughout to identify opportunities for continuous improvement • act within own delegations and refer issues to higher authority when necessary. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with planning to manage a contract • case studies that incorporate dilemmas, and probity

EVIDENCE GUIDE	
	requirements relating to planning to manage a contract.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for planning to manage a contract • review of contract management plans, contracts, probity plans, budgets, transition plans, approvals and sign-offs, and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPLEGN501B Promote compliance with legislation in the public sector • PSPPROC503B Manage contract performance • PSPPROC504B Finalise contracts • PSPPROC505A Manage procurement risk • PSPPROC507A Plan for procurement outcomes • PSPPROC508A Make procurement decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Legislation, public sector standards and organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • financial management legislation • government procurement, purchasing and contracting legislation, policy and guidelines • ethics standards • codes of conduct and codes of practice • environmental purchasing.
<p><i>Probity</i> principles:</p>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality • managing conflict of interest • impartiality • are maintained to: <ul style="list-style-type: none"> • ensure conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes.
<p><i>Other considerations</i> may include:</p>	<ul style="list-style-type: none"> • corporate governance • intellectual property • privacy • freedom of information requirements • public liability insurance considerations.
<p><i>Contracts</i> may include:</p>	<ul style="list-style-type: none"> • formal written contracts • standing offers (panels) • multi-use lists and similar arrangements • inter and intra-government agreements • letters of intent • memoranda of understanding and memoranda of agreement

RANGE STATEMENT	
	<ul style="list-style-type: none"> • licensing agreements • in-house option directives.
<i>Contract requirements</i> may include:	<ul style="list-style-type: none"> • terms and conditions • specifications • risk • managing hospitality • clauses dealing with: <ul style="list-style-type: none"> • variations • insurances • notices • disputes • intellectual property • privacy • confidentiality • milestones • payments • breaches.
<i>Delegations</i> may include:	<ul style="list-style-type: none"> • financial delegations • procurement delegations • compliance with instructions or finance circulars • special consideration if they concern travel, computers or software, leasing arrangements or issuing indemnities, or other special categories of goods and services • other delegations, such as disposals and human resources • confirmation by chief financial officer • ministerial authorisation.
<i>Contract risks</i> may include:	<ul style="list-style-type: none"> • contextual/environmental factors • supplier inability to meet obligations • end user or buyer inability to meet obligations • unclear contract terms and conditions • contractual disputes • factors outside the control of either party, such as global health pandemic, failure of third-party businesses, and natural disasters • implications if dependence on one supplier, versus risks in lack of continuity and consistency of services provided.
<i>Variation</i> to agreements may arise from:	<ul style="list-style-type: none"> • change of scope • negotiation of new terms and conditions • dissolution of contracts.

RANGE STATEMENT	
<i>Procedures</i> to resolve disputes may include:	<ul style="list-style-type: none"> • conference • negotiation • mediation • arbitration • resort to contractual conditions • litigation.
<i>Disputes</i> may include:	<ul style="list-style-type: none"> • disputes over: <ul style="list-style-type: none"> • requirements • delivery schedules • price changes • additional tasking • payment schedules • complaints from third parties.
<i>Administrative processes</i> may include:	<ul style="list-style-type: none"> • file and records management • audit trail • methodology for recording meetings • notes and follow-ups of meetings and actions agreed • management reporting.
<i>Contract management plan</i> may include:	<ul style="list-style-type: none"> • risk management plan • contingency plan • communication and public relations plan • human resource management plan • disposal plan • contract review plan • setting up routines • quality assurance systems • arrangements for transfer of legal responsibility • insurances • strategies to avoid implied acceptance of varied conditions through non-enforcement of contractual obligations • environmental/green procurement, sustainability and corporate social responsibility principles.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • contractor • buying organisation • board of management • steering committee • advisory panel • staff

RANGE STATEMENT	
	<ul style="list-style-type: none"> • union • industry • client • end user • parliamentarian • the public.
<i>Communication/information strategies</i> may include:	<ul style="list-style-type: none"> • setting regular times to talk, meet or check on progress • protocols for dealing with other stakeholders • appeals mechanisms for resolving conflict between clients and service providers • clear communication • reliability • emergency contact arrangements • diary system to monitor milestones, timeframes, receipt of deliverables, etc. • strategies for ensuring information flow at critical stages of the contract.
<i>Contract review strategy</i> may include:	<ul style="list-style-type: none"> • planning process • evaluation considerations at each stage of the contract • sources and methods of gathering data • role of audit trails • measuring outputs • meeting client needs • innovation • strategies for continuous improvement.
<i>Contract records</i> may include:	<ul style="list-style-type: none"> • contract and variations • contract management plan • financial records, such as funding submissions, budgets, delegations, invoices and payments • contractor performance information • contract reports • information about disputes and other issues • complaints and compliments.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC507A Plan for procurement outcomes

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers advanced planning for complex procurement within established guidelines, policies and procedures. It includes applying and managing procurement governance arrangements, developing procurement and market strategies, and undertaking analysis to support achievement of procurement outcomes through definition of requirements aligned to business needs, consultation with stakeholders, establishment of tender evaluation panels, and documentation of detailed procurement planning.</p> <p>In practice, planning for procurement outcomes may overlap with other public sector and local government generalist and specialist work activities, such as acting ethically, complying with legislation, providing client service, providing leadership, developing policy, and undertaking negotiations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Establish, apply and manage procurement governance arrangements.</p>	<p>1.1. Contribution is made to <i>forward procurement planning</i> in accordance with jurisdictional requirements and in alignment with organisational goals and objectives.</p> <p>1.2. Organisational <i>financial and budgetary framework</i> is effectively applied to procurement.</p> <p>1.3. <i>Organisational objectives</i>, policies and goals are researched and applied.</p> <p>1.4. Relevant interacting <i>legislative, policy and probity requirements</i> are identified and applied to the proposed procurement activity.</p> <p>1.5. Procurement needs are developed and/or assessed, aligned to organisational objectives, business plan and appropriate justification of estimated procurement expenditure.</p> <p>1.6. <i>Alternatives</i> to procurement action are proposed where appropriate.</p> <p>1.7. <i>Probity principles</i> are applied and managed when planning procurement activities.</p>
<p>2. Identify, consult with and manage procurement stakeholders.</p>	<p>2.1. Internal and external <i>stakeholders</i> for procurement activities are identified.</p> <p>2.2. Strategies are developed to effectively gather information from and distribute information to procurement stakeholders throughout the procurement process.</p> <p>2.3. Stakeholders are informed and educated on the concept of <i>value for money</i>.</p> <p>2.4. Strategies are developed for the ongoing consideration and management of key stakeholders.</p>
<p>3. Conduct market research and develop appropriate strategies to approach the market.</p>	<p>3.1. <i>Market research and analysis</i> are conducted.</p> <p>3.2. Strengths and weaknesses of the market are identified.</p> <p>3.3. Appropriate <i>procurement options</i> and <i>procurement methods</i> are determined for approaching the market, taking into account relevant jurisdictional and organisational policy requirements.</p>
<p>4. Identify, source and manage resources to conduct procurement</p>	<p>4.1. Financial and budgetary resources required to effectively conduct procurement processes are identified, sourced and managed.</p> <p>4.2. Technical and procurement expertise required to</p>

ELEMENT	PERFORMANCE CRITERIA
processes.	<p>effectively conduct procurement processes is identified, sourced and managed, including the establishment of <i>tender evaluation panel</i> or working group.</p> <p>4.3. Appropriate structures and processes to the conduct of the procurement are determined and applied, including operation of the tender evaluation panel or working group.</p> <p>4.4. Appropriate lead times for conducting procurement processes are planned and communicated to stakeholders.</p>
5. Define procurement specifications and requirements.	<p>5.1. Procurement requirements are aligned with organisational objectives and business plans and are realistic in terms of the capacity of the market to supply.</p> <p>5.2. Statements of requirements and specifications that meet business needs of the organisation are developed and/or critically assessed.</p> <p>5.3. Previous procurements are reviewed and stakeholders consulted to inform and define the specifications.</p> <p>5.4. Viability of specifications are explored to ensure <i>risks</i> and <i>whole-of-life costs and benefits</i> are identified and to support value for money.</p>
6. Undertake detailed procurement planning.	<p>6.1. Stakeholders are assisted to make meaningful contributions to procurement plans.</p> <p>6.2. Procurement <i>risk</i> assessments are conducted and appropriate risk management strategies determined.</p> <p>6.3. Jurisdictional and organisational <i>legislative, policy and probity requirements</i> are addressed.</p> <p>6.4. Procurement process is designed that achieves a value for money outcome, including consideration of <i>whole-of-life costs and benefits</i>.</p> <p>6.5. Detailed procurement <i>plans and sub-plans</i> are documented for the various activities that will be conducted throughout the procurement process, including evaluation and <i>reporting requirements</i>.</p> <p>6.6. Timely execution of financial delegations and other approvals are planned in accordance with legislation and jurisdictional and organisational policy and procedures.</p> <p>6.7. Procurement activity is undertaken in line with jurisdictional, organisational and best practice</p>

ELEMENT	PERFORMANCE CRITERIA
	requirements for accountability and transparency, including record keeping and reporting regimes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders
 - network, within probity boundaries, with contractors and stakeholders
 - write a business case
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - resolve complicated procurement issues
 - develop options for inclusion in a business case
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of planning for procurement outcomes
- planning and organising skills to:
 - undertake research and business analysis
 - plan procurement processes in alignment with business and organisational goals
 - document procurement planning decisions and expected outcomes
 - manage and update the procurement plan and sub-plans
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to contract management, including environmental purchasing and

REQUIRED SKILLS AND KNOWLEDGE

- corporate social responsibility guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- procurement planning for a range of complex procurement requirements/outcomes in alignment with business and organisational goals
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to the procurement process
- government procurement environment
- legal requirements of government procurement
- implications of particular procurement arrangements
- whole-of-life considerations
- financial and accounting issues relevant to the procurement
- cultural issues relating to complex procurement and industry development in certain industry sectors
- relationship management
- equal employment opportunity relevant to the procurement
- OHS requirements relevant to the procurement
- environmental, sustainability and corporate social responsibility principles relevant to the procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to plan for procurement outcomes consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • contribute effectively to forward planning of procurement activities, including developing key documents, such as business case, long-term plans and/or approval documents • align planned procurement activities with the organisation's business direction • identify, consult with and manage procurement stakeholders • plan and conduct market research for procurement activities • use the results of stakeholder consultation and market research to inform procurement planning • define more complex procurement specifications and requirements to satisfy stakeholder needs • work within organisational processes to secure the resources needed to conduct procurement processes • act within own delegation and promptly refer matters outside own delegation to correct authority • uphold probity standards applicable to the procurement process. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with planning for procurement outcomes • case studies that incorporate dilemmas, and probity

EVIDENCE GUIDE	
	requirements relating to planning for procurement outcomes.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for planning for procurement outcomes • review of business cases, procurement terms of reference, procurement plans, market analyses, budgets, resource requests, transition plans, approvals and sign-offs, risk assessments, procurement specifications and other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPLEGN501B Promote compliance with legislation in the public sector • PSPPROC503B Manage contract performance • PSPPROC504B Finalise contracts • PSPPROC505A Manage procurement risk • PSPPROC506A Plan to manage a contract • PSPPROC508A Make procurement decisions.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Forward procurement planning</i> may include:</p>	<ul style="list-style-type: none"> • annual procurement planning • business plans • strategic plans • budget plans.
<p><i>Financial and budgetary framework</i> may include:</p>	<ul style="list-style-type: none"> • financial management legislation • chief executive instructions • financial delegations • budget cycles and reporting processes • financial management systems.
<p><i>Organisational objectives</i> may include and be contained in:</p>	<ul style="list-style-type: none"> • political directives • commonwealth, and state or territory government needs • responses to government strategic papers, such as White Papers, for example on long-term capability of the public sector to deliver government policy objectives • organisational strategic and business plans.
<p><i>Legislative, policy and probity requirements</i> may include:</p>	<ul style="list-style-type: none"> • commonwealth or state and territory legislation • equal employment opportunity and anti-discrimination law • free trade and other international agreements • commonwealth, state or territory, and local government procurement policy guidelines • probity principles and issues that relate to procurement processes, systems, structures and delegations • code of conduct and standards of individual behaviour relating to procurement process and function • environmental and sustainable procurement • OHS legislation and policies • corporate social responsibility policies • organisational policies and practices.
<p><i>Alternatives</i> may include:</p>	<ul style="list-style-type: none"> • providing services in-house • leasing • consolidation services rather than direct purchases (e.g. hotel and rental cars)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • funding arrangements • public private partnerships.
<i>Probity principles:</i>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality • management of conflict of interests • impartiality • are maintained to: <ul style="list-style-type: none"> • ensure conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • potential providers or suppliers • current providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • international governments • the buying organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<i>Value for money</i> may include:	<ul style="list-style-type: none"> • benefits versus cost • fitness for purpose • whole-of-life costs, such as maintenance, warranty and operating costs • market considerations • government policy objectives, e.g. industry development and employment creation • strategic partnerships • quality • risks • supplier capacity • climate change, environmental considerations and energy

RANGE STATEMENT	
	<ul style="list-style-type: none"> • conservation • disposal value.
Aspects of <i>market research and analysis</i> may include:	<ul style="list-style-type: none"> • capacity of the market to supply • maturity/life cycle placement of the goods and services • new technologies • structure of the market and key players.
<i>Procurement options</i> may include:	<ul style="list-style-type: none"> • whole of government arrangements • existing agency and departmental agreements • leasing arrangements • alliance and partnership arrangements • memoranda of understanding and memoranda of agreement • contracts • standing offers • deeds of agreement • inter and intra-government agreements • outsourcing arrangements • in-house agreements.
<i>Procurement methods</i> may include:	<ul style="list-style-type: none"> • open tender or proposal • select (restricted) tender • direct (sole) source • staged procurement.
<i>Tender evaluation panel</i> may include:	<ul style="list-style-type: none"> • tender evaluation working groups • selection panels • expert advisory sub-panels • subject and technical experts • users • past and present contract managers • probity experts.
<i>Risks</i> may include:	<ul style="list-style-type: none"> • risk identified during market research • criticality of the procurement to the organisation • supplier-related risk • product-related risk • organisation-related risk • market-related risk • national security risk • political risk • corruption risk • probity risk.

RANGE STATEMENT	
<i>Whole-of-life costs and benefits</i> may include:	<ul style="list-style-type: none"> • maintenance and support arrangements • warranty • firm or variable pricing regimes • industry development • environmental sustainability • transition costs (establishing and renewing/extending) • return on investment • calculations of volume discounts • operating costs • disposal.
<i>Plans and sub-plans</i> may include:	<ul style="list-style-type: none"> • offer evaluation plan • contract negotiation plan • risk management plan • contingency plan • probity plan • communication/public relations plan • human resource management plan • disposal plan • contract review plan • environmental sustainability plan • industry policy plan • business continuity plan.
<i>Procurement reporting requirements</i> may include:	<ul style="list-style-type: none"> • public notification of business opportunities • public notification of contracts and other agreements to supply (e.g. AusTender or similar) • annual or other forward procurement plans • annual reports • senate/parliament reports • internal reports.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC508A Make procurement decisions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers advanced decision making for complex procurement within established guidelines, policies and procedures. It includes understanding and applying legal and policy obligations in addition to the other factors that may influence decisions when selecting effective procurement methods, and undertaking contractual arrangements and supplier choice in an accountable and transparent environment.</p> <p>In practice, making procurement decisions may overlap with other public sector and local government generalist and specialist work activities, such as acting ethically, complying with legislation, providing client service, providing leadership, developing policy, and undertaking negotiations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Comply with legal and policy obligations implicit in making procurement decisions.</p>	<p>1.1. <i>Legislative and policy requirements</i> and <i>organisational objectives</i> and goals are identified and applied to inform procurement decisions.</p> <p>1.2. <i>Probity principles</i> of fairness and impartiality are applied and managed when making procurement decisions at all stages of the procurement process.</p>
<p>2. Establish context for the procurement activity.</p>	<p>2.1. <i>Factors</i> that may influence procurement decisions are identified and considered in the context of legislation, policy and organisational/business requirements to support effective decision making.</p> <p>2.2. <i>Consultation takes place with stakeholders to determine likely impact of key factors at all stages of procurement process.</i></p> <p>2.3. <i>Procurement decisions taken reflect this consideration of key factors affecting the procurement.</i></p> <p>2.4. <i>Factors affecting procurement decisions are documented.</i></p>
<p>3. Select and approve procurement methods.</p>	<p>3.1. <i>Procurement methods</i> are selected based on jurisdictional, legislative and policy requirements and suitability for the procurement requirements.</p> <p>3.2. Factors and <i>risks</i> are considered in selecting procurement method.</p> <p>3.3. Justification for selected procurement method is recorded.</p> <p>3.4. <i>Approvals</i> for the selection of procurement methods are exercised in accordance with jurisdictional and organisational policy and procedures, and recorded.</p>
<p>4. Select and approve contractual arrangements.</p>	<p>4.1. <i>Contractual arrangements</i> are selected, based on jurisdictional and policy requirements and suitability for the procurement requirements.</p> <p>4.2. Factors and risks are considered in selecting contractual arrangements.</p> <p>4.3. Justification for selected contractual arrangements is recorded.</p> <p>4.4. Approvals for the selection of contractual arrangements are exercised in accordance with jurisdictional and organisational policy and procedures, and recorded.</p>
<p>5. Identify and</p>	<p>5.1. <i>Supplier capability</i> is researched and assessed as</p>

ELEMENT	PERFORMANCE CRITERIA
<p>consider factors affecting supplier choice.</p>	<p>part of offer evaluation.</p> <p>5.2. Supplier <i>supply chain management</i> considerations are researched and applied in the context of policy requirements when making procurement decisions.</p> <p>5.3. Broader <i>value for money</i> considerations are applied to support and inform decisions.</p>
<p>6. Conduct tender evaluation.</p>	<p>6.1. <i>Tender evaluation panel</i> or similar is formed when required by policy or to meet probity requirements.</p> <p>6.2. Advice, support and guidance on procurement processes and probity requirements are provided to members of the tender evaluation panel.</p> <p>6.3. Using negotiation and communication skills and procurement knowledge, <i>issues</i> that arise during the tender evaluation process are resolved.</p> <p>6.4. Tender decision-making processes and decisions reached are documented in a format suited to the procurement being undertaken and according to organisational policy and processes and probity requirements.</p> <p>6.5. Written procurement recommendations are made to the approval delegate after considering advice of panel.</p>
<p>7. Maintain effective accountability and transparency in procurement decision making.</p>	<p>7.1. Records, including <i>plans and sub-plans</i>, are maintained to provide an effective audit trail of decisions taken throughout the procurement process.</p> <p>7.2. Compliance with jurisdictional and organisational <i>procurement reporting requirements</i> is maintained.</p> <p>7.3. <i>Records</i> are maintained to provide aggregate procurement reporting requirements internal and external to the organisation.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with contractors and stakeholders
 - network, within probity boundaries, with contractors and stakeholders
 - write a business case
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
- problem-solving skills to:
 - resolve complicated procurement issues
 - develop options for inclusion in a business case
 - apply decision-making processes or methodologies
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of making procurement decisions
- planning and organising skills to:
 - undertake research and business analysis
 - document procurement decisions
 - manage and update procurement plans
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to procurement, including environmental purchasing and corporate social responsibility guidance

REQUIRED SKILLS AND KNOWLEDGE

- such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- procurement planning for a range of complex procurement requirements and outcomes
- decision-making processes and methodologies
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- government procurement environment
- legal requirements of government procurement
- implications of particular procurement arrangements
- whole-of-life considerations
- financial and accounting issues relevant to the procurement
- cultural issues relating to complex procurement and industry development in certain sectors
- relationship management
- equal employment opportunity relevant to the procurement
- OHS requirements relevant to the procurement
- environmental, sustainability and corporate social responsibility principles relevant to the procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in making procurement decisions consistently and in accordance with legislative and organisational requirements.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply a detailed understanding of legal and policy settings to particular procurement activities to achieve procurement results • undertake market research and consultation with stakeholders • decide on and apply effective procurement methods, including type of contractual arrangement to be used, to suit the nature of the procurement being undertaken • identify and consider a range of factors that might affect the choice of supplier so that the procurement decision is robust, achieves value for money, withstands scrutiny and contributes to the organisation's business direction • obtain the necessary resources and expertise to convene an effective tender evaluation panel • demonstrate accountability and transparency in procurement decision making • act within own delegation and refer promptly to higher authority when this is not possible. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
<p>Context of and specific resources for assessment</p>	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with making procurement decisions

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> case studies that incorporate dilemmas, and probity requirements relating to making procurement decisions.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> questions to assess understanding of relevant legislation and procedures review of strategies and approaches adopted for planning for procurement outcomes review of documents demonstrating sound procurement decisions made or reviewed by the candidate across all stages of the procurement cycle, exercise of delegations or approval authority, or other documentation prepared or reviewed by the candidate in a range of contexts review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> PSPETHC501B Promote the values and ethos of public service PSPGOV507A Undertake negotiations PSPLEGN501B Promote compliance with legislation in the public sector PSPPROC503B Manage contract performance PSPPROC504B Finalise contracts PSPPROC505A Manage procurement risk PSPPROC506A Plan to manage a contract PSPPROC507A Plan for procurement outcomes.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Legislative and policy requirements</i> may include:</p>	<ul style="list-style-type: none"> • commonwealth or state and territory legislation • council rules and by-laws • equal employment opportunity and anti-discrimination law • free trade and other international agreements • commonwealth, and state or territory government procurement guidelines • environmental and sustainable procurement • OHS legislation and policies • corporate social responsibility policies • organisational policies and practices.
<p><i>Organisational objectives</i> may be contained in:</p>	<ul style="list-style-type: none"> • political directives • commonwealth, and state or territory government needs • responses to government strategic papers, such as White Papers, for example on long-term capability of the public sector to deliver government policy objectives • organisational strategic and business plans.
<p><i>Probity principles:</i></p>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • accountability • transparency • confidentiality • management of conflict of interests • impartiality • are maintained to: <ul style="list-style-type: none"> • ensure conformity to processes • facilitate accountability • ensure proponents are treated in a fair and equitable manner • encourage commercial completion • preserve public and private sector confidence in government processes.
<p><i>Factors</i> may include:</p>	<ul style="list-style-type: none"> • where and why the need arises and for which unit or

RANGE STATEMENT	
	<ul style="list-style-type: none"> location • degree of dependency of organisation on the procurement • identification of business success factors • value of business • complexity of marketplace • capacity of market • supply chain • political influence • political imperatives • budgetary constraints • collaborative arrangements • Australian industry involvement requirements • environmental issues • extent of competition • value for money considerations • level of risk, complexity and sensitivity of the procurement • new capability or replacement/enhancement of existing resources • intellectual property ownership • policy requirements or changes, e.g. ethical and social.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • potential providers or suppliers • current providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • international governments • buying organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<i>Procurement methods</i> may include:	<ul style="list-style-type: none"> • open tender or proposal • select tender • restricted tender • direct sourcing • sole sourcing • staged procurement.

RANGE STATEMENT	
<i>Risks</i> may include:	<ul style="list-style-type: none"> • risk identified during market research • criticality of the procurement to the organisation • supplier-related risk • product-related risk • organisation-related risk • market-related risk • national security risk • political risk • corruption risk • probity risk.
<i>Approvals</i> may require:	<ul style="list-style-type: none"> • delegate authorisation • ministerial authorisation • compliance with instructions or finance circulars • expert advice • other internal approval processes.
<i>Contractual arrangements</i> may include:	<ul style="list-style-type: none"> • whole of government arrangements • existing agency or departmental agreements • leasing arrangements • alliance and partnership arrangements • memoranda of understanding and memoranda of agreement • contracts • standing offers • deeds of agreement • inter and intra-government agreements • outsourcing arrangements • in-house agreements.
<i>Supplier capability</i> may include:	<ul style="list-style-type: none"> • financial viability/capacity, including insurances • past performance • skills and expertise of key personnel • quality accreditations • adequacy of proposed methodology and approach • technical merit of the proposed good or service • industrial relations record • technical and contractual compliance • observance and promotion of OHS requirements • compliance with commonwealth, state and territory policies regarding discrimination, workplace relations, environmental, sustainability and social responsibility • compliance with codes of conduct, codes of practice and

RANGE STATEMENT	
	expected standards of behaviour.
<i>Supply chain management</i> may include:	<ul style="list-style-type: none"> • interconnected businesses • product and service packages • consumption of raw materials • movement and storage of raw materials • work-in-process management • manufacturing flow • point of origin to point of consumption • channel partners • events that may disrupt supply • performance measurement • logistics and transport • warehousing.
<i>Value for money</i> may include:	<ul style="list-style-type: none"> • benefits versus cost • fitness for purpose • whole-of-life costs, including maintenance, warranty and operating costs • market considerations • government policy objectives, e.g. industry development and employment creation • strategic partnerships • quality • risks • supplier capacity • climate change, environmental considerations and energy conservation • disposal value.
<i>Tender evaluation panel</i> may include:	<ul style="list-style-type: none"> • tender evaluation working groups • selection panels • expert advisory sub-panels • subject and technical experts • users • past and present contract managers • probity experts.
<i>Issues</i> may include:	<ul style="list-style-type: none"> • differences of opinion between panel members about: <ul style="list-style-type: none"> • processes or technical content • business needs or intentions of their organisation • attempted influence by suppliers • scope creep by clients • lack of familiarity with software or other tools.

RANGE STATEMENT	
<i>Plans and sub-plans</i> may include:	<ul style="list-style-type: none"> • procurement plan • bid evaluation plan • contract negotiation plan • contract management plan • risk management plan • contingency plan • probity plan • communication and public relations plan • human resource management plan • disposal plan • contract review plan • environmental sustainability plan • industry policy plan • business continuity plan.
<i>Procurement reporting requirements</i> may include:	<ul style="list-style-type: none"> • public notification of: <ul style="list-style-type: none"> • business opportunities • contracts and other agreements to supply (e.g. AusTender or similar system) • annual or other forward procurement plans • annual reports • senate/parliament reports • internal reports.
<i>Records</i> may include entries into:	<ul style="list-style-type: none"> • financial management systems • reporting systems • database systems • central registers and repositories.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC509A Participate in budget and procurement review processes

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to participate in government budget and review processes to ensure that procurement and contract management activities occur within established procedures and financial obligations are fulfilled. It covers the budget cycle, the procedures for obtaining funding for procurement exercises, the obligations organisations have in relation to spending and the review and audit procedures that may apply to procurements and contract management.</p> <p>In practice, participating in budget and procurement review processes may overlap with other public sector and local government generalist and specialist work activities, such as promoting the values and ethos of public service, undertaking negotiations, promoting compliance with legislation in the public sector or local government, managing contract performance, finalising contracts, managing procurement risk, planning to manage a contract, planning for procurement outcomes and making procurement decisions.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Comply with the budget cycle.</p>	<p>1.1. Requirements of <i>legislation, policy and guidelines</i> relevant to the budget cycle are identified and incorporated into criteria for decision making.</p> <p>1.2. Calendar of budget cycle is produced, including identification of approval stages and deadlines.</p> <p>1.3. Organisation's <i>internal budget processes</i> are documented and explained to staff.</p> <p>1.4. Compliance strategies are developed to ensure budget process obligations are met, including <i>security requirements</i>.</p> <p>1.5. Consequences of non-compliance with obligations are identified and strategies to mitigate non-compliance are produced.</p>
<p>2. Meet cabinet and other approval-process requirements.</p>	<p>2.1. Appropriate cabinet and/or other <i>approval processes</i> are identified and applied.</p> <p>2.2. Relevant cabinet documentation templates are used to prepare cabinet papers and submissions.</p> <p>2.3. Security requirements applicable to cabinet papers and other submissions are adhered to.</p> <p>2.4. Policy requirements of the organisation applicable to cabinet papers and other submissions are met.</p> <p>2.5. Internal organisational processes for cabinet submissions are complied with.</p>
<p>3. Prepare a simple business case.</p>	<p>3.1. Outcomes expected of the business case are identified.</p> <p>3.2. Work plans are prepared in consultation with management and other <i>stakeholders</i> to ensure that business case satisfies guidelines and supports expected outcomes.</p> <p>3.3. Information to support the business case is sourced from inside and outside the organisation and its authenticity and reliability are confirmed.</p> <p>3.4. Information gathered is organised into concise, logical argument to support required outcomes.</p> <p>3.5. Appropriate reviewers for the business case are arranged and their comments are incorporated into the final submission.</p> <p>3.6. Appropriate approval is obtained for the business case.</p>
<p>4. Comply with</p>	<p>4.1. Requirements of legislation, and policy and probity</p>

ELEMENT	PERFORMANCE CRITERIA
<p>government procurement review processes.</p>	<p>guidelines for procurement reviews are identified and analysed for relevance to the procurement activity.</p> <p>4.2. Applicable <i>procurement review processes</i> are built into activity plan.</p> <p>4.3. Plans are prepared to ensure procurement reviews undertaken by internal or external bodies are provided with assistance required to achieve the review.</p> <p>4.4. Preparation of <i>records and information</i> is undertaken to enable procurement review to be completed in a timely and efficient way.</p>
<p>5. Implement procurement review recommendations.</p>	<p>5.1. Recommendations from procurement review processes are assessed against organisational policies and procedures to determine changes to those policies and procedures necessary to implement the recommendations.</p> <p>5.2. Organisation-wide implications of recommendations are addressed through communication with areas of the organisation affected by the recommendations.</p> <p>5.3. Processes for <i>continuous improvement</i> reflecting the recommendations are developed and initiated.</p> <p>5.4. Evaluation of the implementation of recommendations is undertaken at appropriate intervals to ensure continuous improvement.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - develop concise arguments, using conceptual and reasoning skills
 - convey the required message in potentially hostile situations
 - write reviews, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to apply decision-making processes or methodologies
- initiative and enterprise skills to:
 - anticipate and neutralise potential arguments and objections
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of budget and procurement review processes
- planning and organising skills to:
 - undertake research and business analysis
 - document procurement review and budget decisions in an appropriate format
 - develop costings for budget and other submissions
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to budget and procurement review processes, including environmental purchasing and corporate social responsibility guidance

REQUIRED SKILLS AND KNOWLEDGE

- such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues that relate to budget and procurement processes
- codes of conduct, codes of practice and standards of individual behaviour relating to budget and procurement processes
- risks associated with financial and accounting issues relevant to budget and procurement review processes
- OHS requirements relevant to budget and procurement review processes
- equal employment opportunity relevant to budget and procurement review processes
- environmental, sustainability and corporate social responsibility principles relevant to budget and procurement review processes

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to participate in budget and procurement review processes consistently in accordance with legislative and organisational requirements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • undertake procurement activities to meet the timing and formatting requirements of the budget cycle • prepare procurement and procurement policy documents that meet organisational approval process requirements • participate in government procurement review processes • prepare documents for procurement review or audit • implement recommendations made by procurement reviews when directed to do so. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to budget processes, procuring goods and services, managing contracts, and reviewing procurement processes • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with participating in budget or procurement review processes • case studies that incorporate dilemmas and probity requirements relating to participating in budget or procurement review processes.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for contributing to budget or procurement review processes

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of documents demonstrating participation in budget or procurement review processes, such as budgets, budget submissions, cabinet submissions, new policy proposals, business cases, audit reports, reviews of procurement process, investigation of procurement complaints or other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPLEGN501B Promote compliance with legislation in the public sector • PSPPROC503B Manage contract performance • PSPPROC506A Plan to manage a contract • PSPPROC507A Plan for procurement outcomes.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Legislation, policy and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • financial management legislation • government procurement, purchasing and contracting legislation, policy and guidelines • public sector standards • probity guidelines • ethics standards • codes of conduct, codes of practice and standards of individual behaviour • environmental purchasing.
<p><i>Internal budget processes</i> may include:</p>	<ul style="list-style-type: none"> • costings for new policy proposals • long-term budgets and planning • operational plans with resources allocated • short-term budgets • spreadsheet-based financial projections • efficiency dividends or other savings measures • capability assessment processes.
<p><i>Security requirements</i> may include:</p>	<ul style="list-style-type: none"> • physical security • information security, including ICT • media awareness • need to know principle • in-confidence procedures • cabinet procedures.
<p><i>Approval processes</i> may include:</p>	<ul style="list-style-type: none"> • review and vetting • checking for correct format • checking for accuracy • internal approval and sign-off processes • authority to proceed • approval in principle • approval for submission to Cabinet by authorised person • incorporation of comments from approving agencies.
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • individuals and groups (internal and external) with an interest in the process, such as:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • employees at all levels in the organisation • other public sector organisations • union and association representatives • boards of management • government • ministers • clients • lobby groups • public • suppliers and potential suppliers.
<i>Procurement review processes</i> may include:	<ul style="list-style-type: none"> • general audits conducted by external audit bodies, such as: <ul style="list-style-type: none"> • Australian National Audit Office (ANAO) • state or territory auditors-general • anti-corruption bodies • internal audits • organisational reviews and stage approval processes • responses to complaints • Gateway Reviews • political campaign advertising reviews • ICT 2-pass reviews or other ICT-specific procurement reviews • construction project reviews • organisation-specific review processes • probity audits.
<i>Records and information</i> may include:	<ul style="list-style-type: none"> • business case • approvals • procurement justifications • budgets • procurement documentation, such as: <ul style="list-style-type: none"> • procurement plans • requests for offer • specifications • tender evaluation plans • negotiation plans • contracts and contract variations • invoices • records of payment • records relating to:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • decisions made and not made • performance of the contractor • performance of the buying organisation • disputes and their resolution • management strategies for probity issues, such as conflicts of interest or specific probity plans • closure or finalisation plans.
<i>Continuous improvement</i> may include:	<ul style="list-style-type: none"> • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • cyclical audits and reviews of workplace, team and individual performance • seeking and considering feedback from a range of stakeholders • modifications and improvements to systems, processes, services and products • evaluation and monitoring of effectiveness.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units		

PSPPROC510A Conduct and manage coordinated procurement

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to use existing coordinated procurement contracts (CPCs) and cooperative procurement arrangements (CPAs), and to establish new CPAs across agencies. It includes identifying existing CPCs and CPAs; understanding the processes of existing contracts and arrangements; and planning, developing and implementing new CPAs.</p> <p>In practice, using coordinated, cooperative procurements may overlap with other public sector and local government generalist and specialist work activities, such as managing policy implementation, applying government processes, managing complex projects, planning for strategic procurement, negotiating strategic procurement, and establishing contract management arrangements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify applicable existing CPCs, CPAs and opportunities.</p>	<p>1.1. Availability of <i>coordinated procurement contracts</i> and <i>cooperative procurement arrangements</i> and opportunities is investigated.</p> <p>1.2. Existing <i>contracts</i> at whole of government level and cross-agency arrangements are identified through research using already established strategies.</p> <p>1.3. Identified contracts are evaluated to ensure outputs match agency's requirements.</p> <p>1.4. Relevant <i>legislation, policy and procedures</i> and <i>contract terms and conditions</i> relating to the use of identified contracts are assessed to determine whether the contract is relevant to the agency concerned.</p> <p>1.5. Criteria used to identify applicable contracts, and compliance with the requirements to use them, are fully documented.</p>
<p>2. Arrange for organisation to procure under CPCs and CPAs.</p>	<p>2.1. <i>Information and education about the contract</i> and the requirement for its use are provided to relevant staff within organisation.</p> <p>2.2. Procedures are established to ensure that procurements are made under a CPC or CPA wherever possible, and orders are placed correctly according to contract terms and conditions.</p> <p>2.3. <i>Reporting requirements</i> associated with the use of the contract are met, including expenditure under the contract and savings realised.</p> <p>2.4. Appropriate <i>records</i> of contractual dealings are maintained.</p>
<p>3. Lead cooperative procurements.</p>	<p>3.1. Procurement requirements where no CPAs exist and which would benefit multiple agencies are identified, and agreement of management to proceed is obtained.</p> <p>3.2. <i>Cooperative procurement strategy</i> for involving other agencies is produced.</p> <p>3.3. <i>Negotiations</i> are undertaken with other agencies to develop a <i>coordinated procurement plan</i>.</p> <p>3.4. <i>Procurement documents</i> are developed in accordance with procurement guidelines and public sector legislation, policies, probity requirements and procedures.</p> <p>3.5. <i>Procurement process</i> is undertaken, responses are</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>evaluated, and contract is negotiated by cross-agency team in accordance with procurement guidelines and organisational policies and procedures.</p> <p>3.6. New CPA is reported according to procurement guidelines and is distributed to other agencies through <i>appropriate communication channels</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - build and manage effective working relationships
 - develop concise arguments, using conceptual and reasoning skills
 - convey the required message, in a range of complex situations
 - write reviews, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - model effective team management approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to apply decision-making processes or methodologies
- initiative and enterprise skills to:
 - apply the content of complex documents, such as contracts, legislation and guidelines
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of conducting and managing coordinated procurement
- planning and organising skills to:
 - undertake research and business analysis
 - document coordinated procurement activities in an appropriate format
- learning skills to keep up-to-date with:
 - best practice examples in procurement practice
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to conducting and managing coordinated procurement, including environmental purchasing and corporate social responsibility guidance

REQUIRED SKILLS AND KNOWLEDGE

- such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions and processes
- risks associated with financial and accounting issues relevant to conducting and managing coordinated procurement
- OHS requirements relevant to conducting and managing coordinated procurement
- equal employment opportunity relevant to conducting and managing coordinated procurement
- environmental, sustainability and corporate social responsibility principles relevant to conducting and managing coordinated procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to conduct coordinated procurement consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use research and networking skills to identify existing applicable existing CPCs or similar arrangements that could be used to meet the procurement need • follow the necessary procedures to access goods and services from the CPC • provide reports of usage as required by the CPC • identify procurement situations that might benefit from the establishment of a new CPC and take steps to establish a CPC • negotiate, influence and communicate effectively on procurement issues with staff from other organisations • act as lead for a coordinated procurement process • act within own delegations and promptly refer issues outside delegation to higher authority • uphold probity standards applicable to the procurement process. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to coordinated procurement and contract management • codes of conduct and codes of practice • workplace scenarios and case studies relating to a range of procurement activities associated with conducting coordinated procurement • case studies that incorporate dilemmas, and probity requirements relating to conducting coordinated procurement.

EVIDENCE GUIDE	
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for conducting coordinated procurement • review of documents, such as CPCs or other similar arrangements, minutes of meetings of cooperative procurement groups, information sessions, records of matching agency needs to available contracts or other documentation prepared by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC501B Promote the values and ethos of public service • PSPGOV507A Undertake negotiations • PSPPROC503B Manage contract performance • PSPPROC505A Manage procurement risk • PSPPROC506A Plan to manage a contract • PSPPROC507A Plan for procurement outcomes.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Coordinated procurement contracts</i> may include:</p>	<ul style="list-style-type: none"> • whole of government contracts for goods and services, such as: <ul style="list-style-type: none"> • accounting and related professional services • travel arrangements, including airlines, hotels, rental cars and booking services • telecommunications • desktop computing • major office machines • other whole of government sourcing arrangements, such as Microsoft Volume Sourcing^Â arrangement.
<p><i>Cooperative procurement arrangements</i> may include:</p>	<ul style="list-style-type: none"> • portfolio purchasing arrangements • lead agency arrangements • formal and informal opportunities for government organisations to combine their requirements • existing contracts which permit piggy backing arrangements.
<p><i>Contracts</i> may include:</p>	<ul style="list-style-type: none"> • formal written contracts • standing offers (panels) • multi-use lists and similar arrangements • inter and intra-government agreements • letters of intent • memoranda of understanding and memoranda of agreement • licensing agreements • in-house option directives.
<p><i>Legislation, policy, requirements and procedures</i> may include:</p>	<ul style="list-style-type: none"> • financial management legislation • government procurement legislation, policy and guidelines • public sector standards • ethics standards • codes of conduct, codes of practice and standards of individual behaviour • environmental purchasing

RANGE STATEMENT	
	<ul style="list-style-type: none"> • corporate social responsibility • financial procedures • probity requirements and procedures • procurement procedures specific to coordinated or cooperative procurements, including business rules for the use of these arrangements.
<i>Contract terms and conditions</i> may include:	<ul style="list-style-type: none"> • who may use the cooperative, coordinated procurement agreement and the conditions under which it can be accessed • specifications • contract clauses dealing with: <ul style="list-style-type: none"> • risk • variations • insurances • notices • disputes • intellectual property • privacy • confidentiality • milestones • payments • breaches • adherence to codes of practice and expected standards of behaviour.
<i>Information and education about the contract</i> may include:	<ul style="list-style-type: none"> • contract notices • contract summaries • other published materials explaining the use of the contract • intranet content • education and awareness sessions • help desk • appointment of an expert for each contract.
<i>Reporting requirements</i> may include:	<ul style="list-style-type: none"> • electronic tendering services and contract advisory services • chief executive instructions or other organisational policy documents • contract-specific reporting arrangements • agency-specific reporting arrangements.
<i>Record</i> keeping requirements may	<ul style="list-style-type: none"> • financial management systems • general document filing systems

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • procurement and contract reporting systems • database systems • central registers or repositories.
<i>Cooperative procurement strategy</i> may include:	<ul style="list-style-type: none"> • research into agencies that may be interested in cooperative contract • business case or other approval documentation to enter into a cooperative procurement contract • meeting plan, minutes or report discussing options with potential partner agencies • written agreement determining agencies' roles and responsibilities in the cooperative procurement • contribution to cooperative scoping study, tender documents, evaluation of tender, negotiation of contract, and management of contract • scoping study.
<i>Negotiations</i> may include:	<ul style="list-style-type: none"> • nature of procurement in terms of: <ul style="list-style-type: none"> • risk • expenditure • complexity • nature of supply market: • fully competitive • dominated by a few large suppliers • sole supplier • unsophisticated suppliers • rural and remote issues • one-off negotiation versus need to maintain long-term relationship • existing relationship with supplier: <ul style="list-style-type: none"> • previous negotiations • supplier's business approach to government as client • state of current relationship • political or community sensitivities • skill and experience of negotiating team • balance of power in the negotiations.
<i>Coordinated procurement plan</i> includes:	<ul style="list-style-type: none"> • definition of requirements • risks and appropriate controls • contract terms and conditions • timeframes • expected outcomes.

RANGE STATEMENT	
<i>Procurement documents</i> may include:	<ul style="list-style-type: none"> • strategy for conducting a cooperative procurement • procurement plan • offer evaluation plan • contract negotiation plan • risk management plan • contingency plan • communication and public relations plan • human resource management plan • disposal plan • contract review plan • papers and reports relating to environmental and green issues • industry policy • management strategies for probity issues, such as conflicts of interest or specific probity plan.
<i>Procurement process</i> may include:	<ul style="list-style-type: none"> • procurement planning • risk assessment and management • stakeholder management • communications strategy • request for offer documentation • tender evaluation processes and documents • delegations and approvals • contracts and contract variations • other forms of legal agreements, such as licensing agreements and memoranda of understanding.
<i>Appropriate communication channels</i> may include:	<ul style="list-style-type: none"> • electronic tendering services and contract advisory services • whole of government, portfolio, cross-agency or similar high level procurement committees or groups • procurement practitioner meetings to share information • procurement discussion forums • central agencies acting as information brokers • websites and intranet listings • internal and external personal networking.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC603C Divest strategic assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to dispose of high risk and high value government assets, such as government businesses, property, strategic infrastructure, intellectual property and other high value items. It includes identifying strategic assets for disposal, developing a disposal plan for divesting strategic assets, divesting the assets and evaluating the divestment activity.</p> <p>In practice, divesting strategic assets may occur in the context of other generalist and specialist work activities, such as maintaining and enhancing confidence in public service or local government, establishing and maintaining strategic networks, managing compliance with legislation in the public service or local government, managing risk, developing a business case, planning for strategic procurement, coordinating strategic procurement, negotiating strategic procurement and managing strategic contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to people who may have to organise or carry out the divestment of strategic assets as part of their role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify strategic assets for divestment.</p>	<p>1.1. <i>Strategic assets</i> are identified and delineated for divestment in accordance with <i>legislation, government objectives, policies, practice</i> and probity requirements.</p> <p>1.2. Disposal plans developed at the time of purchase are identified and examined.</p> <p>1.3. Potential market value of assets is determined and substantiated.</p>
<p>2. Develop a disposal plan for divesting strategic assets.</p>	<p>2.1. Business case to commence the divestment strategy is developed which includes examination of <i>options</i> for disposal and explanation of the recommended strategy.</p> <p>2.2. Continuing government or organisational obligations post-divestment are identified and strategies are developed to address them.</p> <p>2.3. <i>Disposal plan</i> is developed.</p> <p>2.4. Disposal plan is evaluated and modified prior to approval, if required.</p> <p>2.5. <i>Required approvals</i> are obtained according to organisational policy and procedures.</p>
<p>3. Implement disposal plan.</p>	<p>3.1. Approved disposal plan is actioned.</p> <p>3.2. Business case is developed, based on prices offered and according to disposal plan.</p> <p>3.3. Negotiations are conducted and finalised according to the plan.</p>
<p>4. Evaluate divestment activity.</p>	<p>4.1. Disposal plan, immediate outcome of divestment, and long-term outcomes for service provision and government are evaluated.</p> <p>4.2. Recommendations are made for future divestment.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - network, within probity boundaries, with stakeholders
 - build and manage effective working relationships
 - write business cases, disposal plans, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - manage strategic relationships
 - model effective management and leadership approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to apply decision-making processes or methodologies
- initiative and enterprise skills to:
 - identify and assess divestment options for strategic assets
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of divesting strategic assets
- planning and organising skills to manage financial and other resources
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to divesting strategic assets
 - such as OHS and equity and diversity, and environment
- commonwealth, state or territory, and local government disposal guidelines, policies and practices
- financial rules and regulations relating to divestment of strategic assets
- legal requirements of government strategic asset disposal

REQUIRED SKILLS AND KNOWLEDGE

- implications of divestment of service provision
- whole-of-life considerations
- disposal approval processes
- probity principles and issues
- codes of practice, codes of conduct and standards of individual behaviour relating to asset divestment
- law of contract relating to strategic asset disposal
- trade practices law relating to strategic asset disposal
- commercial law relating to divesting strategic assets
- environmental, sustainability and corporate social responsibility principles relevant to the disposal of strategic assets

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in divesting strategic assets consistently and in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use different methods to identify strategic assets for disposal • develop a strategy for the divestment of strategic assets that considers all relevant disposal options • develop a disposal plan • implement a disposal plan • review the disposal activity and make recommendations about improvements that could be implemented in future disposals of strategic assets • act within own delegations and refer issues to higher authority when necessary. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to divesting assets at the strategic level • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • workplace scenarios and case studies relating to a range of strategic procurement and disposal activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for divesting strategic assets • review of strategic procurement plans, business cases,

EVIDENCE GUIDE	
	<p>strategic disposal plans, disposal budgets, disposal tender documentation, formal sign-offs and approvals, and other documentation prepared or reviewed by the candidate in a range of contexts</p> <ul style="list-style-type: none"> • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC601B Maintain and enhance confidence in public service • PSPLEGN601B Manage compliance with legislation in the public sector • PSPMNGT607B Develop a business case • PSPMNGT608B Manage risk • PSPMNGT609B Formulate business strategies • PSPPM601B Direct complex project activities • PSPPROC606B Negotiate strategic procurement • PSPPROC607A Manage strategic contracts.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Strategic assets</i> may include:</p>	<ul style="list-style-type: none"> • property, including housing: <ul style="list-style-type: none"> • listed properties • highly polluted properties • high-end military equipment • strategic infrastructure • intellectual property • high value items, e.g. computer mainframes • government businesses.
<p><i>Legislation, government objectives, policies and practice</i> may include:</p>	<ul style="list-style-type: none"> • commonwealth, state and territory, and local government legislation and regulations • council rules and by-laws • national competition policy • sectoral or organisational policies on: <ul style="list-style-type: none"> • procurement • disposal • human resource management • severance, transfer and redeployment • environmental legislation and policy • broad government policies, including Minister's public announcements and party platforms.
<p><i>Options</i> for divestment may include:</p>	<ul style="list-style-type: none"> • sale of business or business assets • sale of business with strategic assets leased • employee buy-out • tender • auction.
<p><i>Disposal plan</i> takes account of:</p>	<ul style="list-style-type: none"> • human resources • industrial relations issues • service continuity • government policies • environmental, sustainability and corporate social responsibility principles.
<p><i>Required approvals</i> may</p>	<ul style="list-style-type: none"> • Minister

RANGE STATEMENT	
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- | | |
|----------|--|
| include: | <ul style="list-style-type: none">• Cabinet• regulatory agencies. |
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC604B Plan for strategic procurement

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to plan for highly complex, innovative, sophisticated and often long-term strategic procurement within established guidelines, policies and procedures. This may involve high-level capability development for government.</p> <p>Strategic procurement is high risk, often involving political elements. The unit includes conducting a procurement business analysis, defining procurement requirements, and justifying procurement expenditure.</p> <p>In practice, planning for strategic procurement may occur in the context of other generalist and specialist work activities, such as maintaining and enhancing confidence in public service or local government, establishing and maintaining strategic networks, managing compliance with legislation in the public service or local government, managing risk, developing a business case, coordinating strategic procurement, negotiating strategic procurement and managing strategic contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Conduct procurement business analysis.</p>	<p>1.1. Organisation's corporate procurement plan, procurement-related expenditure, associated levels of risk and supply markets are analysed.</p> <p>1.2. <i>Procurement</i> profile is prepared that identifies past and projected <i>procurement expenditure</i> and associated levels of <i>risk</i>.</p> <p>1.3. <i>Supply positioning</i> is undertaken, categorising goods and services by their relative expenditure and difficulty of securing supply, to assist in the development of procurement objectives.</p> <p>1.4. <i>Supplier preferencing</i> is used to identify how <i>suppliers</i> view the organisation as a client.</p> <p>1.5. <i>Other factors likely to affect strategic procurement</i> are identified and documented according to organisational requirements.</p> <p>1.6. Due diligence is undertaken to investigate existing relationships with suppliers, notably coordinated procurement contracts (CPCs) or coordinated procurement opportunities.</p>
<p>2. Define procurement requirements.</p>	<p>2.1. Procurement requirements are determined through consultation and negotiation with <i>stakeholders</i> and experts and defined to reflect <i>organisational needs</i>.</p> <p>2.2. Accountability measures are identified and incorporated into procurement plans according to organisational policy and guidelines.</p> <p>2.3. <i>Appropriations</i> to fund strategic procurement are obtained in accordance with legislative and organisational policy and procedures.</p> <p>2.4. Approvals to address procurement requirements are obtained according to organisational policy and procedures.</p>
<p>3. Justify procurement expenditure.</p>	<p>3.1. Business case is developed with stakeholders to determine viability of proposed procurement expenditure.</p> <p>3.2. Reasons for procurement requirement, timeframes and expected whole-of-life costs and benefits are established in the business case.</p> <p>3.3. Output specification is developed with stakeholders to assist in achieving procurement outcomes.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - network, within probity boundaries, with stakeholders
 - build and manage effective working relationships
 - write business cases, plans, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - manage strategic relationships
 - model effective management and leadership approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply decision-making processes or methodologies
 - apply understanding of supplier issues and supply chain management in the context of strategic procurement
- initiative and enterprise skills to:
 - identify and assess strategic procurement options and alternatives
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of strategic procurement
- planning and organising skills to:
 - undertake research and business analysis
 - manage financial and other resources
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to strategic procurement

REQUIRED SKILLS AND KNOWLEDGE

- such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to strategic procurement
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- government procurement environment
- legal requirements of government procurement
- implications of particular procurement arrangements
- whole-of-life considerations
- cultural issues relating to strategic procurement and industry development in certain industry sectors
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to plan for strategic procurement consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • prepare procurement profiles and supplier profiles • conduct procurement analysis of own organisation's buying requirements • consult with procurement stakeholders to inform the development of procurement requirements • use results of procurement analysis to develop procurement requirements • define strategic procurement requirements • prepare complex business cases or other documents to justify procurement decisions and expenditure. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to planning for strategic procurement • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • workplace scenarios and case studies relating to a range of strategic procurement and disposal activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for planning

EVIDENCE GUIDE	
	<p>for strategic procurement</p> <ul style="list-style-type: none"> • review of strategic procurement plans, business cases, procurement justifications, budgets, supplier analysis, market analysis, risk assessment, tender documentation, formal sign-offs and approvals, and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC601B Maintain and enhance confidence in public service • PSPLEGN601B Manage compliance with legislation in the public sector • PSPMNGT607B Develop a business case • PSPMNGT608B Manage risk • PSPMNGT609B Formulate business strategies • PSPPM601B Direct complex project activities • PSPPROC605B Coordinate strategic procurement • PSPPROC606B Negotiate strategic procurement • PSPPROC607A Manage strategic contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Procurement may include:

- public private partnerships (PPP)
- leasing or buying
- short-term or long-term arrangements
- sole or multiple suppliers
- maintenance and support arrangements
- incentive contracting
- firm or variable pricing regimes
- franchising
- research and development
- pre-qualification of suppliers
- standing orders
- standard form agreements
- common use contracts
- facilities management
- prime contractor and subcontractor
- gain sharing/open book
- alliancing
- coordinated procurement
- whole of government procurement
- cooperative procurement.

Procurement expenditure may include:

- products purchased
- quantities
- suppliers
- locations
- types, values and volumes of transactions.

Risk may include:

- goods and services critical to the organisation
- product-related risk
- organisation-related risk
- supplier-related risk
- market-related risk
- national security risk

<p>Procurement expenditure may include:</p>	<ul style="list-style-type: none"> • products purchased • quantities • suppliers • locations • types, values and volumes of transactions.
	<ul style="list-style-type: none"> • political risk • corruption risk • probity risk.
<p>Supply positioning results in four categories:</p>	<ul style="list-style-type: none"> • easy to secure supply and low relative expenditure • easy to secure supply and high relative expenditure • difficult to secure supply and low relative expenditure • difficult to secure supply and high relative expenditure.
<p>Supplier preferencing may categorise clients as:</p>	<ul style="list-style-type: none"> • nuisance account • development potential • exploitable • core business.
<p>Suppliers may include:</p>	<ul style="list-style-type: none"> • commercial companies • international companies • other public sector organisations • other governments, including commonwealth, state or territory, local and international • non-profit organisations • in-house.
<p>Other factors likely to affect strategic procurement may include:</p>	<ul style="list-style-type: none"> • value of business involved • complexity of marketplace • capacity of market • strategic and tactical issues • political influence • political imperatives and strategies • budgetary constraints • collaborative arrangements • Australian industry involvement requirements • environmental issues • extent of competition • protection of both parties • value for money considerations • degree of dependency of organisation programs on the procurement • where and why the need arises and for which unit or location • level of risk, complexity and sensitivity of the procurement

<p><i>Procurement expenditure</i> may include:</p>	<ul style="list-style-type: none"> • products purchased • quantities • suppliers • locations • types, values and volumes of transactions.
	<ul style="list-style-type: none"> • whether the need is for the replacement or enhancement of existing resources, or to meet an entirely new capability • joint ventures with the private sector to fund portions of the project in exchange for financial returns or intellectual property rights • alternatives, such as change in policy/process, equipment or equipment life extensions • use of in-house resources • leasing instead of up-front capital investment • consideration of supply chain issues • environmental, sustainability and corporate social responsibility principles.
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • international governments • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<p><i>Organisational needs</i> may include:</p>	<ul style="list-style-type: none"> • political directives • commonwealth, and state or territory, and local government needs • responses to government White Papers, for example on long-term capability of the public sector to deliver government policy objectives.
<p><i>Appropriations</i> may require:</p>	<ul style="list-style-type: none"> • delegates • ministerial authorisation • compliance with instructions or finance circulars • confirmation by chief financial officer • special consideration if they concern: <ul style="list-style-type: none"> • long-term travel deals • long-term computer deals

Procurement expenditure may include:	<ul style="list-style-type: none"> • products purchased • quantities • suppliers • locations • types, values and volumes of transactions.
	<ul style="list-style-type: none"> • long-term lease deals • issuing indemnities.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC605B Coordinate strategic procurement

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to analyse, influence and develop markets and implement activities for highly complex, innovative and often long-term strategic procurement within established guidelines, policies and procedures.</p> <p>Strategic procurement is high risk, often involving political elements. The unit includes undertaking market analysis, influencing and developing markets, and implementing strategic procurement activities.</p> <p>In practice, coordinating strategic procurement may occur in the context of other generalist and specialist work activities, such as maintaining and enhancing confidence in public service or local government, establishing and maintaining strategic networks, managing compliance with legislation in the public service or local government, managing risk, developing a business case, planning for strategic procurement, negotiating strategic procurement and managing strategic contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Undertake market analysis.</p>	<p>1.1. Organisation's strategic <i>procurement</i> requirements and <i>commercial and policy factors</i> impacting procurement are identified.</p> <p>1.2. Extent to which a competitive <i>market</i> exists to meet the organisation's needs is researched.</p> <p>1.3. Number of <i>suppliers</i>, their market share and the degree and type of competition between suppliers are identified.</p> <p>1.4. Nature, quality and maturity of the supply chain are analysed.</p> <p>1.5. Environmental, sustainability and corporate social responsibility factors affecting the supply market are identified and analysed.</p> <p>1.6. Expert assistance is engaged as necessary to assist with market analysis.</p>
<p>2. Influence and develop markets.</p>	<p>2.1. Supply markets and strategic industries are identified and analysed to identify emerging and predicted trends.</p> <p>2.2. Analysis of supply markets and strategic industries is undertaken, including <i>capabilities</i>, limitations, financial standing and past performance of existing and potential suppliers.</p> <p>2.3. Range of strategies, within probity boundaries, is used to influence markets.</p> <p>2.4. <i>Market development strategies</i> are used to develop and influence market capability within probity boundaries.</p> <p>2.5. Implications of procurement threats and opportunities imposed by supply markets are identified and communicated to <i>stakeholders</i> according to organisational guidelines and public sector standards.</p>
<p>3. Implement strategic procurement activities.</p>	<p>3.1. Procurement methodologies are determined according to organisation's strategic procurement plan.</p> <p>3.2. Requirements are designed to deliver business outcomes and provide value for money, including <i>whole-of-life considerations</i>.</p> <p>3.3. Methodologies are guided by constraints, complexity and importance of procurement requirement and the marketplace.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.4. Procurement activities are determined and <i>teams</i> are formed and coordinated to manage strategic procurement activities.</p> <p>3.5. <i>Performance measures</i> are determined to suit the <i>range of procurement activities</i>.</p> <p>3.6. Performance is analysed against measures, and a cycle of continuous improvement is implemented to improve procurement performance.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - network, within probity boundaries, with stakeholders
 - build and manage effective working relationships
 - write business cases, plans, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - manage teams of experts in functions such as finance, legal, technical and engineering
 - manage strategic relationships
 - model effective management and leadership approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply decision-making processes or methodologies
 - identify and resolve strategic procurement issues
- initiative and enterprise skills to:
 - identify and assess opportunities for development of strategic markets/industries
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of strategic procurement
- planning and organising skills to:
 - undertake research and business analysis
 - manage financial and other resources
 - manage procurement projects
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to strategic procurement
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- aspects of contract law, trade practices law, and commercial law relating to contract management in the context of strategic procurement
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement
- government procurement environment
- competition policy theory, including competitive neutrality
- supply chain management
- legal requirements of government procurement
- financial rules and regulations
- implications of particular market arrangements
- whole-of-life considerations
- supplier issues and supply chain management in the context of strategic procurement
- procurement management processes
- cultural issues relating to strategic procurement and industry development
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to coordinate strategic procurement consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use recognised methodologies to conduct market research and analysis • undertake activities to influence supply markets, within probity and other guidelines • undertake industry development activities consistent with government policy • consider and select procurement methodologies that reflect the complexity and risks of the strategic procurement being undertaken • develop performance measures for application during the procurement process • review procurement performance using performance measures • implement continuous improvement to procurement processes. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to coordinating strategic procurement • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • workplace scenarios and case studies relating to a range of strategic procurement and disposal activities.

EVIDENCE GUIDE	
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for coordinating strategic procurement • review of strategic procurement plans, supplier analysis, market analysis, market development plans or activities, risk assessments, procurement methodologies or procurement approaches, formal sign-offs and approvals, and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC601B Maintain and enhance confidence in public service • PSPLEGN601B Manage compliance with legislation in the public sector • PSPMNGT607B Develop a business case • PSPMNGT608B Manage risk • PSPPM601B Direct complex project activities • PSPPROC604B Plan for strategic procurement • PSPPROC606B Negotiate strategic procurement • PSPPROC607A Manage strategic contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Procurement</i> may include:</p>	<ul style="list-style-type: none"> • public private partnerships (PPP) • leasing or buying • short-term or long-term arrangements • sole or multiple suppliers • maintenance and support arrangements • incentive contracting • firm or variable pricing regimes • franchising • research and development • pre-qualification of suppliers • standing orders and deeds of standing orders • standard form agreements • common use contracts • facilities management • prime contractor and subcontractor • gain sharing/open book • coordinated procurement • whole of government procurement • cooperative procurement.
<p><i>Commercial and policy factors</i> may include:</p>	<ul style="list-style-type: none"> • value or market share of business involved • complexity of marketplace • degree of dependency of organisation programs on the procurement • extent of competition • capture and assessment of identified risks • protection of both parties • value for money • basis of due performance • broader governmental policies that may affect the market or industry sector • competitive neutrality • environmental, sustainability and corporate social responsibility principles.

Markets may include:	<ul style="list-style-type: none"> • local • national • international • regional.
Suppliers may include:	<ul style="list-style-type: none"> • commercial companies • other public sector organisations • other governments, including commonwealth, state or territory, local and international • non-profit organisations • in-house.
Criteria for assessment of supplier capability may include:	<ul style="list-style-type: none"> • financial viability/capacity, including insurances • past performance and infrastructure • skills and experience of key personnel • quality accreditations • earned value performance management • adequacy of proposed methodology and approach • technical merit of the proposed goods or service • industrial relations record • willingness to work towards common goals • observance and promotion of OHS requirements • technical and contractual compliance • compliance with commonwealth, state and territory policies regarding discrimination, workplace relations, environmental, sustainability and corporate social responsibility • compliance with codes of conduct, codes of practice and expected standards of behaviour.

Market development strategies may include:	<ul style="list-style-type: none"> • market management, including development of key supply markets where these markets are not meeting the organisation's needs • supplier development, including identification of new local suppliers, development of the capabilities of existing suppliers and development of new products • reverse marketing • tactics to increase skill levels of suppliers, particularly in dealing with government • creating the supplier environment • communicating changes • procurement strategies, including splitting contracts, short-term development contracts, inviting companies to work together where each has skills.
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<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • end users, customers or clients, and sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<p><i>Whole-of-life considerations</i> may include:</p>	<ul style="list-style-type: none"> • benchmarks of expected financial performance • calculations of discounted cash flows • net present value • return on investment • transition costs in establishing initial contract • transition costs in renewing or extending contract • net return or cost on disposal of assets.
<p><i>Teams</i> may include:</p>	<ul style="list-style-type: none"> • financial • legal • technical • functional • engineering • scientific and research • human resource • commercial or business • consultants.
<p><i>Performance measures</i> may include:</p>	<ul style="list-style-type: none"> • purchase price reduction • cost reduction • value of additional negotiated benefits • improvement in payment terms • improved warranties • cost-saving measures • new sources of supply • substitute goods and services • improved supplier performance • reduction of demand • improved access to market information for early identification of supply problems • improved supply chain efficiencies • reduction if risk exposure • improved supplier attitude

	<ul style="list-style-type: none"> • eliminating supply monopolies • improved participation of local suppliers.
Range of procurement activities may include:	<ul style="list-style-type: none"> • easy to secure supply and high relative expenditure • easy to secure supply and low relative expenditure • difficult to secure supply and low relative expenditure • difficult to secure supply and high relative expenditure.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC606B Negotiate strategic procurement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to negotiate strategic procurement agreements within established guidelines, policies and procedures. It includes planning and preparing for negotiation, and undertaking and finalising the negotiation process for strategic procurement.</p> <p>In practice, negotiating strategic procurement may occur in the context of other generalist and specialist work activities, such as maintaining and enhancing confidence in public service or local government, establishing and maintaining strategic networks, managing compliance with legislation in the public service or local government, managing risk, developing a business case, planning for strategic procurement, coordinating strategic procurement, and managing strategic contracts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Plan and prepare for strategic procurement negotiations.</p>	<p>1.1. Input and advice are obtained from key <i>stakeholders</i> and the <i>procurement and negotiating context</i> is identified.</p> <p>1.2. Information is gathered on suppliers and a best alternative to negotiating an agreement is developed.</p> <p>1.3. Objectives, targets and bottom line position are determined for negotiations.</p> <p>1.4. Composition of <i>negotiating team</i> and limits on negotiators' authority are determined according to organisational policy and procedures.</p> <p>1.5. Negotiation process, timeframes and strategies are determined to suit complexity of procurement and supplier characteristics.</p> <p>1.6. Negotiation plan/directive is developed that identifies negotiation roles of team members, lead negotiator, <i>negotiating styles</i>, tactics and boundaries/limits of authority to suit the procurement activity.</p> <p>1.7. Negotiation plan is authorised and signed off according to organisational policy and procedures.</p>
<p>2. Undertake strategic procurement negotiations.</p>	<p>2.1. Negotiations are opened, supplier tactics identified, and issues and options explored to identify mutually compatible interests.</p> <p>2.2. Minor and major issues are dealt with and concessions to <i>terms and conditions</i> are negotiated to improve overall value for money of the procurement.</p> <p>2.3. Concessions are made such that agreements remain consistent with original intentions and with procurement, organisational objectives and probity requirements.</p> <p>2.4. If negotiations stall, tactics are used to break deadlocks and continue negotiations according to negotiation plan and organisational policy and procedures.</p> <p>2.5. Negotiations are conducted and an offer is made in accordance with legislative requirements, organisational policy and procurement guidelines.</p>
<p>3. Finalise strategic procurement negotiations.</p>	<p>3.1. Negotiations are closed and agreements are finalised according to procurement guidelines.</p> <p>3.2. Where agreement is not possible immediately,</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>communication channels are kept open while additional support, arguments and supporting evidence are obtained.</p> <p>3.3. Where agreement is not possible and the best alternative is to be pursued instead, negotiations are terminated in a way that preserves the relationship with the supplier for possible future business and deters the possibility of legal liability.</p> <p>3.4. Where agreements may have wider implications for procurement and the organisation, those implications are considered and necessary consultation is carried out.</p> <p>3.5. Details and outcomes of negotiations are documented according to organisational policy and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - achieve negotiation outcomes desired by the organisation
 - network, within probity boundaries, with stakeholders
 - build and manage effective working relationships
 - write business cases, plans, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - manage teams of expert negotiators in functions such as finance, legal, technical and engineering
 - manage strategic relationships
 - model effective management and leadership approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - identify and apply strategies and tactics for breaking deadlocks during a negotiation
 - apply decision-making processes or methodologies
 - identify and resolve strategic procurement issues
 - apply understanding of supplier issues and supply chain management in the context of strategic procurement
- initiative and enterprise skills to:
 - identify and assess negotiation approaches to yield results
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of strategic procurement
- planning and organising skills to:
 - undertake research and business analysis
 - manage financial and other resources
 - manage procurement projects
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures
- technology skills to:

<p>REQUIRED SKILLS AND KNOWLEDGE</p>

- | |
|---|
| <ul style="list-style-type: none"> • operate organisational IT systems • use electronic procurement templates |
|---|

<p>Required knowledge</p>

- | |
|--|
| <ul style="list-style-type: none"> • commonwealth, state or territory, and local government legislation, policies, practices and guidelines: <ul style="list-style-type: none"> • relating to strategic procurement, including environmental purchasing guidance • such as OHS and equity and diversity • organisational procurement policies, practices and approval processes • aspects of law of contract, trade practices law, and commercial law relating to negotiation of strategic procurement arrangements • probity principles and issues • codes of conduct, codes of practice and standards of individual behaviour relating to negotiation • government procurement environment • legal requirements of government contracting • financial rules and regulations • implications of particular contracting arrangements • whole-of-life considerations • cultural issues relating to strategic procurement and industry development • relationship management at all personnel levels • environmental, sustainability and corporate social responsibility principles relevant to strategic procurement |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to negotiate for strategic procurement consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • prepare negotiation plans (or similar) for strategic procurements • implement negotiation plans • respond flexibly, but within the boundaries of the plan, to issues, deadlocks and other situations that arise during negotiations • finalise strategic procurement negotiations with an agreement that captures the negotiated positions of all parties • act within own delegations and promptly escalate issues to higher authority when required • uphold high standards of public sector ethics and behaviour when negotiating with potential suppliers. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to negotiating strategic procurement • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • workplace scenarios and case studies relating to a range of strategic procurement and disposal activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of strategies and approaches adopted for planning for strategic procurement • review of negotiation process used, negotiation plans, negotiation directives, contracts or other agreements reached, notes from negotiations, risk assessments, formal sign-offs and approvals, and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC601B Maintain and enhance confidence in public service • PSPGOV601B Apply government systems • PSPLEGN601B Manage compliance with legislation in the public sector • PSPMNGT607B Develop a business case • PSPMNGT608B Manage risk • PSPPM601B Direct complex project activities • PSPPROC604B Plan for strategic procurement • PSPPROC605B Coordinate strategic procurement • PSPPROC607A Manage strategic contracts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Stakeholders may include:

- end users, customers or clients, and sponsors
- current or potential providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government
- the organisation
- other public sector organisations
- employees, unions and staff associations
- industry bodies
- local communities
- lobby groups and special user groups.

Procurement may include:

- public private partnerships (PPP)
- leasing or buying
- short-term or long-term arrangements
- sole or multiple suppliers
- maintenance and support arrangements
- incentive contracting
- firm or variable pricing regimes
- franchising
- research and development
- pre-qualification of suppliers
- standing orders
- standard form agreements
- common use contracts
- facilities management
- prime contractor and subcontractor
- gain sharing/open book
- coordinated procurement
- whole of government procurement
- cooperative procurement.

Procurement and negotiating context may include:

- nature of procurement in terms of:
 - risk
 - expenditure

RANGE STATEMENT	
	<ul style="list-style-type: none"> • complexity • nature of supply market, such as: <ul style="list-style-type: none"> • fully competitive • dominated by a few large suppliers • sole supplier • unsophisticated suppliers • rural and remote issues • one-off negotiation versus need to maintain long-term relationship • existing relationship with supplier. including: <ul style="list-style-type: none"> • previous negotiations • supplier's business approach to government as client • state of current relationship • political or community sensitivities • skill and experience of negotiating team • balance of power in the negotiations.
<i>Negotiating team</i> members may include:	<ul style="list-style-type: none"> • financial • legal • technical • functional • engineering • scientific and research • human resource • commercial or business.
<i>Negotiating styles</i> may include:	<ul style="list-style-type: none"> • competitive • accommodating • avoidance • compromising • collaborative.
<i>Terms and conditions</i> may include:	<ul style="list-style-type: none"> • technical support aspects, such as: <ul style="list-style-type: none"> • warranties • life-cycle support • maintenance agreements • financial aspects, such as: <ul style="list-style-type: none"> • deposits • payment terms • discounts • payment schedules • travel costs

RANGE STATEMENT

	<ul style="list-style-type: none"> • cancellation penalties • risk management aspects • management information • government support • timeframes • performance incentives and penalties • general matters, such as subcontracting • contract price.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC607A Manage strategic contracts

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the competencies required to manage contracts for strategic purchases, to effectively minimise risks and achieve value for money to meet an organisation's core objectives. It includes managing the establishment, performance and evaluation of strategic contracts.</p> <p>In practice, managing strategic contracts may occur in the context of other generalist and specialist work activities, such as maintaining and enhancing confidence in public service or local government, establishing and maintaining strategic networks, managing compliance with legislation in the public service or local government, managing risk, developing a business case, planning for strategic procurement, coordinating strategic procurement and negotiating strategic procurement.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Manage contract establishment.</p>	<p>1.1. Requirements of <i>contracts and strategic initiatives</i> are discussed, clarified and agreed by all parties.</p> <p>1.2. Responsibilities for establishing and carrying out procedures are assigned to achieve contract outcomes.</p> <p>1.3. Effective communication strategies and processes are established and implemented to assist ongoing communication between internal and external <i>stakeholders</i> and contractors.</p> <p>1.4. Relationship management is undertaken of all levels of personnel involved in procurement and contract management, within probity boundaries.</p> <p>1.5. Strategic relationships are established and managed within probity boundaries to improve procurement capability and performance.</p> <p>1.6. Risk management plans are updated according to organisational policy and procedures.</p>
<p>2. Manage contract performance.</p>	<p>2.1. Progress of contracts is <i>monitored</i> against set targets and performance measures to ensure success of procurement activities.</p> <p>2.2. Should monitoring find that set targets, performance measures and probity requirements are not being met, action is taken to rectify performance in a timely manner.</p> <p>2.3. Advice and support are provided to solve problems, make improvements and maintain progress.</p> <p>2.4. Disputes are managed promptly according to contractual conditions to achieve resolution and maintain contract performance and progress.</p> <p>2.5. Opportunities to continuously improve procurement outcomes are sought and negotiated with contractors.</p> <p>2.6. Approvals are provided or gained for <i>contract variations</i> that are negotiated and agreed between the parties.</p> <p>2.7. Opportunities are provided for stakeholders and contractors to have input into and receive feedback on progress during the performance of the contract.</p> <p>2.8. Internal and external stakeholders are engaged as necessary throughout the life of the contract to maintain progress.</p>
<p>3. Manage contract</p>	<p>3.1. Evaluation of contract performance is undertaken</p>

ELEMENT	PERFORMANCE CRITERIA
evaluation.	<p>relative to planned performance measures and in consultation with stakeholders and contractors.</p> <p>3.2. Where stakeholders and contractors do not agree, dispute resolution is undertaken according to organisational policy and procedures.</p> <p>3.3. Conclusions are detailed against agreed criteria to provide a complete picture of <i>performance of contractors</i>, organisation's <i>procurement processes</i> and <i>value for money</i>.</p> <p>3.4. Performance of strategic initiatives is measured relative to planned outcomes in consultation with industry and other stakeholders.</p> <p>3.5. Lessons learnt from evaluations of contracts and strategic initiatives are documented according to organisational requirements and used to continuously improve future procurement activities.</p> <p>3.6. Contractors and stakeholders are advised of evaluation outcomes in a timely manner according to organisational guidelines.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders
 - network, within probity boundaries, with stakeholders
 - build and manage effective working relationships
 - write business cases, plans, reports, submissions and other complex documents
 - read complex documents, such as contracts, legislation and guidelines
 - provide feedback
- teamwork skills to:
 - manage teams of expert negotiators in functions such as finance, legal, technical and engineering
 - manage strategic relationships
 - model effective management and leadership approaches
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply decision-making processes or methodologies
 - identify and resolve strategic contract management issues
 - apply understanding of supplier issues and supply chain management in the context of managing strategic contracts
- initiative and enterprise skills to:
 - identify, assess and implement opportunities for performance improvement
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of managing strategic contracts
- planning and organising skills to:
 - undertake research and business analysis
 - manage financial and other resources
 - manage strategic procurement contracts, contract management plans and sub-plans
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to managing strategic contracts, including environmental purchasing guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to managing strategic contracts
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- government procurement environment
- legal requirements of government contracting
- financial rules and regulations
- implications of particular contracting arrangements
- whole-of-life considerations
- procurement management processes
- cultural issues relating to contract management and industry development
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to managing strategic contracts

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in managing strategic contracts consistently and in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • develop contract management plans and sub-plans suited to the nature of the contracts • establish contract management relationships with stakeholders using strategic techniques such as start up workshops, service level agreements, etc. • implement contract management plans • manage contractors to ensure the delivery of contract outcomes, using flexibility and initiative to deal with issues as they arise • implement contract performance measures • provide contractors with performance feedback • deal promptly and proactively with contract disputes and refer to higher authority when this is not possible • communicate effectively with internal and external stakeholders about the operation of contracts • uphold probity standards in all dealings with contractors. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing evidence of undertaking a range of relevant work tasks in an actual or simulated procurement environment on at least two separate occasions.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to managing strategic contracts • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • workplace scenarios and case studies relating to a range of

EVIDENCE GUIDE	
	strategic procurement and disposal activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for managing strategic contracts • review of contract management plans and related sub-plans, such as transition plans, probity plans, contract variations, contract performance reports and reviews, budgets, negotiation notes from meetings with contractors, risk assessments, formal sign-offs and approvals, contract closure reports, and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPETHC601B Maintain and enhance confidence in public service • PSPLEGN601B Manage compliance with legislation in the public sector • PSPMNGT607B Develop a business case • PSPMNGT608B Manage risk • PSPPM601B Direct complex project activities • PSPPROC604B Plan for strategic procurement • PSPPROC605B Coordinate strategic procurement • PSPPROC606B Negotiate strategic procurement.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Contracts and strategic initiatives</i> may include:</p>	<ul style="list-style-type: none"> • non-traditional procurement and finance activities • strategic procurement activities, such as industry development • in-house option directives • inter and intra-government agreements • memoranda of understanding and memoranda of agreement • public private partnerships (PPP) • purchases from suppliers • coordinated procurement arrangements • whole of government procurement arrangements • cooperative procurement arrangements.
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • end users • customers or clients • sponsors • current or potential providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<p><i>Monitoring</i> may involve:</p>	<ul style="list-style-type: none"> • progress meetings and regular progress reports from contractor • visits to contractor's premises • provision of samples • tests and verification • independent audit • end-user feedback.
<p><i>Contract variation</i> may</p>	<ul style="list-style-type: none"> • targets • performance measures

RANGE STATEMENT	
include modification of:	<ul style="list-style-type: none"> • procurement plans • resourcing • monitoring and evaluation processes.
Evaluation of <i>contractor performance</i> may include:	<ul style="list-style-type: none"> • strengths and weaknesses • client acceptance of service delivery (client satisfaction) • meeting delivery and completion dates • compliance with other contractual requirements • performance in relation to relevant policy objectives, such as industry development, care for the environment, OHS and affirmative action • achievements of the contractor in developing Australian and New Zealand supply networks • general relationships, including effectiveness of communication at all levels • performance of key technical personnel • acceptability and cost of whole-of-life technical support, including lead times and availability of spares and maintenance services • achievements in innovation and quality improvement programs • acceptability and suitability for future agreements, including potential status as an approved contractor • adherence to codes of practice and codes of conduct.
Evaluation of organisation's <i>procurement processes</i> may focus on:	<ul style="list-style-type: none"> • effectiveness of project management, including project plan and responsibilities and accountabilities set out in it • quality of the business case, as indicated by achievement of planned outcome and contribution to program objectives • effectiveness of contractor qualification processes • value obtained in bid clarification and post-tender negotiation • effectiveness of project management systems, focusing particularly on management information • effectiveness of risk management, including corruption risks and probity risks • methods for controlling variations in cost, time, quality and performance from initial planning to completion • adequacy of safeguards against fraud, error and impropriety • incidence of material losses due to waste or

RANGE STATEMENT	
	inefficiency <ul style="list-style-type: none"> • overall performance in terms of cost, time, service and quality • compliance with procurement policy.
<i>Value for money</i> must reflect:	<ul style="list-style-type: none"> • whole-of-life program benefits • residual values • disposal costs or disposal return • costs of parts • servicing and maintenance • industry benchmarks.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC704A Influence and define strategic procurement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to formulate an organisation's strategic procurement goals and take action to gain support for strategic procurement directions. It includes ensuring that the organisation's strategic procurement direction is aligned with that of the government.</p> <p>In practice, influencing strategic procurement directions may overlap with other public sector or local government generalist and specialist work activities, such as providing strategic direction, influencing strategic policy, leading and influencing ethical practice in the public sector or local government, and undertaking strategic risk management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Formulate strategic procurement goals.</p>	<p>1.1. <i>Procurement direction is determined</i> through open and ethical consultation with organisation's governing body and <i>stakeholders</i>.</p> <p>1.2. Strategic procurement goals are formulated that are consistent with organisation's business plan, strategic direction, mission and values, and take into account the requirements, expectations and interests of organisation's governing body and stakeholders.</p> <p>1.3. Strategic procurement goals are developed that support the ethos of the organisation and accurately reflect its role in its environment.</p> <p>1.4. Strategic procurement <i>goals are developed</i> that support and align with the policy expectations of government for the organisation.</p> <p>1.5. Strategic procurement goals are reviewed to ensure that opportunities and current and emerging trends are reflected.</p> <p>1.6. Strategic procurement goals are used to guide procurement processes that deliver best <i>value for money</i>.</p>
<p>2. Gain support for strategic procurement direction.</p>	<p>2.1. Strategic procurement goals are presented to stakeholders in such a way as to gain their support.</p> <p>2.2. Where stakeholder interests are in conflict, realistic and rational compromises are found that balance interests and acknowledge concerns.</p> <p>2.3. Where less than full support is obtained, consequences for the organisation are identified and steps are taken to minimise potential problems.</p> <p>2.4. Ongoing consultation with stakeholders is maintained to ensure support for and ownership of the organisation's strategic procurement goals.</p> <p>2.5. Outcomes of the consultation process are recorded and considered before procurement decisions are reached.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders at the highest levels of organisations and the community
 - engage in strategic networking, within probity boundaries, with key stakeholders
 - build and manage effective working relationships
 - convey complex ideas to a wide range of audiences
 - persuade and influence, within probity boundaries, stakeholders and decision makers
 - read, write and approve business cases, plans, reports, submissions and other high level complex documents
- teamwork skills to:
 - provide leadership within the organisation
 - manage strategic relationships
 - manage teams of expert negotiators in functions such as finance, legal, technical and engineering
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply decision-making processes or methodologies
 - identify and resolve strategic procurement issues
 - apply understanding of supplier issues and supply chain management in the context of strategic procurement
- initiative and enterprise skills to:
 - identify, assess and implement opportunities for performance improvement
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of strategic procurement
- planning and organising skills to:
 - undertake research and business analysis relating to strategic procurement and high level business issues
 - manage financial and other resources
 - manage strategic procurement systems, processes and policies
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures

REQUIRED SKILLS AND KNOWLEDGE

- | |
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| <ul style="list-style-type: none"> • technology skills to: <ul style="list-style-type: none"> • operate organisational IT systems • use electronic procurement templates |
|--|

Required knowledge

- | |
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| <ul style="list-style-type: none"> • commonwealth, state or territory, and local government legislation, policies, practices and guidelines: <ul style="list-style-type: none"> • relating to strategic procurement, including environmental purchasing guidance • such as OHS and equity and diversity • organisational procurement policies, practices and approval processes • government procurement environment • probity principles and issues • codes of conduct, codes of practice and standards of individual behaviour relating to strategic procurement • financial rules and regulations relating to strategic procurement • legal requirements of government procurement and contracting • competition theory as it relates to strategic procurement • supply chain principles • strategic industry development • strategic procurement planning processes • procurement best practice standards • equal employment opportunity • environmental, sustainability and corporate social responsibility principles relevant to strategic procurement |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in the ability to influence and define strategic procurement consistently in accordance with legislative and organisational requirements.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • formulate strategic procurement goals in line with organisation's business direction and government policy imperatives • reflect the organisation's ethos in its strategic procurement goals • encourage wide input into the development of strategic procurement goals and direction • encourage consideration of innovation and new opportunities in procurement direction for the organisation • publicise organisation's strategic procurement goals and direction • work effectively with disagreement between stakeholders • use recognised approaches to gain support for the strategic procurement direction established for the organisation • demonstrate effective implementation of goals even when full support is not gained. <p>Candidates for this qualification must demonstrate a high level of understanding of underpinning knowledge and the ability to apply this to practical workplace situations.</p>
<p>Context of and specific resources for assessment</p>	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts at the strategic level • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • published performance audits or similar relating to strategic procurement issues • workplace scenarios and case studies relating to a range of

EVIDENCE GUIDE	
	strategic procurement activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for influencing strategic procurement direction • preparation of formal written papers covering strategic procurement issues • review of strategic plans, strategic procurement plans, long-term budgets, forward procurement plans, industry engagement plans, responses to performance audits covering strategic procurement issues and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Sufficient evidence must be gathered to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBFIM701A Manage financial resources • BSBINN801A Lead innovative thinking and practice • BSBREL701A Develop and cultivate collaborative partnerships and relationships • PSPETHC701A Lead and influence ethical practice in the public sector • PSPMNGT703A Lead and influence change • PSPMNGT704A Undertake enterprise risk management • PSPPROC705A Establish strategic procurement context • PSPPROC706A Evaluate and improve strategic procurement performance.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Determining procurement direction</i> may be influenced by:	<ul style="list-style-type: none"> • stakeholder needs and intentions • end user requirements • government policies • Australian industry involvement requirements • potential provider/supplier base • industry development requirements • disposal of assets • probity requirements • environmental, sustainability and corporate social responsibility issues.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • end users • customers or clients • sponsors • potential providers or suppliers • current providers or suppliers • technical or functional experts or advisers • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<i>Developed goals:</i>	<ul style="list-style-type: none"> • are challenging, realistic, achievable and measurable • encourage members of the organisation to be creative and innovative within procurement guidelines.

<i>Value for money</i> may include:	<ul style="list-style-type: none"> • fitness for purpose • whole-of-life costs • fair and reasonable market prices • timely delivery • post-delivery support
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	<ul style="list-style-type: none">• effective warranties• price basis• disposal options• whole of government perspective• effects of government buying on market structure and sustainability• market competitiveness and sophistication.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC705A Establish strategic procurement context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to establish the broad context in which strategic procurement takes place. It includes undertaking environmental analysis; analysing, developing and monitoring procurement capability; influencing and developing strategic industries; and establishing and managing risk exposure. It also includes understanding the government and political context for strategic procurement.</p> <p>In practice, establishing the strategic procurement context may overlap with other public sector generalist and specialist work activities, such as providing strategic direction, influencing strategic policy, leading and influencing ethical practice in the public sector or local government, and undertaking strategic risk management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	This unit applies to those in specialist procurement and contracting.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse the procurement environment.</p>	<p>1.1. Knowledge of the legal, political and financial environment is applied to establish <i>strategic context</i>.</p> <p>1.2. Relationship between the organisation and its procurement environment is examined and defined.</p> <p>1.3. Existing and potential <i>stakeholders</i> and their strengths and weaknesses are identified.</p> <p>1.4. Strengths, weaknesses, opportunities and threats are identified using information that is up-to-date, reflects emerging and predicted trends, and takes account of the possible future procurement interests and activities of the organisation and government directions.</p> <p>1.5. Organisation's procurement strategies and plans are adjusted in light of information gathered, and comparative targets are identified.</p> <p>1.6. Any case for possible <i>collaboration</i> with other organisations is supported by evidence, analysed for risks, and is consistent with organisational plans and future directions.</p>
<p>2. Analyse procurement capability.</p>	<p>2.1. Organisation's strengths, weaknesses, opportunities and threats are considered in light of internal and/or external <i>factors</i> and organisation's strategic procurement goals.</p> <p>2.2. Analyses of organisational capability take into account possible future procurement interests and activities of the organisation, its strategic industries, collaborators, requirements of government and other organisations.</p> <p>2.3. Suggestions for improvements to existing organisational structures and procurement systems are made that are realistic and achievable and will aid achievement of the procurement mission statement and strategies drawn from both internal and external stakeholders.</p> <p>2.4. Consultation on proposed improvements is undertaken with those affected, in time for their views to be taken into account.</p> <p>2.5. Proposed improvements are justified on the basis of known internal and external factors, and take into account stakeholder needs and expectations.</p>
<p>3. Develop and</p>	<p>3.1. Improvements to develop <i>procurement capability</i></p>

ELEMENT	PERFORMANCE CRITERIA
<p>monitor procurement capability.</p>	<p>are implemented in time to meet new circumstances.</p> <p>3.2. Practical requirements for implementing improvements are comprehensively defined and communicated to those affected.</p> <p>3.3. Difficulties associated with implementing improvements are identified as early as possible in order to minimise their effect.</p> <p>3.4. Implemented improvements to organisational structures and procurement systems are monitored, reviewed and modified as required to assist achievement of procurement outcomes.</p>
<p>4. Influence and develop strategic industries.</p>	<p>4.1. Strategic industries are monitored and opportunities are taken to influence key opinion formers and decision makers to change, encourage and nurture <i>industry capability</i>.</p> <p>4.2. Problems, limitations and new opportunities in strategic industries are identified in response to internal and external factors and are based on quantitative and qualitative data.</p> <p>4.3. Ethical methods are used to influence strategic industries, consistent with the organisation's values and procurement policies, and sensitive to the values and practices of key opinion formers and decision makers.</p>
<p>5. Establish and manage risk exposure.</p>	<p>5.1. Total <i>organisational risk</i> is defined, analysed and monitored to minimise loss and maximise opportunity.</p> <p>5.2. Risk management system is established, implemented and maintained that is consistent with the organisation's strategic context, goals, risk management policies and nature of its business.</p> <p>5.3. Performance of risk management system is monitored, reviewed and modified to reflect procurement opportunities and current and emerging trends.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders at the highest levels of organisations and the community
 - engage in strategic networking, within probity boundaries, with key stakeholders
 - build and manage effective working relationships
 - convey complex ideas to a wide range of audiences
 - persuade and influence, within probity boundaries, stakeholders and decision makers
 - read, write and approve business cases, plans, reports, submissions and other high level complex documents
- teamwork skills to:
 - provide leadership within the organisation
 - manage strategic relationships
 - manage teams of expert negotiators in functions such as finance, legal, technical and engineering
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply decision-making processes or methodologies
 - identify and resolve strategic procurement issues
 - apply understanding of supplier issues and supply chain management in the context of strategic procurement
- initiative and enterprise skills to:
 - manage procurement performance and identify, assess and implement opportunities for performance improvement
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of strategic procurement
- planning and organising skills to:
 - undertake research and business analysis relating to strategic procurement and high level business issues
 - manage financial and other resources
 - manage strategic procurement systems, processes and policies
- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement

REQUIRED SKILLS AND KNOWLEDGE

- relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to strategic procurement, including environmental purchasing guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- government procurement environment
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to strategic procurement
- risk management systems
- financial rules and regulations relating to strategic procurement
- legal requirements of government procurement and contracting
- competition theory as it relates to strategic procurement
- strategic industry development
- strategic procurement planning processes
- delegation authorities
- organisational structure
- organisational procurement performance
- procurement best practice standards
- equal employment opportunity
- OHS requirements relevant to strategic procurement
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in establishing a strategic procurement context consistently and in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use recognised techniques to analyse the procurement environment, including state of the supply market, stakeholder issues, and organisational and government context for the procurement • use recognised techniques to analyse the buying organisation's procurement capability • make recommendations to improve and develop procurement capability • implement improvements to procurement capability • use ethical methods to influence and develop strategic industries to improve value for money opportunities • apply sophisticated risk management techniques. <p>Candidates for this qualification must demonstrate a high level of understanding of underpinning knowledge and the ability to apply this to practical workplace situations.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts at the strategic level • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • published performance audits or similar relating to strategic procurement issues • workplace scenarios and case studies relating to a range of strategic procurement activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and

EVIDENCE GUIDE	
	<p>procedures</p> <ul style="list-style-type: none"> • review of strategies and approaches adopted for establishing strategic procurement context • preparation of formal written papers covering strategic procurement issues • review of strategic plans, strategic procurement plans, long-term budgets, risk assessments, industry assessments, supplier capability assessments, market research, industry engagement plans, responses to performance audits covering strategic procurement issues and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Sufficient evidence must be gathered to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBFIM701A Manage financial resources • BSBINN801A Lead innovative thinking and practice • BSBREL701A Develop and cultivate collaborative partnerships and relationships • PSPETHC701A Lead and influence ethical practice in the public sector • PSPMNGT703A Lead and influence change • PSPMNGT704A Undertake enterprise risk management • PSPPROC704A Influence and define strategic procurement direction • PSPPROC706A Evaluate and improve strategic procurement performance.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strategic context may include:

- financial
- operational
- competitive
- political
- public perception or image
- social
- cultural
- client
- legal aspects of organisation's functions
- nature of supplier market
- environmental and sustainability issues
- corporate social responsibility.

Stakeholders may include:

- end users
- customers or clients
- sponsors
- potential providers or suppliers
- current providers or suppliers
- technical or functional experts or advisers
- commonwealth, state or territory, and local government
- the organisation
- other public sector organisations
- employees, unions and staff associations
- industry bodies
- local communities
- lobby groups and special user groups.

Collaboration may include:

- public private partnerships (PPP)
- strategic financing arrangements
- build, own, operate and transfer type arrangements
- cooperative procurement opportunities with other public sector organisations
- lead agency arrangements.

Factors may include:

- value of business

RANGE STATEMENT	
	<ul style="list-style-type: none"> • complexity of marketplace • capacity of market • supply chain • political influence • political imperatives • budgetary constraints • collaborative arrangements • Australian industry involvement requirements • environmental issues • extent of competition • value for money considerations • degree of dependency of organisation on procurement • where and why the need arises and for which unit or location • level of risk, complexity and sensitivity of the procurement • new capability or replacement/enhancement of existing resources • intellectual property ownership • policy requirements or changes, e.g. ethical and social.
<i>Procurement capability</i> may include:	<ul style="list-style-type: none"> • procurement systems, structures and processes used in organisation • procurement guidance documents developed by organisation • procurement or other relevant capability frameworks • staff profile in terms of experience, skills and knowledge • procurement training programs.
<i>Industry capability</i> may include:	<ul style="list-style-type: none"> • structure of marketplace • impact of globalisation • location of suppliers • maturity and sophistication of suppliers • capacity of industry to absorb work in the volume that is required • willingness of industry to move into new areas of business to provide required goods or services • staffing profiles of industry and skills shortages or surpluses • industry training programs.
<i>Organisational risks</i> may include:	<ul style="list-style-type: none"> • supplier failure to meet agreements • government failure to meet agreements • political and public sensitivities

RANGE STATEMENT

	<ul style="list-style-type: none"> • community lobbying • asset security and threat management • information security and threat management • physical security and threat management • health management issues • industrial relations issues • terrorism and world events • impact of globalisation • contingency management and business continuity • change management • environmental and sustainability issues • corporate social responsibility issues • corruption risks • probity risks.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPPROC706A Evaluate and improve strategic procurement performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to evaluate an organisation's strategic approach to procurement and the achievement of government policies and objectives for procurement. It includes determining evaluation measures and criteria; evaluating organisational achievement, procurement plans, and strategic procurement goals and policies; and implementing continuous improvement in procurement performance.</p> <p>In practice, evaluating and improving strategic procurement performance may overlap with other public sector or local government generalist and specialist work activities, such as providing strategic direction, influencing strategic policy, leading and influencing ethical practice in the public sector or local government, and undertaking strategic risk management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those in specialist procurement and contracting.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Determine evaluation measures and criteria.</p>	<p>1.1.Measures for evaluation are determined to provide value for money and make optimum use of existing <i>sources of data</i> and means of data gathering.</p> <p>1.2.Government policy and objectives for strategic procurements are reflected in evaluation <i>measures and criteria</i>.</p> <p>1.3.Nature and character of the organisation and its values and policies are reflected in evaluation criteria.</p> <p>1.4.Sufficient information is provided in measures and criteria to make judgements about progress towards government objectives, strategic goals and implementation of procurement policies.</p>
<p>2. Evaluate organisational achievement.</p>	<p>2.1.Evaluation is undertaken against strategic procurement goals, policies, plans and codes/standards of behaviour and takes into account evidence from procurement activities.</p> <p>2.2.Conclusions from evaluation are detailed against agreed criteria, supported by evidence, and structured to provide a complete picture of performance in respect to strategic goals and policies of government and organisation procurement.</p> <p>2.3.Where performance fails to meet the agreed criteria, possible reasons are offered and discussed with <i>stakeholders</i>.</p> <p>2.4.Consultation is undertaken with stakeholders prior to publication of any report on performance that may affect the interests of stakeholders.</p> <p>2.5.Reports are provided according to organisational policy and procedures in time to enable effective response.</p>
<p>3. Evaluate procurement plans and their implementation.</p>	<p>3.1.Causes of success and failure in procurement plans and their implementation are identified.</p> <p>3.2.Explanations of causes of success or failure are presented logically and comprehensively and supported by evidence.</p> <p>3.3.Where alternative explanations are available, these are reported, along with reason for preferring any explanation.</p> <p>3.4.Where it is likely to be difficult to find a remedy for the cause, explanations are offered to counter</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>possible objections.</p> <p>3.5. Lessons to be drawn from success or failure are made available to those who could learn from them and are used in the future planning of procurement.</p> <p>3.6. Feedback is provided to those whose performance is examined.</p>
<p>4. Evaluate strategic procurement goals, policies and performance.</p>	<p>4.1. Possible <i>strengths and weaknesses</i> in strategic procurement goals, policies and performance are identified.</p> <p>4.2. Recommendations are formulated for building on strengths and addressing weaknesses.</p> <p>4.3. Comments, analysis and recommendations are made available for the review and reformulation of the procurement strategic goals and policies based on performance.</p>
<p>5. Implement continuous improvement in procurement performance.</p>	<p>5.1. Recommendations for improvement in organisational achievement in procurement performance are implemented according to organisational requirements.</p> <p>5.2. Lessons learnt from the evaluation of procurement plans and their implementation, are used to continuously improve procurement performance.</p> <p>5.3. Review and reformulation of strategic procurement goals and policies are built into the cycle of continuous improvement of strategic procurement.</p> <p>5.4. Ongoing monitoring, measurement and management of procurement performance are undertaken to continuously improve procurement outcomes.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult and negotiate with stakeholders at the highest levels of organisations and the community
 - engage in strategic networking, within probity boundaries, with key stakeholders
 - build and manage effective working relationships
 - convey complex ideas to a wide range of audiences
 - persuade and influence, within probity boundaries, stakeholders and decision makers
 - read, write and approve business cases, plans, reports, submissions and other high level complex documents
- teamwork skills to:
 - provide leadership within the organisation
 - manage strategic relationships
 - manage teams of expert negotiators in functions such as finance, legal, technical and engineering
 - respond to diversity
 - refer issues to the correct person
- problem-solving skills to:
 - apply decision-making processes or methodologies
 - identify and resolve strategic procurement issues
 - apply understanding of supplier issues and supply chain management in the context of strategic procurement
- initiative and enterprise skills to:
 - manage procurement performance and identify, assess and implement opportunities for performance improvement
 - apply OHS, environmental, sustainability and corporate social responsibility practices in the context of strategic procurement
- planning and organising skills to:
 - undertake research and business analysis relating to strategic procurement and high level business issues
 - manage financial and other resources
 - manage strategic procurement systems, processes and policies
- self-management skills to apply codes of conduct and standards of individual behaviour

REQUIRED SKILLS AND KNOWLEDGE

- learning skills to keep up-to-date with:
 - best practice examples in strategic procurement
 - relevant procurement legislation, policies and procedures
- technology skills to:
 - operate organisational IT systems
 - use electronic procurement templates

Required knowledge

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines:
 - relating to strategic procurement, including environmental purchasing guidance
 - such as OHS and equity and diversity
- organisational procurement policies, practices and approval processes
- government procurement environment
- financial rules and regulations relating to strategic procurement
- legal requirements of government procurement and contracting
- strategic procurement planning processes
- standards of organisational procurement performance obtained
- procurement and probity best practice standards
- performance measurement, monitoring and continuous improvement cycles in the context of evaluating and improving procurement performance
- equal employment opportunity
- OHS requirements relevant to strategic procurement
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to evaluate and improve strategic procurement performance consistently in accordance with legislative and organisational requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • use recognised techniques to establish evaluation criteria for reviewing procurement performance across the whole procurement cycle • undertake evaluation of procurement plans and their implementation to review the performance of the buying organisation • undertake evaluation of strategic procurement goals and direction to ensure compliance with government and organisational expectations • use evaluation findings to make recommendations for improvement to procurement processes, systems, goals and directions • provide feedback to key stakeholders about procurement performance and the need for procurement improvements • implement recommendations for procurement improvement within the organisation. <p>Candidates for this qualification must demonstrate a high level of understanding of underpinning knowledge and the ability to apply this to practical workplace situations.</p>
Context of and specific resources for assessment	<p>The unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to procuring goods and services and managing contracts at the strategic level • codes of conduct and codes of practice • long-term government policy papers, such as White Papers • strategic procurement plans and direction statements • published performance audits or similar relating to strategic procurement issues • workplace scenarios and case studies relating to a range of

EVIDENCE GUIDE	
	strategic procurement activities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant legislation and procedures • review of strategies and approaches adopted for evaluating and improving strategic procurement performance • preparation of formal written papers covering strategic procurement issues • review of strategic plans, strategic procurement plans, long-term budgets, risk assessments, internal issues papers, responses to performance audits covering strategic procurement issues and other documentation prepared or reviewed by the candidate in a range of contexts • review of stakeholder engagement approaches adopted by the candidate. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Candidates for this qualification must demonstrate a high level of understanding and practical workplace application of underpinning knowledge. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Sufficient evidence must be gathered to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBFIM701A Manage financial resources • BSBINN801A Lead innovative thinking and practice • BSBREL701A Develop and cultivate collaborative partnerships and relationships • PSPETHC701A Lead and influence ethical practice in the public sector • PSPPROC704A Influence and define strategic procurement direction • PSPPROC705A Establish strategic procurement context • PSPMNGT703A Lead and influence change • PSPMNGT704A Undertake enterprise risk management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Sources of data</i> may include:</p>	<ul style="list-style-type: none"> • supply publications • industry source books • advice provided from organisations specialising in investigative procedures • past performance data • financial management information systems • results of research of financial viability, capability and performance • organisational records and reports about procurements, contractors and performance • internal audits and reviews • results of procurement review processes • external audits and reviews.
<p><i>Measures and criteria</i> may include:</p>	<ul style="list-style-type: none"> • specified performance measures and outputs in such things as: <ul style="list-style-type: none"> • financial plans • budgets • procurement plans • human resource development and human resource management plans • risk management plans • marketing plans • specifically determined review objectives or terms of reference • government policy and objectives for strategic procurement.
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • end users • customers or clients • sponsors • current or potential providers or suppliers • technical or functional experts or advisers • probity advisers • probity auditors

RANGE STATEMENT	
	<ul style="list-style-type: none"> • commonwealth, state or territory, and local government • the organisation • other public sector organisations • employees, unions and staff associations • industry bodies • local communities • lobby groups and special user groups.
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • formal feedback, including reports and reviews with a right of reply • informal feedback, including discussions • performance management information in performance improvement feedback • recognition of strong performance.
Identification of <i>strengths and weaknesses</i> takes account of:	<ul style="list-style-type: none"> • evaluation of performance and achievement • overall assessment of achievement of value for money • stakeholder interests and views • vision and values of the organisation • trends in the external environment • internal strengths and weaknesses.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Procurement and Contract Management
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Co-requisite units

Co-requisite units	
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PSPRAD701A Work safely in a radiation environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to apply radiation protection and work safety measures when working in an environment where sources of ionising radiation are present. This involves recognising the hazards and risks associated with working near sources of ionising radiation, interpreting and following site safety information, using specified radiation protection and safety measures, applying required operational safety measures, and responding appropriately to actual or potential emergencies.</p> <p>All assigned work tasks would be performed under the authorisation of a responsible person and with the advice of a radiation safety professional, such as a radiation safety officer, and in accordance with organisational procedures based on relevant radiation protection safety standards, codes and guidelines.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to personnel who require radiation protection and site safety training prior to undertaking operational, technical, and/or maintenance tasks in a radiation environment. It is relevant to all workers who may receive occupational exposures of greater than 1 millisievert per annum.</p> <p>The unit applies to those who need to be competent and take action to avoid unacceptable exposure to radiation hazards, or to ensure that others are not unacceptably exposed to radiation hazards due to their work.</p> <p>Such personnel may work in mines, construction sites, hospitals and laboratories and may include:</p> <ul style="list-style-type: none"> • utility and site service personnel, such as electricians, plumbers, fitters and equipment service technicians • site cleaners and maintenance workers • operators of equipment that emits ionising radiation • those who handle and/or transport radioactive material • those who use radionuclides.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete site safety induction.	1.1. Participate in required radiation protection and site safety training. 1.2. Confirm contact details for personnel who can provide emergency and radiation protection and safety information.
2. Recognise site radiation hazards and degree of risk.	2.1. Apply information about the nature and magnitude of <i>radiation hazards</i> and <i>degree of risk</i> associated with work activities at the site. 2.2. Apply information about exposure pathways and <i>health effects</i> of radiation exposure. 2.3. Apply information about <i>occupational dose limits</i> . 2.4. Recognise possible sources of personal contamination and implement recommended decontamination procedures. 2.5. Identify hazards and risks in work area prior to starting work, at regular intervals during work, and in response to changes in working conditions. 2.6. Recognise and report non-routine hazards, unusual situations, and potential or actual emergency incidents.
3. Follow procedures for controlling radiation hazards.	3.1. Implement instructions based on <i>radiation protection principles</i> during assigned work. 3.2. Apply <i>specified safe working rules</i> , and use required <i>personal protective equipment</i> (PPE) and <i>personal monitoring</i> during assigned work tasks. 3.3. Comply with all site safety signs. 3.4. Observe <i>required standards of personal hygiene and behaviour</i> while on site. 3.5. Seek advice or instructions to deal with any situation beyond own technical competence. 3.6. Apply specified procedures to decontaminate work surfaces and/or personnel as necessary. 3.7. Implement instructions for managing contaminated waste produced during assigned tasks. 3.8. Advise employer of previous employment involving occupational exposure to radiation and cooperate in obtaining records of previous exposure. 3.9. Complete <i>required records</i> and reporting.
4. Follow workplace emergency response	4.1. Review information about workplace <i>emergency response procedures</i> and personal responsibilities in

ELEMENT	PERFORMANCE CRITERIA
procedures.	the event of a <i>radiation incident</i> . 4.2. Recognise emergency alarms, move to the designated muster point, and follow instructions.
5. Report problems.	5.1. Recognise and report defects in plant equipment and procedures that may compromise radiation protection and safety or <i>radiation protection safety standards, codes and guidelines</i> .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- following required radiation protection and safety procedures
- following radiation safety signs
- regularly assessing and reassessing risks and hazards and applying required control measures
- literacy skills to read signs and follow procedures
- numeracy skills to recognise dose limits
- seeking advice and further directions when faced with unexpected situations
- using and caring for PPE and personal monitoring equipment that has been issued for assigned work tasks
- responding correctly when encountering contaminated work surfaces and personnel

Required knowledge

- responsibilities of employers and employees under:
 - relevant commonwealth guidelines, such as RPS No.1
 - state or territory legislation and local regulations and by-laws
 - duty of care obligations
- meaning of words, such as radioactive decay, radioactive material, ionising radiation, shielding, safe distance, contamination, contamination controls, decontamination
- types and properties of ionising radiation (e.g. alpha, beta, gamma, neutron, x-ray, cosmic)
- relevant occupational dose limits
- sources of hazardous radiation around the site and degree of risk of exposure or contamination
- internal and external exposure pathways and protective measures
- radiation health effects
- location of controlled or supervised areas within the site
- safe working rules for assigned work tasks
- layers of protection:
 - avoiding exposure, where practicable
 - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
 - engineering controls, such as local exhaust ventilation to remove contaminants from work area
 - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure

REQUIRED SKILLS AND KNOWLEDGE

- using approved PPE where other means of controlling exposure are not practicable
- personal hygiene requirements, and effects and implications of risky behaviours
- emergency, health and safety procedures
- safe working rules and safe operating procedures for equipment
- safety signs relevant to assigned tasks
- use and care of PPE and personal monitors for assigned tasks

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated by applying required radiation protection and work safety measures when working in an environment where sources of ionising radiation are present.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • recognise radiation hazards and regularly assess risks associated with assigned tasks • apply the radiation control measures and safe working rules specified for assigned tasks • use and care of required personal PPE and monitoring equipment • follow instructions in the event of an emergency. <p>Consistency in performance</p> <p>Competency should be demonstrated by safely undertaking a range of relevant work tasks in an area that contains actual or simulated sources of ionising radiation.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisation's radiation management plan and health and safety procedures • commonwealth codes, such as RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • local, state and territory regulations. <p>Access may be required to:</p> <ul style="list-style-type: none"> • simulated radiation training environment or registered operator's site • supervision by a radiation safety professional (depending on radiation sources present) • appropriate PPE and personal monitoring equipment • organisation's radiation management plan or standard operating procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about the meaning of radiation terms, principles of radiation protection and safety, employee

EVIDENCE GUIDE	
	<p>responsibilities, safe working rules, and the use and care of PPE and personal monitors</p> <ul style="list-style-type: none"> • observation of the candidate safely undertaking a variety of assigned tasks in an area that contains actual or simulated sources of ionising radiation • feedback from peers and/or supervisor that the candidate consistently applies relevant radiation protection and safety requirements • review of safety/incident records completed by candidate or reports of his or her safety performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Radiation hazards</i> may include:</p>	<ul style="list-style-type: none"> • internal exposure following inhalation and/or ingestion of radioactive dust or vapour • internal exposure to alpha radiation from inhaling radioactive gas • external exposure to gamma radiation from radioactive materials • exposure to direct or unattenuated x-ray, neutron or gamma radiation beams • exposure following spills of solutions containing radionuclides.
<p><i>Degree of risk</i> may involve:</p>	<ul style="list-style-type: none"> • type and energy of radiation to be used (i.e. alpha, beta, gamma, x-ray, neutron) • whether work tasks involve routine, well-established or newly developed procedures • duration of work tasks • proximity of radiation sources • potential internal exposure when using unsealed sources • selection of specific isotopes for technical tests or procedures • use of radiation equipment that is not fully enclosed.
<p><i>Health effects</i> may include:</p>	<ul style="list-style-type: none"> • deterministic effects • stochastic effects.
<p><i>Occupational dose limits</i> may include:</p>	<ul style="list-style-type: none"> • effective dose • annual equivalent dose for the eye, skin, and hands or feet • pregnant workers • young workers • higher values in exceptional or special circumstances approved by the appropriate authority.
<p><i>Radiation protection principles</i> may include:</p>	<ul style="list-style-type: none"> • hierarchy of control measures, including: <ul style="list-style-type: none"> • avoiding exposure, where practicable • isolating sources of radiation where practicable

RANGE STATEMENT	
	<p>through shielding, containment and remote handling techniques</p> <ul style="list-style-type: none"> • engineering controls, such as local exhaust ventilation to remove contaminants from work area, and dust suppression • adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure • where other means of controlling exposure are not practicable, using approved PPE • designation of controlled or supervised areas within workplaces with appropriate working rules for each, such as: <ul style="list-style-type: none"> • controlled exposure times • logging of personnel on entry and exit.
<p><i>Specified safe working rules</i> will vary according to the organisation and assigned task and may include:</p>	<ul style="list-style-type: none"> • details of expected hazards and radiation levels in work area • radiation management plan • procedures and equipment for preventing or minimising occupational, environmental and public radiation exposure during assigned work tasks • standard operating procedures covering work tasks, equipment and decontamination • requirements for personal monitoring • steps to be taken in the event of an emergency.
<p><i>Personal protective equipment</i> may include:</p>	<ul style="list-style-type: none"> • safety helmets, safety goggles/face shields, gloves, overalls, safety boots, and hearing protection • respirators or HEPA filter masks, and dust masks.
<p><i>Personal monitoring</i> may include:</p>	<ul style="list-style-type: none"> • observation of personnel conducting work tasks while applying recommended contamination and radiation dose control measures • personal radiation monitor (film, TLD, OSL, and electronic) • personal dust and/or gas monitor • locating contamination on personnel.
<p><i>Required standards of personal hygiene and behaviour</i> may include:</p>	<ul style="list-style-type: none"> • washing or showering on completion of work tasks or prior to eating or drinking • collection and laundry of soiled clothes • collecting and managing non-reusable gloves, masks, outer clothing and waste • avoiding careless or reckless actions that may endanger self or others.

RANGE STATEMENT	
<i>Required records</i> may include:	<ul style="list-style-type: none"> • work rosters and schedules • log in and log out of controlled areas • previous work records involving radiation exposure • details of defects in plant, equipment or procedures that may compromise radiation protection and safety • details of involvement in radiation incidents and accidents.
<i>Emergency response procedures</i> may include:	<ul style="list-style-type: none"> • emergency contact information • instructions for: <ul style="list-style-type: none"> • keeping exposures to a minimum • appropriate first response • moving to muster point/evacuation • obtaining information to assist with assessing the cause of the incident, accident or emergency.
<i>Radiation incidents</i> may include:	<ul style="list-style-type: none"> • exposure of unauthorised personnel entering a controlled area • exposure of authorised personnel due to: <ul style="list-style-type: none"> • failure to follow required safe working rules • malfunction of ventilation or dust suppression equipment • malfunction of PPE • leakage or dispersion of contaminants following processing plant or equipment breakdown or damage to storage containers • spill of liquid radionuclides • discovery of previously unrecognised contamination of vehicles, clothing, equipment, food or water.
<i>Radiation protection safety standards, codes and guidelines</i> may include:	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004) • requirements of commonwealth, state and territory legislation, such as radiation protection legislation • definition of a responsible person.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Radiation Safety
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Co-requisite units

Co-requisite units	
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PSPRAD702A Work safely with radioactive ores and minerals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to recognise the hazards and risks of working with uranium/thorium ores, mineral sands and any other naturally occurring material and to use appropriate radiation protection and safety measures. This involves recognising the hazards and risks associated with assigned work activities, using the required radiation protection and safety measures, responding appropriately to actual or potential emergencies, and contributing to improved radiation safety.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit of competency applies to personnel who directly handle, or come in direct contact with, radioactive materials in the mining and mineral processing industry sector and who may receive occupational exposures of greater than 1 millisievert per annum.</p> <p>These personnel include drillers, miners, loader operators, plant operators, and samplers/testers who may:</p> <ul style="list-style-type: none"> • undertake exploration surveys of radioactive ore bodies • extract, mill, process or pack radioactive ores, concentrates or mineral products • manage radioactive by-products, contaminants and/or waste • rehabilitate mine sites • undertake laboratory testing. <p>All assigned work tasks would be performed under the authorisation and supervision, or delegated supervision, of a responsible person and in accordance with radiation protection safety standards, codes and guidelines.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

<p>Employability skills</p>	<p>This unit contains employability skills.</p>
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify hazards and associated risks with the site and assigned tasks.</p>	<p>1.1. Interpret and apply information about <i>hazards due to radioactive materials and work activities</i> at the site prior to undertaking assigned tasks, where necessary requesting further information on <i>radiation protection safety standards, codes and guidelines</i>.</p> <p>1.2. Implement instructions about <i>site radiation control measures, monitoring, safe working rules</i> and <i>personal protective equipment</i> (PPE) specified for the location and work activities prior to undertaking assigned tasks.</p> <p>1.3. Recognise hazards and risks in work area prior to starting work, at regular intervals during work, and in response to changes in working conditions and seek advice if necessary.</p> <p>1.4. Recognise and report non-routine hazards and seek advice to deal with any situation beyond own technical competence.</p>
<p>2. Apply required radiation protection and safety measures.</p>	<p>2.1. Use recommended hazard and risk control measures and follow safe working rules during assigned work tasks.</p> <p>2.2. Comply with all site safety signs.</p> <p>2.3. Follow required tag-out and lock-out procedures.</p> <p>2.4. <i>Use plant and equipment</i> supplied for radiation protection or for the monitoring and assessment of radiation exposure.</p> <p>2.5. Maintain required standards of personal hygiene.</p>
<p>3. Respond to potential or actual radiation incidents.</p>	<p>3.1. Recognise any unsafe situation, hazard or <i>incident</i> associated with assigned tasks.</p> <p>3.2. Inform relevant personnel about the situation, hazard or incident and seek their advice.</p> <p>3.3. Provide appropriate workplace first response in accordance with instructions and organisation's workplace emergency <i>response procedures</i>.</p>
<p>4. Contribute to radiation safety.</p>	<p>4.1. Recognise and report defects in plant, equipment or procedures that may compromise radiation protection and safety or the management of radioactive waste.</p> <p>4.2. Participate in required radiation safety training and participative/consultative activities within the scope of own responsibilities.</p>

ELEMENT	PERFORMANCE CRITERIA
	4.3. Advise of previous employment involving occupational exposure to radiation and cooperate in obtaining records of previous exposure. 4.4. Complete <i>required records</i> and reporting.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- following the organisation's information about radiation protection and safety
- following safety signs
- regularly assessing and reassessing risks and hazards and applying appropriate control measures
- applying standard operating procedures and specified safe working rules for assigned tasks
- seeking advice and further directions when faced with unexpected situations that may require decisions or response actions beyond own technical competence
- using and caring for PPE and personal monitoring equipment required in job role
- using communication equipment

Required knowledge

- responsibilities of employers, subcontractors and employees under:
 - commonwealth guidelines, such as RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005)
 - state or territory legislation and local regulations and by-laws
 - duty of care obligations
- meaning of words such as radioactivity, radioactive material, naturally occurring radioactive material (NORM), ionising radiation, contamination, contamination controls, shielding, half-life, and safe distance
- types and properties of ionising radiation (e.g. alpha, beta, gamma), particularly radiation associated with uranium, thorium and decay products (e.g. radon)
- relevant dose limits
- sources of hazardous radiation around the site (e.g. underground, tunnel, stockpiles, processing plant and storage locations) and changes in risk of exposure/contamination due to weather, time of day, etc.
- location of controlled or supervised areas within site and working rules for each
- internal and external exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects
- techniques for assessing radiation hazards likely to be encountered in job role, such as:
 - spot the hazard, assess the risk, make the changes (SAM)
 - stop, think, go
- application of the hierarchy of control measures, including:
 - avoiding exposure, where practicable
 - isolating sources of radiation where practicable through shielding, containment

REQUIRED SKILLS AND KNOWLEDGE

- and remote handling techniques
- engineering controls, such as local exhaust ventilation to remove contaminants from work area
- adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure
- using approved PPE where other means of controlling exposure are not practicable
- personal hygiene, and effects and implications of risky behaviours
- health, safety and workplace emergency response procedures
- safe working rules and safe operating procedures for equipment
- safety signs relevant to job role
- use and care of PPE and monitoring equipment for job role and assigned tasks
- potential adverse health and performance effects of wearing PPE while working in potentially hazardous environments
- principles and techniques for decontamination of personnel and equipment
- procedures for the disposal of contaminated waste

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> recognise radiation hazards associated with uranium/thorium ores, mineral sands or any other naturally occurring material and regularly assess and reassess risks associated with assigned tasks apply the radiation control measures and safe working rules specified for assigned tasks use and care of required PPE and monitoring equipment provide workplace first emergency response consistent with incident, technical competence and job role. <p>Consistency in performance</p> <p>Competency should be demonstrated by safely undertaking a variety of assigned tasks that involve working with radioactive ores and minerals.</p>
<p>Context of and specific resources for assessment</p>	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> organisation's radiation management plan and health and safety procedures commonwealth guidelines, such as RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005) local, state and territory regulations. <p>Access is required to:</p> <ul style="list-style-type: none"> registered operator's site supervision by a radiation safety professional appropriate PPE and personal monitoring equipment organisation's radiation management plan and standard operating procedures.
<p>Method of assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> oral questioning about the meaning of radiation terms, principles of radiation protection and safety, employee responsibilities, safe working rules, and the use and care of PPE and personal monitors feedback from peers and supervisor that the candidate consistently applies relevant radiation protection and safety

EVIDENCE GUIDE	
	<p>requirements</p> <ul style="list-style-type: none"> • response to scenarios, case studies and reports of radiation incidents and exercises • observation of the candidate safely undertaking a variety of assigned tasks involving radioactive ores in a simulated or actual workplace environment. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Hazards due to radioactive materials and work activities</i> may include:</p>	<ul style="list-style-type: none"> • internal exposure following inhalation and/or ingestion of radioactive dust • internal exposure to alpha radiation from inhaling radioactive gas (e.g. radon) • external exposure to radiation from radioactive materials (e.g. raw, intermediate or final products and waste).
<p>Radiation-related <i>work activities</i> may include:</p>	<ul style="list-style-type: none"> • collecting, preparing or consigning radioactive ore samples • drilling ore bodies above or below ground • extracting radioactive ore above or below ground • milling and processing radioactive ore • packing and storing final product or concentrates containing radioactive material • decontaminating and servicing equipment that has been in contact with radioactive material • managing waste • undertaking mine rehabilitation activities.
<p><i>Radiation protection safety standards, codes and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) • RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005) • RPS No.15 Safety Guide for the Management of Naturally Occurring Radioactive Material (NORM) (2008) • requirements of commonwealth, state and territory legislation, such as radiation protection legislation • definition of a responsible person.

RANGE STATEMENT	
<i>Site radiation control measures</i> may include:	<ul style="list-style-type: none"> • hierarchy of control measures, including: <ul style="list-style-type: none"> • avoiding exposure, where practicable • isolating sources of radiation where practicable through shielding, containment and remote handling techniques • engineering controls, such as local exhaust ventilation to remove contaminants from work area, and dust suppression • adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure • using approved PPE where other means of controlling exposure are not practicable • designation of controlled or supervised areas within workplaces with appropriate working rules for each, such as: <ul style="list-style-type: none"> • controlled exposure times • logging of personnel on entry and exit.
<i>Monitoring</i> may include:	<ul style="list-style-type: none"> • observation of personnel conducting work activities in controlled radiation areas • personal radiation monitors • personal dust monitors.
<i>Safe working rules</i> will vary according to the organisation and assigned task and may include:	<ul style="list-style-type: none"> • details of expected hazards and radiation levels in work area • radiation management plan • procedures and equipment for preventing or minimising occupational, environmental and public radiation exposure during assigned work tasks • standard operating procedures covering work tasks, equipment and decontamination • requirements for personal monitoring • steps to be taken in the event of an emergency.
<i>Personal protective equipment</i> may include:	<ul style="list-style-type: none"> • safety helmets, safety goggles/face shields, gloves, overalls, safety boots and hearing protection • respirators or HEPA filter masks, and dust masks • self-contained breathing apparatus (SCBA) • totally encapsulated and certified (TEC) suit.
<i>Using plant and equipment</i> involves:	<ul style="list-style-type: none"> • avoiding careless or reckless actions that may: <ul style="list-style-type: none"> • result in unnecessary personal radiation exposure or exposure of others • compromise management of radioactive waste.

RANGE STATEMENT	
Radiation <i>incidents</i> may include:	<ul style="list-style-type: none"> • unauthorised personnel entering a controlled area • failure to follow required safe working rules and/or personal hygiene requirements • malfunction of ventilation or dust suppression equipment • malfunction of PPE • leakage or dispersion of contaminants following processing plant breakdown or damage to storage containers • contamination of vehicles, clothing, equipment, food or water • exposure to radiation, including: <ul style="list-style-type: none"> • dust and air • external.
<i>Response procedures</i> will include:	<ul style="list-style-type: none"> • instructions for keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise: <ul style="list-style-type: none"> • bringing the situation under control • providing access to necessary medical or counselling services • obtaining information for assessing cause of accident or emergency • obtaining information for assessing any doses received as a consequence of accident.
<i>Required records</i> may include:	<ul style="list-style-type: none"> • work rosters and schedules • log in and log out of controlled areas • personal health records • previous work records involving radiation exposure • details of defects in plant, equipment or procedures that may compromise radiation protection and safety, or waste management • details of radiation incidents and accidents • personal monitoring results.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Radiation Safety
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PSPRAD703A Perform basic radiation measurements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to directly measure radiation by following the organisation's procedures and using instruments calibrated by others. Basic radiation measurements will be straightforward involving one or two steps, take a short time and produce results that can be easily compared with specified limits.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit of competency applies to personnel undertaking radiation-related work activities, including:</p> <ul style="list-style-type: none"> • extracting, milling, processing and packing radioactive ores • operating, installing, servicing and calibrating fixed radiation gauges, bore hole logging or industrial radiography equipment, and moisture/density gauges • decontaminating and servicing equipment that has been in contact with radioactive material • XRF and XRD analysis • collecting, preparing and testing samples containing radioactive materials • using radionuclides in a laboratory. <p>Measurements that are part of this unit would be performed under the authorisation and supervision, or delegated supervision, of a responsible person and in accordance with radiation protection safety standards, codes and guidelines.</p> <p>The activities may take place:</p> <ul style="list-style-type: none"> • at a mine or plant that processes radioactive ore and minerals • with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities • in a laboratory or licensed facility that handles radioactive materials or has radiation-emitting apparatus • in a nuclear facility.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for radiation measurements.</p>	<p>1.1. Confirm purpose, priority and nature of required <i>ionising radiation measurements</i> and any site access arrangements with supervisor.</p> <p>1.2. Use organisation's <i>radiation management plan</i> to obtain information about the <i>hazards</i> associated with performing the measurements, <i>measuring instruments</i> and <i>safe working rules</i> to be used and refer to <i>radiation protection safety standards, codes and guidelines</i> as necessary.</p> <p>1.3. Perform and record pre-use checks of measuring instruments and tag or replace faulty items as necessary.</p> <p>1.4. Check that <i>personal protective equipment</i> (PPE) and other task-related equipment is fit for purpose.</p> <p>1.5. Stow measuring instruments and task-related equipment to ensure safe transport to the site and within the boundaries of the site if required.</p>
<p>2. Obtain reliable radiation data.</p>	<p>2.1. Operate measuring instruments in accordance with radiation management plan and manufacturer specifications and applying safe working rules to minimise personal radiation exposure.</p> <p>2.2. Perform measurements at specified locations and times and in accordance with organisational procedures.</p> <p>2.3. Seek advice if required measurements cannot be made or if specified procedures require modification.</p> <p>2.4. Conduct regular instrument checks and minor maintenance (e.g. battery changes) if required.</p> <p>2.5. Take sufficient measurements to ensure reliable data.</p> <p>2.6. Recognise obvious errors and atypical data, and take <i>appropriate corrective actions</i>.</p> <p>2.7. Record data with the required precision, accuracy and units.</p> <p>2.8. Record environmental/site conditions or observations that may impact on data quality.</p>
<p>3. Finalise radiation measurements.</p>	<p>3.1. Check for contamination and, if necessary, perform personal decontamination in accordance with radiation management plan.</p> <p>3.2. Re-stow measuring instruments and task-related</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>equipment to ensure safe transport from the site and within the boundaries of the site if required.</p> <p>3.3. Record use of PPE and measuring instruments according to radiation management plan.</p> <p>3.4. Check condition of measuring instruments, PPE and task-related equipment before storing them in accordance with manufacturer's recommendations and radiation management plan.</p>
4. Report results.	<p>4.1. Record results according to organisational procedures.</p> <p>4.2. Compare results with relevant radiation limits and identify/record significant differences or atypical results.</p> <p>4.3. Maintain <i>required records</i> that are complete, accurate, legible and secure.</p>
5. Respond to potential or actual radiation incidents.	<p>5.1. Recognise unusual situations, unexpected hazards, and potential or actual emergency <i>radiation incidents</i>.</p> <p>5.2. Inform relevant personnel about the situation, hazard or incident and seek their advice.</p> <p>5.3. Initiate appropriate workplace emergency first response in accordance with instructions, radiation management plans and organisation's <i>response procedures</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- applying manufacturer's recommended procedures for using and caring for radiation measuring instruments
- applying safe working rules and those parts of the organisation's radiation management plan relevant to job role
- conducting pre-use checks and simple maintenance for radiation measuring instruments and task-related equipment used in job role
- reading scales and displays accurately for a wide range of values
- recording radiation results legibly and with the specified accuracy, precision and units
- regularly assessing and reassessing hazards and taking appropriate protective measures
- seeking advice and further directions when faced with unforeseen circumstances or situations that may require decisions or response actions beyond technical competence
- using and caring for PPE used in job role

Required knowledge

- terms and concepts, such as ionising radiation, radioactivity, radioactive material, activity, dose, contamination, contamination controls, shielding, half-life, radionuclide, and safe distance
- types and properties of ionising radiation (e.g. alpha, beta, gamma, neutron, x-ray, electron), sources and shielding methods
- types of radiation measuring instruments used in job role, such as air proportional, gas proportional, gas ionisation, Geiger-Muller (GM), compensated GM, scintillation, neutron monitors, solid state, and personal dosimeters (badge and electronic)
- definitions of radiation quantities, such as exposure, dose, and relevant dose limits
- international system (SI) of units for radiation quantities, multiples and sub-multiples, and significant figures
- function of key components and operating principles of radiation measuring instruments used in job role
- effects on results of modifying instrument settings and variables
- basic instrument troubleshooting and maintenance procedures
- guidelines and safety procedures for working with radiation sources, based on principles:
 - reducing exposure time
 - maintaining greatest distance

REQUIRED SKILLS AND KNOWLEDGE

- | |
|---|
| <ul style="list-style-type: none">• using as much shielding as possible• techniques for assessing radiation hazards likely to be encountered in job role• health, safety and workplace emergency response procedures relevant to job role |
|---|

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work safely in a radiation environment • use measuring instruments to obtain reliable radiation data • care for radiation measuring instruments and PPE • record radiation data accurately and report results • keep accurate and complete records relevant to job role or assigned tasks. <p>Consistency in performance</p> <p>Competency should be demonstrated by safely undertaking a variety of radiation measurement tasks using appropriate instruments.</p>
Context of and specific resources for assessment	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • local regulations regarding the registration of operators, premises and sources at workplaces where radioactive materials and/or ionising radiation equipment are present • organisation's radiation management plan • manufacturer's instructions for operating radiation measuring instruments. <p>Access may be required to:</p> <ul style="list-style-type: none"> • registered premises and sources • supervision by a radiation safety professional • radiation measuring instruments • appropriate PPE • organisation's radiation management plan and operating procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral or written tests and calculations involving: <ul style="list-style-type: none"> • radiation terms, principles and quantities • pre-use checks, operation and basic maintenance of radiation

EVIDENCE GUIDE	
	<p>measuring instruments</p> <ul style="list-style-type: none"> • care and use of specified PPE • review of radiation data, results and records generated by the candidate • feedback from peers and supervisor that the candidate consistently applies relevant radiation protection and safety requirements • observation of the candidate using and caring for radiation measuring instruments and PPE in a simulated radiation environment. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Ionising radiation</i> may include:</p>	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • neutrons emitted from generator tubes • x-rays generated by industrial radiography equipment, XRF and XRD instruments.
<p><i>Radiation measurements</i> may include:</p>	<ul style="list-style-type: none"> • recording background levels • recording radiation levels during the operation of sealed source equipment • confirming that a sealed source has been returned to the fully shielded position in its container • assessing integrity of packaging or shielding • locating contamination on personnel and equipment • determining the effectiveness of decontamination.
<p><i>Radiation management plan</i> should include details of:</p>	<ul style="list-style-type: none"> • safe working rules and workplace emergency response procedures • roles and responsibilities of personnel • radiation monitoring requirements • control of an incident involving a source • storage of a source • accountability and records • other requirements that may have a bearing on safety.
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • inhalation of radioactive dust or gas • ingestion of radioactive dust or contaminated food or water • unexpected exposure to sealed or unsealed radiation sources or partially enclosed equipment that emits ionising radiation.
<p><i>Measuring instruments</i> may include:</p>	<ul style="list-style-type: none"> • air proportional (alpha) • gas proportional (alpha, beta) • gas ionisation (gamma) • Geiger-Muller (beta, gamma) • ionisation (beta) • scintillation (alpha, beta, gamma)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • solid state (alpha, gamma).
<p><i>Safe working rules</i> relevant to performing basic radiation measurements may include:</p>	<ul style="list-style-type: none"> • safe methods for conducting specific radiation measurements and wipe tests • procedures for recording and reporting results • types and occasions for use of personal monitoring devices • personal decontamination procedures.
<p><i>Radiation protection safety standards, codes and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004) • requirements of commonwealth, state and territory radiation protection and safety legislation • definition of a responsible person.
<p><i>Personal protective equipment</i> may include:</p>	<ul style="list-style-type: none"> • gloves, over-boots, safety hats, goggles, face masks, overalls and gowns • respirators or HEPA filter masks.
<p><i>Appropriate corrective actions</i> may include:</p>	<ul style="list-style-type: none"> • accuracy check of data entry and transcription • logical check of instrument set-up • check of calibration, zero error and drift for measuring instrument • check of source-detector geometry/distance • careful re-reading of procedures and checklists • repeat radiation measurements • seeking advice.
<p><i>Required records</i> may include details of:</p>	<ul style="list-style-type: none"> • calibration, inspection, and use and maintenance of radiation instruments and equipment • incidents and accidents involving exposure to radiation.
<p><i>Radiation incidents</i> may include:</p>	<ul style="list-style-type: none"> • exposure of unauthorised personnel entering a controlled area • personal exposure above statutory exposure limits and a monitoring result in excess of statutory derived levels of exposure • exposure from an uncontrolled, high hazard radioactive sealed source that:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • has loss or destruction of shielding • is involved in a transport accident • is lost, missing or stolen • has malfunction of its shutter or interlocks • has been dropped during removal from its container • has jammed in an unsafe position • exposure from equipment that emits ionising radiation and has: <ul style="list-style-type: none"> • loss or destruction of shielding • malfunction of its shutter or interlocks • exposure from dispersed radioactive material caused by: <ul style="list-style-type: none"> • leakage or radioactive contamination • industrial or laboratory accident • uncontrolled releases of radioactive materials from a mine site, such as dust or contaminated water • dispersion of contaminants following destruction of a high activity sealed source.
<i>Response procedures</i> will include:	<ul style="list-style-type: none"> • instructions for keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise • instructions for notifying relevant competent authority if required.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Radiation Safety
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Co-requisite units

Co-requisite units	
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PSPRAD704A Consign radioactive material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to prepare an item containing radioactive material for shipment, and arrange for its transport and/or interim storage. This involves packaging, labelling, certifying and documenting an item in order to ensure its safe carriage and prompt delivery.</p> <p>These tasks may be performed with the authorisation of the competent authority in the Australian state or territory in which the transport originates and in accordance with relevant radiation protection and safety codes, regulations and guidelines.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to personnel who prepare material, articles, instruments and/or containers that emit ionising radiation for transport by road, rail, waterways, sea or air within Australia or overseas.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare shipping documentation.</p>	<p>1.1. <i>Define the item</i> to be consigned using relevant code or organisation's radiation protection and safety procedures and refer to the <i>radiation protection and safety codes, regulations and guidelines</i>, if necessary.</p> <p>1.2. Determine <i>consignment type</i> and applicable schedule using activity levels and material restrictions listed in relevant code or organisation's radiation protection and safety procedures.</p> <p>1.3. Determine <i>carriage provisions</i> that apply to the item.</p> <p>1.4. Prepare <i>required transport documents</i> and ensure they are complete and accurate.</p>
<p>2. Prepare item for shipment.</p>	<p>2.1. Determine required package design appropriate for consignment type.</p> <p>2.2. Use organisation's radiation protection and safety procedures and equipment if personally packing the item.</p> <p>2.3. Confirm that packaging used for the item meets requirements of relevant code and organisation's radiation protection and safety procedures and, if required, that package approval certificate is current and valid for intended use.</p> <p>2.4. Ensure that packaging is in good condition and that any seals are intact.</p> <p>2.5. Ensure that external contamination does not exceed the specified limit.</p> <p>2.6. Ensure that radiation above any surface does not exceed the specified limit.</p> <p>2.7. Ensure that <i>required labelling information</i> is accurate, complete and attached in specified positions on the package.</p> <p>2.8. If required, arrange for <i>safe and secure interim storage</i> of item in accordance with relevant code.</p> <p>2.9. Seek advice to deal with any atypical situation.</p>
<p>3. Confirm transport arrangements with the carriers.</p>	<p>3.1. Confirm that carrier meets requirements for transporting the item.</p> <p>3.2. Confirm that relevant competent authorities have been notified prior to shipment, if required.</p> <p>3.3. Specify requirements for loading, segregation, stowage, carriage, handling and unloading of the</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>package, overpack or freight container.</p> <p>3.4. Specify any necessary route instructions and restrictions on the mode of transport and conveyance.</p> <p>3.5. Specify relevant emergency arrangements for consignment.</p> <p>3.6. Provide required transport documents, including any approval certificates from the relevant competent authority.</p> <p>3.7. Ensure that size, weight, contents, packaging and label information for consigned items match consignor's declaration before shipment.</p> <p>3.8. Ensure consigned items are stowed and secured and that vehicle is placarded if necessary.</p>
<p>4. Respond to potential or actual radiation incidents.</p>	<p>4.1. Recognise unusual situations, unexpected hazards, and potential or actual emergency <i>radiation incidents</i>.</p> <p>4.2. Inform relevant personnel about the situation, hazard or incident and seek their advice.</p> <p>4.3. Initiate workplace emergency first response in accordance with instructions, radiation management plans and organisation's <i>response procedures</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- using relevant information sources to locate and interpret information about the safe transport of radioactive materials
- interpreting radiation labels, placards and safety signs
- completing documentation accurately with close attention to detail
- seeking advice or further directions when faced with unexpected situations that may require decisions or actions beyond own technical competence
- using monitoring equipment to measure radiation
- using and caring for personal monitoring equipment if required in job role

Required knowledge

- guidelines for consignors, carriers and consignees defined in local regulations and relevant codes (e.g. RPS No.2, RPS No.2.1, RPS No.14.1 and RPS No.14.2)
- meaning of words such as radioactivity, radioactive material, ionising radiation, contamination, contamination controls, shielding, half-life, transport index, and safe distance
- types and properties of ionising radiation
- relevant dose limits
- information on radiation labels, placards, emergency information sheets and safety signs and in transport documents relevant to job role
- internal and external exposure pathways and protective measures
- radiation health effects
- layers of protection, including:
 - avoiding exposure, where practicable
 - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
 - engineering controls
 - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding
 - where other means of controlling exposure are not practicable, using approved personal protective equipment
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in preparing an item containing radioactive material for shipment, and arranging for its transport and/or interim storage.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • prepare accurate shipping documentation • prepare items containing radioactive material for shipment • arrange for the transport and/or interim storage of items containing radioactive material in accordance with organisational procedures, based on relevant safe transport regulations, codes and guidelines. <p>Consistency in performance</p> <p>Competency should be demonstrated by consigning a variety of items containing radioactive material.</p>
Context of and specific resources for assessment	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisation's radiation management/transport plan and health and safety procedures • commonwealth regulations and codes, such as: <ul style="list-style-type: none"> • RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) • RPS No.2.1 Safety Guide for the Safe Transport of Radioactive Material (2008) • local, state and territory regulations. <p>Access may be required to:</p> <ul style="list-style-type: none"> • relevant organisational procedures, local regulations and codes, forms, packages and labels • supervision by an experienced consignor • radiation protection and safety procedures and required monitoring equipment • dummy sources at a simulated workplace • actual sources at a registered operator's premises.
Method of assessment	The following assessment methods are suggested:

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of transport documents prepared by candidate for a variety of radioactive materials • feedback from peers and supervisor that the candidate is able to consistently consign radioactive material in accordance with relevant organisational procedures, regulations and codes • oral questioning about: <ul style="list-style-type: none"> • radiation terms • principles of radiation protection and safety • requirements for the safe transport of radioactive materials encountered in job role • workplace emergency procedures • observation of the candidate preparing an item for shipment. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPRAD003A Perform basic radiation measurements.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Definition of the item</i> includes:</p>	<ul style="list-style-type: none"> • type of radioactive material (i.e. isotope or mixture of isotopes) • chemical and physical form • total activity for consignment.
<p><i>Radiation protection and safety codes, regulations and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) • RPS No.2.1 Safety Guide for the Safe Transport of Radioactive Material (2008) • RPS No.11 Code of Practice for the Security of Radioactive Sources (2007) • RPS No.14 Code of Practice for Radiation Protection in the Medical Applications of Ionizing Radiation (2008) • regulations governing the handling and carriage of radioactive materials in Australian ports for interstate and international transportation: <ul style="list-style-type: none"> • Navigation (Cargo-Hazards Prevention) Regulations and the Navigations (Dangerous Goods) Regulations 1979 • International Maritime Dangerous Goods Code • regulations governing the consigning and carriage of radioactive materials by air specified in: <ul style="list-style-type: none"> • s.23 (Dangerous Goods) of the Civil Aviation Act (1988) • Part 92 (Consignment and Carriage of Dangerous Goods by Air) of the Civil Aviation Safety Regulations (CASR) 1988 • ICAO Technical Instructions for the Safe Transport of Dangerous Goods by Air (DOC9284) • requirements of commonwealth, state and territory legislation, such as Victorian Radiation Act (2005) and

RANGE STATEMENT	
	<p>Radiation Regulations (2007) and associated licensing requirements</p> <ul style="list-style-type: none"> • Australian Dangerous Goods Code, 7th Edition (ADG7) • definition of a responsible person.
Consignment type includes:	<ul style="list-style-type: none"> • excepted packages • low specific activity material (LSA-I, -II, -III) • surface contaminated objects (SCO-I, -II) • material in type A, B(U), B(M) and C packages • material transported under special arrangement.
Carriage provisions may include:	<ul style="list-style-type: none"> • external contamination limits • prescribed radiation levels at all surfaces of the package • containment requirements for radioactive liquids • specified package labelling • transport documentation, including approvals • vehicle placarding.
Required transport documents may include:	<ul style="list-style-type: none"> • multiple copies of the consignor's declaration with: <ul style="list-style-type: none"> • details of the consignment • information for carriers, such as instructions for storage and segregation, air waybill or consignment note • stated compliance with the relevant transport code • specific documentation may be required, such as: <ul style="list-style-type: none"> • shipment approval from the relevant competent authority (land, waterways, air, sea) in Australia or overseas country • package design approval certificate • special form source certificate • carrier's consignment note that describes the radionuclide and total activity • storage and packing instructions • notification to relevant competent authorities along the route, as prescribed in RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) • consignors may also have to provide evidence of a: <ul style="list-style-type: none"> • source transport security plan if a security enhanced source is being transported • transport emergency (response) plan.
Required labelling	<ul style="list-style-type: none"> • all packages require legible and durable markings with:

RANGE STATEMENT	
<i>information</i> includes:	<ul style="list-style-type: none"> • name of consignor, consignee, or both • appropriate United Nations (UN) classification number • for non-exempt or non-excepted materials, packages also require: <ul style="list-style-type: none"> • proper shipping name for the material • Category I-White, Category II-Yellow or Category III-Yellow labels • transport index for Category II-Yellow or Category III-Yellow labels.
<i>Safe and secure interim storage</i> may include:	<ul style="list-style-type: none"> • storage in a secure area with restricted access and well away from: <ul style="list-style-type: none"> • flammable or other dangerous material • foodstuffs • livestock • undeveloped film • restrictions on the number of items in one location to ensure that total transport index is less than 50 • storage separate from other classes of dangerous goods as required by Australian Dangerous Goods Code, 7th Edition (ADG7) • storage of a security enhanced source that meets RPS No.11 Code of Practice for the Security of Radioactive Sources (2007).
<i>Radiation incidents</i> may include:	<ul style="list-style-type: none"> • exposure of unauthorised personnel entering a controlled or supervised area • spill of package contents into environment • exposure from an uncontrolled, high hazard radioactive material that: <ul style="list-style-type: none"> • has loss or destruction of shielding • is involved in a transport accident • is lost, missing or stolen • has been dropped during removal from its container • exposure from equipment that emits ionising radiation and has: <ul style="list-style-type: none"> • loss or destruction of shielding • malfunction of its shutter or interlocks • exposure from dispersed radioactive material caused by: <ul style="list-style-type: none"> • leakage or radioactive contamination

RANGE STATEMENT

	<ul style="list-style-type: none"> • dispersion of contaminants following destruction of a high activity sealed source.
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Response procedures will include instructions for:

	<ul style="list-style-type: none"> • keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise • notifying relevant competent authority if required.
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Unit Sector(s)

Not applicable.

Competency field

Competency field	Radiation Safety
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PSPRAD705A Handle and transport radioactive material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to safely pick up and deliver an item containing radioactive material. This involves checking the item and paperwork before transport; loading, segregating and unloading; safely and securely transporting; and handing the material over to the user or consignee.</p> <p>These tasks may be performed with the authorisation of the competent authority in the Australian states or territories in which the transport occurs and in accordance with relevant radiation protection and safety codes, regulations and guidelines.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to personnel who handle and transport materials, articles, instruments and/or containers that emit ionising radiation within Australia by road, rail, waterways, sea or air.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for pick-up of items.	1.1.Ensure compliance with licence, permit and vehicle requirements that apply to carrier of <i>consigned items</i> . 1.2.Confirm pick-up arrangements and specific requirements for loading, segregation, stowage, carriage, handling and unloading of the items. 1.3.Check that vehicle and communication devices are in good working order. 1.4.Ensure that required emergency response information is in vehicle cabin.
2. Check items prior to transport.	2.1.Check that each item is intact. 2.2.Quarantine any item not safe for transport or with inconsistent paperwork, and promptly advise relevant personnel. 2.3.Check that size, weight, contents, packaging and <i>label information</i> for each item matches accompanying consignor's declaration. 2.4.Check that carrier copies of <i>required transport documents</i> are present, accurate and complete. 2.5.Obtain confirmation that non-fixed external contamination of items does not exceed specified limit. 2.6.Obtain confirmation that maximum radiation level from any surface of items does not exceed specified limit.
3. Safely stow and transport items.	3.1.Apply organisation's radiation protection and safety procedures and manual safe-handling procedures when handling items. 3.2.Ensure that each item is <i>securely stowed and segregated</i> in accordance with consignor's instructions, and <i>relevant codes and regulations</i> . 3.3.Record receipt of items in accordance with organisation's procedures. 3.4.Ensure that required dangerous goods signs/placards are attached to vehicle in correct positions. 3.5.Deliver items using agreed routes and schedules and in accordance with organisation's procedures. 3.6.Ensure security of items when vehicle is unattended. 3.7.Arrange for safe, secure storage of items in accordance with the relevant code during extended

ELEMENT	PERFORMANCE CRITERIA
	stops or breaks in transit, during trans-shipment and if delivery cannot be completed.
4. Complete delivery of items.	<p>4.1. Check that each item is intact and matches consignor's declaration before handover to user or consignee.</p> <p>4.2. Quarantine any item that has visible damage or inconsistent paperwork and promptly advise relevant personnel.</p> <p>4.3. Advise user or consignee of any specified requirements for the <i>safe and secure interim storage</i> of items.</p> <p>4.4. Complete and file relevant transport documents.</p>
5. Respond to potential or actual emergency incidents.	<p>5.1. Recognise unusual situations, unexpected hazards, and potential or actual <i>emergency incidents</i>.</p> <p>5.2. Inform relevant personnel about the situation, hazard or incident and seek their advice.</p> <p>5.3. Initiate appropriate workplace emergency first response in accordance with instructions, radiation management plans and organisation's <i>response procedures</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- applying transport documents relevant to job role
- recognising radiation labels, placards and safety signs relevant to job role
- completing carrier's documentation accurately with close attention to detail
- seeking advice or further directions when faced with unexpected situations that may require decisions or actions beyond own technical competence
- using communication equipment, such as radio and telephone
- using and caring for radiation monitoring equipment, if required in job role

Required knowledge

- guidelines for consignors, carriers and consignees defined in local regulations and relevant codes (e.g. RPS No.2 and RPS No.2.1)
- meaning of words such as radioactivity, radioactive material, ionising radiation, contamination, contamination controls, shielding, transport index, and safe distance
- types and properties of ionising radiation (e.g. alpha, beta, gamma)
- relevant dose limits
- information on radiation labels, placards, emergency information sheets and safety signs and in transport documents relevant to job role
- internal and external exposure pathways and protective measures
- radiation health effects
- layers of protection, including:
 - avoiding exposure, where practicable
 - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
 - engineering controls
 - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure
 - using approved personal protective equipment (PPE) where other means of controlling exposure are not practicable
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role
- procedures for safe, secure storage of items during extended stops or breaks in transit, during trans-shipment and if delivery cannot be completed

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> handle and transport radioactive material in accordance with the organisation's procedures, based on relevant safe transport regulations, codes and guidelines provide appropriate workplace emergency first response. <p>Consistency in performance</p> <p>Competency should be demonstrated by safely delivering a variety of items containing radioactive material and completing relevant documents.</p>
<p>Context of and specific resources for assessment</p>	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> organisation's radiation management/transport plan and health and safety procedures commonwealth regulations and codes such as: <ul style="list-style-type: none"> RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) RPS No.2.1 Safety Guide for the Safe Transport of Radioactive Material (2008) local, state and territory regulations. <p>Access may be required to:</p> <ul style="list-style-type: none"> relevant organisation procedures, local regulations and codes, forms, packages and labels supervision by an experienced carrier radiation protection and safety procedures, required PPE and monitoring equipment dummy sources in a simulated workplace actual sources at a registered operator's premises.
<p>Method of assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> review of carrier records completed by candidate for a variety of radioactive materials feedback from peers and supervisor that the candidate is able to

EVIDENCE GUIDE	
	<p>consistently handle and transport radioactive material in accordance with relevant organisation procedures, regulations and codes</p> <ul style="list-style-type: none"> • oral questioning about: <ul style="list-style-type: none"> • radiation terms • principles of radiation protection and safety • requirements for the safe transport of radioactive materials encountered in job role • workplace emergency response procedures • observation of the candidate handling and transporting a consigned item. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consigned items may include:

- radioactive material in the form of:
 - isotopes or a mixture of isotopes in solid, liquid or gas form
 - manufactured articles, instruments and containers that emit ionising radiation
- packaged items could be:
 - excepted packages
 - low specific activity material (LSA-I, -II, -III)
 - surface contaminated objects (SCO-I, -II)
 - material in type A, B(U), B(M) and C packages
 - material transported under special arrangement
- items may be enclosed in packages, overpacks or freight containers.

Label information requires:

- all packages having legible and durable markings with:
 - name of consignor, consignee, or both
 - appropriate United Nations (UN) classification number
- for non-exempt or non-excepted materials, packages also require:
 - proper shipping name for the material
 - Category I-White, Category II-Yellow or Category III-Yellow labels
 - transport index for Category II-Yellow or Category III-Yellow labels.

Required transport documents may include:

- consignor's declaration with:
 - details of the consignment
 - information for carriers, such as instructions for storage and segregation, air waybill or consignment note
 - stated compliance with the relevant transport code
- specific documentation, such as:
 - shipment approval from the relevant competent authority (land, waterways, air, sea) in Australia or overseas country
 - package design approval certificate
 - special form source certificate
 - carrier's consignment note that describes the radionuclide and total activity

	<ul style="list-style-type: none"> • storage and packing instructions • notification to relevant competent authorities along the route under the transport code • source transport security plan if a security enhanced source is being transported • transport emergency (response) plan.
<p><i>Stowed securely and segregated</i> items may include:</p>	<ul style="list-style-type: none"> • separation of packages containing radioactive material from the driver and passenger compartment (e.g. type II and III) • storage of small, light items in a box • blocking and bracing of heavy items • separation between groups of items to keep the transport index less than 50 • separation of packages containing radioactive material from other dangerous goods as required by the Australian Dangerous Goods Code, 7th Edition (ADG7) • separation of radioactive material (DG Class 7) from rolling stock during transit • appropriate physical security measures, particularly for security enhanced sources.
<p><i>Relevant codes and regulations</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) • RPS No.2.1 Safety Guide for the Safe Transport of Radioactive Material (2008) • RPS No.11 Code of Practice for the Security of Radioactive Sources (2007) • regulations governing the handling and carriage of radioactive materials in Australian ports for interstate and international transportation: <ul style="list-style-type: none"> • Navigation (Cargo-Hazards Prevention) Regulations and the Navigations (Dangerous Goods) Regulations 1979 • International Maritime Dangerous Goods Code • regulations governing the consigning and carriage of radioactive materials by air are specified in: <ul style="list-style-type: none"> • s.23 (Dangerous Goods) of the Civil Aviation Act (1988) • Part 92 (Consignment and Carriage of Dangerous Goods by Air) of the Civil Aviation Safety Regulations (CASR) 1988 • ICAO Technical Instructions for the Safe Transport of Dangerous Goods by Air (DOC9284) • requirements of commonwealth, state and territory legislation, such as Victorian Radiation Act (2005) and Radiation Regulations (2007) and associated licensing requirements

	<ul style="list-style-type: none"> • ADG7.
<p><i>Safe and secure interim storage</i> may include:</p>	<ul style="list-style-type: none"> • storage in a secure area with restricted access and well away from: <ul style="list-style-type: none"> • flammable or other dangerous material • foodstuffs • livestock • undeveloped film • restrictions on the number of items in one location to ensure that total transport index is less than 50 • storage that enables safe dissipation of heat • storage separate from other classes of dangerous goods as required by ADG7 • storage of a security enhanced source that meets RPS No.11 Code of Practice for the Security of Radioactive Sources (2007).
<p><i>Emergency incidents</i> may include:</p>	<ul style="list-style-type: none"> • vehicle breakdown, accident or fire • damage to items through shifting of load • theft of vehicle and/or load • exposure from uncontrolled, high hazard radioactive material that: <ul style="list-style-type: none"> • has loss or destruction of shielding • is involved in a transport accident • exposure from equipment that emits ionising radiation and has: <ul style="list-style-type: none"> • loss or destruction of shielding • malfunction of its shutter or interlocks • exposure from dispersed radioactive material caused by: <ul style="list-style-type: none"> • leakage or radioactive contamination • dispersion of contaminants following destruction of a high activity sealed source.
<p><i>Response procedures</i> will include:</p>	<ul style="list-style-type: none"> • instructions for keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise: <ul style="list-style-type: none"> • bringing the situation under control • providing access to necessary medical or counselling services • obtaining information for assessing the cause of accident or emergency • obtaining information for assessing any doses received as a consequence of accident • instructions for notifying the relevant competent authority if required.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Radiation Safety
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PSPRAD706A Work safely with radiation-sealed source equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to work safely when operating sealed source equipment that emits ionising radiation. This involves assessing risks before conducting the assigned work tasks, using recommended controls, applying safe working rules and emergency response procedures, monitoring radiation levels and completing required documentation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to authorised personnel who work at geotechnical, construction, mining and manufacturing, or analytical and research sites with any of the following sealed sources or equipment:</p> <ul style="list-style-type: none"> • industrial radiography equipment or gamma sources • portable density and moisture gauges • fixed source gauges, such as level, density, thickness and proximity • bore hole logging • portable XRD and XRF instruments. <p>The tasks assigned to personnel would be performed under the authorisation of a responsible person and with the advice of a radiation safety professional, such as a radiation safety officer and in accordance with radiation protection safety standards, codes and guidelines.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for assigned tasks.</p>	<p>1.1. Use organisation's <i>radiation management plans</i> to obtain information about <i>hazards</i> associated with the assigned tasks and <i>monitoring equipment</i> and <i>safe working rules</i> to be followed, and refer to <i>radiation protection safety standards, codes and guidelines</i> if necessary.</p> <p>1.2. Liaise with <i>site</i> management to arrange access and confirm the nature and likely duration of assigned tasks.</p> <p>1.3. Check that equipment required for assigned tasks is present and fit for purpose.</p> <p>1.4. Record movement if required of source equipment in accordance with regulator's requirements and organisational procedures.</p> <p>1.5. Stow source equipment and monitoring equipment to prevent damage and to ensure safe, secure transport to the site and within the boundaries of the site if required.</p> <p>1.6. Check that transport vehicle is fit for purpose and has the required signage, if required.</p>
<p>2. Perform assigned tasks safely.</p>	<p>2.1. Assess hazards at the site or prior to commencing assigned tasks, and seek advice if necessary.</p> <p>2.2. Establish, or activate existing, boundaries and signage to control access to work area.</p> <p>2.3. Perform <i>pre-use and safety checks</i> of source equipment and monitoring equipment and confirm they are fit for purpose.</p> <p>2.4. Apply safe working rules and any other <i>site control measures</i> to minimise exposure to personnel and/or members of the public during assigned tasks.</p> <p>2.5. Perform assigned tasks in the minimum safe time and in accordance with regulator's requirements, equipment manufacturer's recommendations and organisation's procedures.</p> <p>2.6. Verify that radiation measurements are below specified levels throughout assigned tasks.</p> <p>2.7. Seek advice to deal with any situation beyond own technical competence.</p> <p>2.8. Record required data and note any atypical site conditions or problems encountered and the actions taken.</p>

ELEMENT	PERFORMANCE CRITERIA
3. Complete assigned tasks.	<p>3.1. Confirm that source has been returned to the fully shielded position within its container.</p> <p>3.2. Check for contamination and if necessary perform personal decontamination in accordance with radiation management plan.</p> <p>3.3. Re-stow source equipment and monitoring equipment to prevent damage and to ensure safe, secure transport from the site and within the boundaries of the site, if required.</p> <p>3.4. Record use of radiation source equipment and monitoring equipment in accordance with radiation management plans.</p> <p>3.5. Check the condition of all equipment before storing it in accordance with manufacturer's recommendations and radiation management plans.</p> <p>3.6. Manage all waste in accordance with regulator's requirements and organisational procedures.</p> <p>3.7. Survey the work area following completion of assigned tasks prior to leaving the site.</p>
4. Report findings and outcomes.	<p>4.1. Record monitoring data in accordance with requirements.</p> <p>4.2. Compare monitoring results with relevant radiation limits and note any significant differences or atypical results.</p> <p>4.3. Identify potential or actual radiation protection or safety issues revealed during monitoring of assigned tasks.</p> <p>4.4. Identify potential improvements that could be made to monitoring or work practices at the site.</p> <p>4.5. Report findings and outcomes of assigned tasks in accordance with organisation's procedures.</p> <p>4.6. Maintain <i>required records</i> that are complete, accurate, legible and secure.</p>
5. Respond to potential or actual radiation incidents.	<p>5.1. Recognise unusual situations, unexpected hazards, and potential or actual emergency <i>radiation incidents</i>.</p> <p>5.2. Inform relevant personnel about the situation, hazard or incident and seek their advice.</p> <p>5.3. Initiate appropriate workplace emergency first response in accordance with instructions, radiation management plans and organisation's <i>response procedures</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- using relevant information sources to locate and interpret information about radiation source equipment
- conducting pre-use checks, for source equipment and monitoring equipment used in task
- interpreting manuals for source equipment and monitoring equipment used in job role
- processing data and verifying results
- regularly assessing and reassessing risks and hazards and taking appropriate protective measures
- safely operating source equipment and monitoring equipment used in task to obtain reliable data
- seeking advice and further directions when faced with unexpected situations that may require decisions or response actions beyond technical competence
- using and caring for personal protective equipment (PPE) and personal monitoring equipment required in job role

Required knowledge

- terms and concepts, such as ionising radiation, radioactivity, radioactive material, contamination, contamination controls, concentration, shielding, half-life, radionuclide, and safe distance
- types and properties of ionising radiation (e.g. alpha, beta, gamma, neutron, x-ray, and electron), sources and shielding methods
- definitions of radiation quantities, such as exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- function of key components, set-up checks and operating principles of source equipment and monitoring equipment used in task
- guidelines and safety procedures for working with radiation sources, based on principles of time, distance and shielding
- principles of optimising work practices to minimise exposure
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role
- PPE and monitoring equipment relevant to job role and task
- principles and techniques for decontamination of personnel in the field

REQUIRED SKILLS AND KNOWLEDGE

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|---|
| <ul style="list-style-type: none">• techniques for assessing radiation hazards likely to be encountered in task• techniques for conducting monitoring relevant to task• techniques for control, containment and/or confinement of radiation sources/equipment consistent with capabilities and required in task |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • safely conduct assigned tasks involving sealed radiation sources or equipment • monitor radiation levels and contamination • decontaminate people and surfaces • process radiation data and report results • keep accurate, complete and relevant records • initiate appropriate workplace emergency first response. <p>Consistency in performance</p> <p>Competency should be demonstrated by safely completing assigned tasks in a range of contexts, including sites, sealed sources, radiation equipment and complexity.</p>
Context of and specific resources for assessment	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • local regulations regarding the registration of operators, premises and sources at workplaces where radioactive materials and/or ionising radiation equipment are present • organisation's radiation management plan. <p>Access may be required to:</p> <ul style="list-style-type: none"> • registered premises and sources • supervision by a radiation safety professional • radiation instruments and monitoring equipment • appropriate PPE • organisation's radiation management plan or procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of radiation data, results and records generated by the candidate • feedback from peers and supervisor that the candidate consistently applies relevant radiation protection and safety requirements

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • oral/written tests and calculations involving: <ul style="list-style-type: none"> • radiation terms, principles and quantities • set-up, calibration and basic maintenance of radiation instruments • selection and use of PPE • analysis of case studies and reports of relevant emergency incidents and exercises • observation of the candidate: <ul style="list-style-type: none"> • using, retrieving or containing dummy/actual radiation sources • using radiation equipment and monitoring equipment • undertaking a variety of tasks in a simulated radiation environment. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPRAD003A Perform basic radiation measurements.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Radiation management plans</i> should include details of:</p>	<ul style="list-style-type: none"> • work practices, such as safe working rules and emergency response procedures • roles and responsibilities of personnel • radiation monitoring requirements, including details of how the availability or accessibility requirements for the monitoring equipment are to be achieved • control of an incident involving the source • storage of the source • transport of the source • what to do with the source when it is no longer required, such as sale, transfer or disposal • accountability and records • other requirements that may have a bearing on safety.
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • inhalation of radioactive dust or gas • ingestion of radioactive dust or contaminated food or water • unexpected exposure to sealed radiation sources or partially enclosed equipment that emits ionising radiation.
<p><i>Monitoring equipment</i> may include:</p>	<ul style="list-style-type: none"> • radiation instruments and survey meters, such as: <ul style="list-style-type: none"> • air proportional • gas proportional • gas ionisation • Geiger-Muller • ionisation • scintillation • solid state • wipe test equipment.
<p><i>Safe working rules</i> will vary according to the type of source equipment and should include monitoring details, such as:</p>	<ul style="list-style-type: none"> • for example, RPS No. 13 Code of Practice and Safety Guide for Safe Use of Fixed Radiation Gauges (2007), which specifies that working rules should include details of: <ul style="list-style-type: none"> • expected radiation levels around each fixed radiation gauge under the control of the responsible person • tests for non-fixed surface contamination, where

RANGE STATEMENT

	<p>appropriate</p> <ul style="list-style-type: none"> • occasions on which radiation surveys and contamination tests will be carried out • methods for conducting radiation surveys, wipe tests and any other examination required by the code, and for reporting and recording results • information relating to: <ul style="list-style-type: none"> • operation of source or shutter controls • locking of source containers <ul style="list-style-type: none"> • arrangements of locks and safety procedures and equipment for preventing exposure of persons to a radiation beam • arrangements for preventing or minimising occupational and public radiation exposure • methods for ensuring that no part of any person can enter the item of equipment to which the gauge is attached while the gauge is in the 'beam on' condition • licence and registration requirements and conditions of the relevant regulatory authority • special instructions from, or requirements of, the relevant regulatory authority • arrangements for security of a gauge when it is in storage or being transported within the establishment • regular inspection of all equipment, including: <ul style="list-style-type: none"> • source containers or housings • survey meters • personal monitoring devices • labels • markings • notices <ul style="list-style-type: none"> • types and occasions for use of personal monitoring devices • steps to be taken in the event of an emergency • arrangements for the calibration, repair and maintenance of a fixed radiation gauge • instructions concerning the posting of radiation warning signs in the vicinity of the gauge • contact addresses and telephone numbers, including the after-hours emergency number, where relevant, for: <ul style="list-style-type: none"> • responsible person
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RANGE STATEMENT	
	<ul style="list-style-type: none"> • relevant regulatory authority • service provider • provider of the personal monitoring service <ul style="list-style-type: none"> • arrangements for disposal of a radioactive source, x-ray tube or neutron generator tube from a fixed radiation gauge, which need to be in accordance with the requirements of the relevant regulatory authority • where necessary, details of a radiation isolation procedure for the gauge.
<p><i>Radiation protection safety standards, codes and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.2 Code of Practice for the Safe Transport of Radioactive Material (2008) • RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004) • RPS No.13 Code of Practice and Safety Guide for Safe Use of Fixed Radiation Gauges (2007) • RPS No.5 Code of Practice and Safety Guide for Portable Density/Moisture Gauges Containing Radioactive Sources (2004) • Radiation Health Series produced by the National Health and Medical Research Council (NHMRC): <ul style="list-style-type: none"> • RHS No.31 Code of Practice for the Safe Use of Industrial Radiography Equipment (1989) • RHS No.28 Code of Practice for the Safe Use of Sealed Radioactive Sources in Borehole Logging (1989) • requirements of commonwealth, state and territory legislation, such as Victorian Radiation Act (2005) and Radiation Regulations (2007) and associated licensing requirements • definition of a responsible person.
<p><i>Site</i> may include:</p>	<ul style="list-style-type: none"> • fully enclosed laboratories or specialist facilities with permanent shielding and entrances that are locked/interlocked with alarms or signs • partially enclosed sites, such as an exposure bay or a fixed radiation gauge with shielding, controlled access, alarms or

RANGE STATEMENT	
	<ul style="list-style-type: none"> signs • open sites, such as field locations and processing plants where temporary boundaries, shielding and signage are erected and access is controlled by patrolling personnel.
<i>Pre-use and safety checks</i> may include:	<ul style="list-style-type: none"> • confirmation that no unauthorised people are within boundaries • confirmation that radiation instruments and survey meters are functioning within specifications • inspection of: <ul style="list-style-type: none"> • source containers, housings, shielding, shutters and locks • personal monitoring devices • labels, markings, signage and notices • boundaries, locks and interlocks • confirmation of source position • confirmation of radiation levels in the vicinity of the radiation sealed source equipment.
<i>Site control measures</i> may include:	<ul style="list-style-type: none"> • hierarchy of control measures, including: <ul style="list-style-type: none"> • avoiding exposure, where practicable • isolating sources of radiation where practicable through shielding, containment and remote handling techniques • engineering controls • adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure • using approved PPE where other means of controlling exposure are not practicable • designation of controlled or supervised areas within workplaces with appropriate working rules for each, such as: <ul style="list-style-type: none"> • controlled exposure times • logging of personnel on entry and exit.
<i>Required records</i> may include:	<ul style="list-style-type: none"> • estimates of doses received by employees and members of the public • site radiation measurements • calibration, inspection and maintenance of radiation instruments and equipment • transport of radioactive sources • details of incidents and accidents involving exposure to radiation and the actions taken.

RANGE STATEMENT	
<i>Radiation incidents</i> may include:	<ul style="list-style-type: none"> • exposure of unauthorised personnel entering a controlled area • exposure from an uncontrolled, high hazard radioactive sealed source that: <ul style="list-style-type: none"> • has loss or destruction of shielding • is involved in a transport accident • is lost, missing or stolen • has a malfunction of its shutter or interlocks • has been dropped during removal from its container • has jammed in an unsafe position • exposure from equipment that emits ionising radiation and has: <ul style="list-style-type: none"> • loss or destruction of shielding • malfunction of its shutter or interlocks • exposure from dispersed radioactive material caused by: <ul style="list-style-type: none"> • industrial or laboratory accident resulting in radioactive contamination • dispersion of contaminants following destruction of a high activity sealed source.
<i>Response procedures</i> will include:	<ul style="list-style-type: none"> • instructions for keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise • instructions for notifying the relevant competent authority if required.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Radiation Safety
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Co-requisite units

Co-requisite units	
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PSPRAD707A Monitor radiation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to safely monitor radiation and the exposure of people and environment during radiation-related work activities. This involves identifying information about the work activities to be monitored, using the specified monitoring equipment, and applying safe working rules and monitoring procedures to obtain reliable results.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit of competency applies to personnel working in radiation-related work activities, including:</p> <ul style="list-style-type: none"> • extracting, milling, processing and packing radioactive ores • operating, installing, servicing and calibrating fixed radiation gauges, bore hole logging or industrial radiography equipment, and moisture and density gauges • decontaminating and servicing equipment that has been in contact with radioactive material • XRF and XRD analysis • collecting, preparing and testing samples containing radioactive materials • using radionuclides in a laboratory. <p>The activities may take place:</p> <ul style="list-style-type: none"> • at a mine or plant that processes radioactive ore and minerals • with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities • in a laboratory or licensed facility that handles radioactive materials • in a nuclear facility. <p>The tasks would be performed under the authority of a responsible person and with the advice of a radiation safety professional, such as a radiation safety officer and in accordance with radiation protection safety standards, codes and guidelines.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for assigned monitoring tasks.</p>	<p>1.1. Use organisation's <i>radiation management plans</i> to obtain information about the <i>hazards</i> associated with assigned tasks and the <i>monitoring equipment</i> and <i>safe working rules</i> to be used at the site, and refer to <i>radiation protection safety standards, codes and guidelines</i> if necessary.</p> <p>1.2. Liaise with relevant site personnel to arrange access and confirm the nature and likely duration of assigned <i>monitoring tasks</i>.</p> <p>1.3. Perform and record pre-use checks of radiation instruments and tag or replace faulty items as necessary.</p> <p>1.4. Check that <i>personal protective equipment</i> (PPE) and other task-related equipment is fit for purpose.</p> <p>1.5. Stow all radiation instruments and monitoring equipment to ensure safe transport to the site and within the site if required.</p>
<p>2. Obtain reliable monitoring data or samples.</p>	<p>2.1. Apply safe working rules to minimise personal <i>ionising radiation</i> exposure according to relevant radiation protection safety standards, codes and guidelines.</p> <p>2.2. Operate radiation instruments in accordance with radiation management plans and manufacturer specifications.</p> <p>2.3. Conduct regular <i>instrument checks and minor maintenance</i> if required.</p> <p>2.4. Conduct repeat measurements for quality control purposes in accordance with procedures, and identify and report atypical equipment response.</p> <p>2.5. Collect and label environmental samples using specified equipment and procedures to preserve their integrity if required.</p> <p>2.6. Record atypical radiation conditions.</p> <p>2.7. Seek advice to deal with any situation beyond own technical competence.</p>
<p>3. Complete assigned monitoring tasks.</p>	<p>3.1. Check for contamination of equipment.</p> <p>3.2. Re-stow all radiation instruments and monitoring equipment to ensure safe transport from the site and within the site if required.</p> <p>3.3. Record use of PPE and radiation instruments in accordance with radiation management plans.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.4. Before storing PPE, radiation instruments and monitoring equipment, check their condition in accordance with manufacturer's recommendations and radiation management plan.</p> <p>3.5. Store any samples to preserve their integrity, security and traceability in accordance with sampling procedures.</p> <p>3.6. Organise the management of any waste in accordance with organisation's procedures.</p>
<p>4. Analyse monitoring data and report results.</p>	<p>4.1. Record results in accordance with procedures.</p> <p>4.2. Check that recorded outcomes are consistent with expectations.</p> <p>4.3. Compare results with relevant radiation limits and identify and record any significant differences or atypical results.</p> <p>4.4. Identify potential or actual radiation protection issues revealed by the site monitoring tasks.</p> <p>4.5. Identify potential improvements that could be made to monitoring at site.</p> <p>4.6. Maintain <i>required records</i> that are complete, accurate, legible and secure.</p> <p>4.7. Provide site and personal radiation data to authorised personnel if required.</p>
<p>5. Respond to potential or actual radiation incidents.</p>	<p>5.1. Recognise unusual situations, unexpected hazards, and potential or actual emergency <i>radiation incidents</i>.</p> <p>5.2. Inform the responsible person or delegate about the situation, hazard or incident and seek their advice.</p> <p>5.3. Initiate appropriate workplace emergency first response in accordance with instructions, radiation management plans and organisation's <i>response procedures</i>.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- recognising different types of monitoring equipment, such as air proportional, gas proportional, gas ionisation, Geiger-Muller, scintillation, neutron monitors, solid state, and personal dosimeters (badge and electronic)
- recognising the limitations, restrictions and applicability of these various detector units
- using relevant information sources to locate and interpret information about radiation sources and equipment encountered in job role or duties
- conducting pre-use checks for radiation instruments and monitoring equipment used in job role or duties
- interpreting manuals for radiation monitoring equipment used in job role or duties
- collecting, labelling and preserving occupational and environmental samples if required in job role or duties
- processing and analysing radiation monitoring data
- regularly assessing and reassessing risks and hazards and taking appropriate protective measures
- safely operating radiation instruments and monitoring equipment used in job role or duties to obtain reliable data
- seeking advice and further directions when faced with unforeseen circumstances or situations that may require decisions or response actions beyond technical competence
- using and caring for PPE used in job role

Required knowledge

- terms and concepts, such as ionising radiation, radioactivity, radioactive material, activity, dose, contamination, contamination controls, shielding, half-life, and radionuclide
- types and properties of ionising radiation (e.g. alpha, beta, gamma, neutron, x-ray, and electron), sources and shielding methods
- definitions of radiation quantities, such as exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- international system (SI) of units for radiation quantities, multiples and sub-multiples
- function of key components and operating principles of radiation instruments and monitoring equipment used in job role
- guidelines and safety procedures for working with radiation sources, based on principles of:
 - reducing exposure time
 - maintaining greatest distance

REQUIRED SKILLS AND KNOWLEDGE

- using as much shielding as possible
- health, safety and workplace emergency response procedures relevant to job role or duties
- techniques and procedures for collecting potentially radioactive samples, if required in job role or duties
- techniques for assessing radiation hazards likely to be encountered in job role or duties
- techniques for conducting monitoring surveys used in job role or duties

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • work safely in a radiation environment • detect ionising radiation and contamination • obtain reliable data and samples to quantify radiation and contamination • process radiation data and report results • keep accurate and complete records relevant to job role or duties. <p>Consistency in performance</p> <p>Competency should be demonstrated by safely undertaking a variety of radiation monitoring tasks involving the use of appropriate radiation monitoring equipment.</p>
Context of and specific resources for assessment	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • local regulations regarding the registration of operators, premises and sources at workplaces where radioactive materials and/or ionising radiation equipment are present • organisation's radiation management plan • manufacturer's instructions for operating radiation monitoring equipment. <p>Access may be required to:</p> <ul style="list-style-type: none"> • registered premises and sources • supervision by a radiation safety professional • radiation instruments and monitoring equipment • appropriate PPE • radiation management plan or procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral/written tests and calculations involving: <ul style="list-style-type: none"> • radiation terms, principles and quantities • set-up, calibration and basic maintenance of radiation

EVIDENCE GUIDE	
	<p>instruments</p> <ul style="list-style-type: none"> • selection and use of PPE • analysis of monitoring case studies and reports • review of radiation data, results and records generated by the candidate • feedback from peers and supervisor that the candidate consistently applies relevant radiation protection and safety requirements • observation of the candidate: <ul style="list-style-type: none"> • using and caring for PPE • using radiation instruments and monitoring equipment • undertaking a variety of tasks in a simulated radiation environment. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Radiation management plans</i> should include details of:</p>	<ul style="list-style-type: none"> • work practices, such as safe working rules and emergency response procedures • roles and responsibilities of personnel • radiation monitoring requirements • control of an incident involving a source • storage of a source • accountability and records • other requirements that may have a bearing on safety.
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • inhalation of radioactive dust or gas • ingestion of radioactive dust or contaminated food or water • unexpected exposure to sealed or unsealed radiation sources or partially enclosed equipment that emits ionising radiation.
<p><i>Monitoring equipment</i> may include:</p>	<ul style="list-style-type: none"> • radiation instruments and survey meters, such as: <ul style="list-style-type: none"> • air proportional (alpha) • gas proportional (alpha, beta) • gas ionisation (gamma) • Geiger-Muller (beta, gamma) • ionisation (beta) • scintillation (alpha, beta, gamma) • solid state (alpha, gamma) • wipe test equipment • sample containers, shovels, augers, buckets, air/water pumps, and stainless steel bailers.
<p><i>Safe working rules</i> will vary according to the type of source equipment and should include monitoring details, such as:</p>	<ul style="list-style-type: none"> • for example, RPS No.13 Code of Practice and Safety Guide for Safe Use of Fixed Radiation Gauges (2007), which specifies that working rules include details of: <ul style="list-style-type: none"> • expected radiation levels around each fixed radiation gauge under the control of the responsible person • tests for non-fixed surface contamination where appropriate • occasions on which radiation surveys and

	<p>contamination tests will be carried out</p> <ul style="list-style-type: none"> • methods for conducting radiation surveys, wipe tests and other examinations required by the code, and for reporting and recording results • types and occasions for use of personal monitoring devices.
<p><i>Radiation protection safety standards, codes and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004) • RPS No.6 National Directory for Radiation Protection, (December 2009) • RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005) • RPS No.15 Safety Guide for the Management of Naturally Occurring Radioactive Material (NORM) (2008) • requirements of commonwealth, state and territory radiation protection and safety legislation • definition of a responsible person • Australian standards.
<p><i>Monitoring tasks</i> may include:</p>	<ul style="list-style-type: none"> • observation of personnel conducting work activities in controlled radiation areas • surveys and measurements for: <ul style="list-style-type: none"> • establishing background levels • identifying areas of elevated activity and possible contamination • identifying and quantifying radiation contamination at specified locations • locating discrete radiation sources • assessing integrity of packaging or shielding • determining the effectiveness of decontamination • locating contamination on personnel and equipment • verifying contamination control boundaries • collection of air, water, soil, plant and animal specimens

	to monitor contamination.
Personal protective equipment may include:	<ul style="list-style-type: none"> • gloves, over-boots, safety hats, goggles, face masks, overalls and gowns • respirators or HEPA filter masks.
Ionising radiation may include:	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • neutrons emitted from generator tubes • x-rays generated by industrial radiography equipment, XRF and XRD instruments.
Instrument checks and minor maintenance may include:	<ul style="list-style-type: none"> • battery changes • calibration checks • zero checks.
Required records may include details of:	<ul style="list-style-type: none"> • approvals and authorisations granted by the appropriate authority • specifications of the radiation management plan and monitoring program • estimates of doses received by employees and by members of the public • health records of personnel and individual monitoring data • environmental radiation measurements • calibration, inspection and maintenance of radiation instruments and equipment • transport of radioactive sources • shipment of radioactive ores • radioactive waste disposal • procurement and disposal of radioactive sources • incidents and accidents involving exposure to radiation and corrective measures taken.
Radiation incidents may include:	<ul style="list-style-type: none"> • exposure of unauthorised personnel entering a controlled area • personal exposure above statutory exposure limits and a monitoring result in excess of statutory derived levels of exposure • exposure from an uncontrolled, high hazard radioactive sealed source that: <ul style="list-style-type: none"> • has loss or destruction of shielding • is involved in a transport accident • is lost, missing or stolen • has a malfunction of its shutter or interlocks

	<ul style="list-style-type: none"> • has been dropped during removal from its container • has jammed in an unsafe position • exposure from equipment that emits ionising radiation and has: <ul style="list-style-type: none"> • loss or destruction of shielding • malfunction of its shutter or interlocks • exposure from dispersed radioactive material caused by: <ul style="list-style-type: none"> • leakage or radioactive contamination • industrial or laboratory accident • uncontrolled releases of radioactive materials from a mine site, such as dust or contaminated water • dispersion of contaminants following destruction of a high activity sealed source.
<i>Response procedures</i> will include:	<ul style="list-style-type: none"> • instructions for keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise • instructions for notifying the relevant competent authority if required.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Radiation Safety
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Co-requisite units

Co-requisite units	
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PSPRAD708A Coordinate radiation safety

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to coordinate an organisation's ongoing safety management of radiation-related work activities for the purpose of protecting workers, the public and the environment from radiation hazards. This involves assessing local radiation protection and safety requirements and assessing implementation of systems and controls that are employed to ensure the organisation/licensee's compliance with relevant radiation protection and safety legislation, standards, licences or codes of practice.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit of competency applies to personnel with a local radiation safety coordination role. They may assist a radiation safety officer:</p> <ul style="list-style-type: none"> • at a mine or processing plant that produces radioactive ore or minerals • with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities • in a laboratory or licensed facility that handles radioactive materials • in a nuclear facility. <p>The coordination tasks in this unit would be performed under the authority of a responsible person. The unit covers part of the role and functions of a radiation safety professional, such as a radiation safety officer.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess radiation protection and safety requirements.</p>	<p>1.1. Review relevant <i>radiation protection and safety legislation, standards, codes and guidelines</i> to confirm radiation protection and safety requirements applicable to a particular site.</p> <p>1.2. Review relevant available records and information about <i>hazards due to radioactive materials, equipment and work activities</i> conducted at the site.</p> <p>1.3. Identify known and potential hazards associated with current and future <i>radiation-related work activities</i>.</p> <p>1.4. Identify appropriate <i>radiation instruments, monitoring equipment</i> and measuring/survey procedures to quantify hazards.</p> <p>1.5. Quantify <i>ionising radiation</i> hazards and anticipated exposure/dose, and compare results with relevant limits.</p> <p>1.6. Review available information about relevant radiation <i>control measures</i>, safety procedures, radiation <i>monitoring programs</i> and personal protective equipment (PPE).</p> <p>1.7. Determine if specific work areas need to be controlled more effectively.</p> <p>1.8. Undertake risk analysis for local site specific to radiation related activity.</p>
<p>2. Develop or revise local radiation management plans.</p>	<p>2.1. Review the local procedures for developing or revising radiation protection policy, procedures and plans.</p> <p>2.2. Identify local compliance against radiation safety requirements, including organisational policy and approach.</p> <p>2.3. Design or amend local <i>radiation management plans</i> to control and monitor all radiation-related work activities to comply with regulator requirements.</p> <p>2.4. Identify possible impacts of new or revised local radiation management plans on relevant organisational policies, procedures and systems, and advise relevant personnel.</p> <p>2.5. Forward draft local radiation management plans for feedback and approval in accordance with organisational and regulator's procedures.</p> <p>2.6. Distribute authorised local radiation management</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>plans to relevant personnel and confirm they understand their roles and responsibilities.</p> <p>2.7.Design key performance indicators for radiation safety performance measurement.</p> <p>2.8.Negotiate targets for radiation safety key performance indicators in line with organisational plan.</p> <p>2.9.Develop and implement quantitative risk management and risk assessment tools for radiation.</p>
<p>3. Ensure local radiation protection and monitoring systems are implemented effectively.</p>	<p>3.1.Design a strategy for implementing the new or revised local radiation management plans that identifies key people, recommended approaches and available resources.</p> <p>3.2.Provide information about radiation protection and monitoring equipment and procedures to relevant personnel and confirm they understand their responsibilities.</p> <p>3.3.Confirm that prescribed radiation signs and safety communication systems, including noticeboards, are maintained in good condition and are readily visible.</p> <p>3.4.Design appropriate audit tools and audit plans.</p> <p>3.5.Conduct audits of radiation protection and monitoring systems, equipment and safety performance in accordance with agreed audit plans.</p> <p>3.6.Analyse audit information to identify non-conformances and opportunities for improvements.</p> <p>3.7.Produce audit reports that clearly define actions required to correct non-conformances.</p> <p>3.8.Record findings, actions and outcomes in accordance with regulator requirements and organisational procedures.</p>
<p>4. Investigate and rectify local safety, quality and non-compliance issues.</p>	<p>4.1.Investigate atypical dose results with reference to radiation safety key performance indicators.</p> <p>4.2.Examine defects or changes in work practices and equipment, and hazards that could increase exposure of personnel or present an environmental risk at local level, and determine appropriate controls.</p> <p>4.3.Analyse instances of potential or actual non-compliance and re-design work practices and procedures to prevent recurrence.</p> <p>4.4.Identify opportunities and strategies to further</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>improve the organisation's radiation protection and monitoring systems.</p> <p>4.5. Implement authorised corrective and preventative actions.</p> <p>4.6. Record recommendations, actions and outcomes in accordance with regulator requirements and organisational procedures.</p>
<p>5. Inform radiation safety officer management or licensee about radiation protection and safety.</p>	<p>5.1. Provide regular status reports, including details of instances of potential or actual non-compliance, or incidents/accidents and the actions taken.</p> <p>5.2. Provide regular information about the adequacy of radiation management plans and protection and monitoring systems, and recommend improvements.</p> <p>5.3. Obtain authorisation for significant equipment purchases.</p> <p>5.4. Obtain authorisation for corrective and preventative actions in accordance with organisational procedures.</p> <p>5.5. Advise the organisation when input from external radiation specialists is required.</p>
<p>6. Promote a radiation safety culture.</p>	<p>6.1. Assess the competency of personnel to safely undertake specific radiation-related work activities and make appropriate recommendations to the responsible person.</p> <p>6.2. Access or develop <i>learning and development</i> programs that meet organisational and regulator requirements.</p> <p>6.3. Deliver, or arrange for the delivery of, training that meets the identified needs of personnel.</p> <p>6.4. Communicate effectively the need to make doses as low as reasonably achievable.</p>
<p>7. Manage information about radiation protection and safety.</p>	<p>7.1. Specify all information that must be recorded and secured and advise relevant personnel.</p> <p>7.2. Control access to records in accordance with organisational procedures.</p> <p>7.3. Provide reports in accordance with regulator requirements and organisational procedures.</p> <p>7.4. Maintain and secure records, and provide advice on improvements to record management.</p>
<p>8. Respond to potential or actual radiation incidents or</p>	<p>8.1. Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation</p>

ELEMENT	PERFORMANCE CRITERIA
accidents.	incidents. 8.2. Inform relevant personnel about the situation, hazard or incident and seek their advice as necessary. 8.3. Assist emergency response personnel to control the situation in accordance with instructions, radiation management plans and organisation's <i>response procedures</i> .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- using relevant information sources to locate and interpret information about radiation protection and safety legislation, standards, codes and guidelines
- assessing and reassessing risks and hazards and designing appropriate controls
- developing plans, organisational policy and procedures and safe work practices
- initiating audits and inspections of radiation protection and safety systems
- choosing and using appropriate available radiation source equipment and radiation instruments
- interpreting manuals for radiation sources/equipment and radiation instruments used in organisation
- designing, planning and conducting monitoring surveys under direction
- analysing radiation data, and verifying and reporting results
- seeking advice in situations that may require decisions or response actions beyond technical competence
- using plain English to explain radiation protection and safety issues, safe working rules and recommended procedures to other personnel

Required knowledge

- terms and concepts, such as ionising radiation, radioactivity, radioactive material, NORM, contamination, contamination controls, concentration, shielding, half-life, radionuclide, transport index, safe distance, and weighting factor
- types and properties of ionising radiation sources and shielding methods
- definitions of radiation quantities, such as exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- operating principles and function of key components, and set-up and calibration checks for radiation instruments, dosimeters and equipment used in job role
- detailed requirements of relevant legislation, codes, guidelines and safety procedures for working with radiation sources/equipment used at the organisation's facilities or sites
- health and safety and workplace emergency response procedures for radiation-related work activities in organisation
- types of PPE for personnel working in ionising radiation environments and the recommended selection process
- potential adverse health and performance effects of wearing PPE while working in

REQUIRED SKILLS AND KNOWLEDGE

- potentially hazardous environments
- principles and techniques for decontamination of personnel and equipment
- techniques and procedures for collecting potentially radioactive samples
- techniques for assessing radiation hazards likely to be encountered in organisation
- techniques for conducting contamination surveys
- techniques for control, containment and confinement of radiation sources/equipment encountered by organisation.
- environment, health and safety policy and procedures of the organisation, particularly how different parts of occupational hygiene system are interdependent, such as ventilation, noise, radiation and chemicals
- working knowledge of the business activities and operations conducted at the organisation's sites and the associated radiation risks

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • establish and maintain a local radiation management plan that meets regulator requirements • monitor radiation-related work activities and take appropriate action to keep workplace exposure as low as reasonably achievable, to keep doses received below the relevant dose limits, and to protect the environment • identify and rectify radiation safety, quality and non-compliance issues • advise management about radiation safety issues • explain radiation protection and safety measures clearly and train personnel • manage radiation protection and safety information in accordance with regulator requirements • coordinate workplace emergency first response. <p>Consistency in performance</p> <p>Competency should be demonstrated by performing radiation safety related components of the day-to-day functions and duties of a radiation awareness officer at a site.</p>
<p>Context of and specific resources for assessment</p>	<p>Competency should be assessed in the workplace or simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • local regulations regarding the registration of operators, premises and sources at workplaces where radioactive materials and/or ionising radiation equipment are present • organisation's radiation management plan. <p>Access is required to:</p> <ul style="list-style-type: none"> • registered premises and sources • supervision by a radiation safety professional • organisation's radiation management plan and related policies and procedures.
Method of assessment	<p>The following assessment methods are suggested:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • review of radiation results, records, management plans and reports generated by the candidate • review of radiation safety information developed by the candidate and provided to the work group • feedback from peers, manager, and regulator representative that the candidate is able to coordinate management of radiation safety • oral/written tests and calculations involving: <ul style="list-style-type: none"> • radiation terms, principles and quantities • set-up, calibration and basic maintenance of radiation instruments • selection and use of PPE • analysis of case studies and reports of relevant emergency incidents and exercises • observation of the candidate promoting radiation safety and providing radiation safety information and instruction to other personnel. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • PSPRAD006A Work safely with radiation-sealed source equipment • PSPRAD007A Monitor radiation.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Radiation protection and safety legislation, standards, codes and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Act 1998 and amendments 2005 • commonwealth, state and territory radiation control legislation • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004) • RPS No.6 National Directory for Radiation Protection (2004) • RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005) • RPS No.15 Safety Guide for the Management of Naturally Occurring Radioactive Material (NORM) (2008) • requirements of commonwealth, state and territory radiation protection and safety legislation • definition of a responsible person • Australian standards.
<p><i>Hazards due to radioactive materials, equipment and work activities</i> may include:</p>	<ul style="list-style-type: none"> • inhalation of radioactive dust or gas • ingestion of radioactive dust or contaminated food or water • unplanned exposure to sealed or unsealed radiation sources or partially enclosed equipment that emits ionising radiation • handling radioactive materials in a laboratory.

<p><i>Radiation-related work activities</i> may include:</p>	<ul style="list-style-type: none"> • extraction, milling and packing of radioactive ores and minerals • operating, servicing and calibrating fixed radiation gauges, bore hole logging, industrial radiography equipment • operating, servicing and calibrating moisture density gauges • decontaminating equipment that has been in contact with radioactive material • XRF and XRD analysis • using radionuclides in a laboratory • managing wastes • using radiation for quality control in processing systems and factories.
<p><i>Radiation instruments and monitoring equipment</i> may include:</p>	<ul style="list-style-type: none"> • air proportional • gas proportional • gas ionisation • Geiger-Muller • ionisation • scintillation • solid state • wipe test equipment • sample containers, shovels, augers, buckets, air/water pumps, and stainless steel bailers.
<p><i>Ionising radiation</i> may include:</p>	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • x-rays generated by industrial radiography equipment, XRF and XRD instruments.

<p><i>Control measures</i> may include:</p>	<ul style="list-style-type: none"> • hierarchy of controls, including: <ul style="list-style-type: none"> • avoiding exposure, where practicable • isolating sources of radiation where practicable through shielding, containment and remote handling techniques • engineering controls to reduce radiation levels and intakes of radioactive materials in the workplace • adopting safe work practices, including work methods that make use of time, distance and shielding to minimise exposure • using approved PPE where other means of controlling exposure are not practicable or sufficient • designation of controlled areas and supervised areas
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	<ul style="list-style-type: none"> • use of appropriate signs and labels • use of investigation levels of exposure for specific categories of work.
Monitoring programs include:	<ul style="list-style-type: none"> • identification of relevant sources of radiation exposure within a workplace • assessment of the radiation doses received by employees, including determination of parameters that affect the assessed dose, as required by the appropriate authority • assessment of radioactive discharge to, or contamination of, the environment • detection of changes in the circumstances of exposure, as necessary • acquisition of sufficient information on radiation exposure in the workplace to enable optimisation measures to be adopted.
Radiation management plans may include:	<ul style="list-style-type: none"> • plan to keep exposure to radiation in the workplace as low as reasonably achievable and to keep doses received below the relevant dose limits, including: <ul style="list-style-type: none"> • designation of work areas to be controlled, signage and location of protective devices • arrangements for authorising workers to conduct radiation-related activities • procedures for conducting radiation-related tasks and the safe use of radiation equipment • procedures for the security, storage and transport of radioactive materials and waste disposal • procedures for the issue/collection, use and care of personal radiation monitors and PPE • plan for monitoring radiation exposure and for assessing the doses received by exposed employees, including: <ul style="list-style-type: none"> • dosimetry specifications • deployment of survey monitors • methods for conducting required radiation surveys, wipe tests, examinations and for reporting and recording results • arrangements for personal and environmental monitoring • plan for dealing with incidents, accidents and emergencies involving exposure to radiation • plan for the induction and ongoing training of workers, visitors and members of the public as appropriate • plan for the selection, procurement, maintenance, repair

	<p>and disposal of equipment containing radioactive sources</p> <ul style="list-style-type: none"> • audit plan covering such things as: <ul style="list-style-type: none"> • status of specified equipment • use of designated safe work practices • application of specified monitoring procedures • accuracy and completeness of specified records.
<i>Learning and development</i> strategies may include:	<ul style="list-style-type: none"> • face to face training • online or distance learning • mentoring and coaching.
<i>Response procedures</i> will include instructions for:	<ul style="list-style-type: none"> • keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise • notifying relevant competent authority if required.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Radiation Safety
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Co-requisite units

Co-requisite units	
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PSPRAD709A Select, commission and maintain radiation measuring instruments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to provide sufficient, fully functioning radiation measuring instruments to implement an organisation's radiation management plan and monitoring programs. This involves identifying the need for specific kinds of instruments, determining the suitability of available instruments, procuring and commissioning instruments, checking their serviceability and calibration, performing routine maintenance, training staff to operate instruments correctly, and maintaining relevant records.</p> <p>These tasks would be performed under the authority of a responsible person and in accordance with radiation protection safety standards, codes and guidelines.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to personnel with a radiation safety coordination role. They may work as, or assist, a radiation safety officer working:</p> <ul style="list-style-type: none"> • at a mine or plant that processes radioactive ore and minerals • with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities • in a laboratory or licensed facility that handles radioactive materials or has radiation-emitting apparatus • in a nuclear facility.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Procure suitable instruments.</p>	<p>1.1. Determine types of <i>ionising radiation measuring instruments</i> required by the organisation to <i>monitor hazards</i> associated with current or future <i>radiation-related work activities</i> and refer to <i>radiation protection safety standards, codes and guidelines</i>, if necessary.</p> <p>1.2. Research information about <i>specifications and features of instruments</i> that may be suitable and their suppliers.</p> <p>1.3. Liaise with suppliers and/or conduct tests to compare the stated performance of available instruments against the organisation's specifications.</p> <p>1.4. Seek advice and assistance with evaluating instruments if beyond own technical competence.</p> <p>1.5. Select the most suitable instruments and arrange for their procurement.</p>
<p>2. Commission new instruments.</p>	<p>2.1. Use manufacturer's documentation to develop a thorough understanding of instrument operation, functional test procedures, routine instrument checks and maintenance requirements.</p> <p>2.2. Ensure that the instrument has been calibrated appropriately for its intended use(s).</p> <p>2.3. Conduct component checks and test measurements to confirm instrument performance for intended use(s).</p> <p>2.4. Enter required information about the new instrument into the organisation's information management system.</p> <p>2.5. Develop and document clear procedures for operating, caring for and maintaining the instrument.</p>
<p>3. Train instrument operators.</p>	<p>3.1. Identify the skills and knowledge required to operate the instrument safely and reliably in the workplace and interpret the radiation quantities measured.</p> <p>3.2. Develop appropriate training program for instrument operators using established <i>adult learning principles</i>.</p> <p>3.3. Ensure that each operator can use the instrument competently for the required measurement applications.</p> <p>3.4. Record training outcomes in accordance with</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>regulator requirements and organisational procedures.</p> <p>3.5. Audit operators' use of instruments at regular intervals to ensure their ongoing competence.</p>
<p>4. Maintain instruments fit for purpose.</p>	<p>4.1. Conduct <i>regular instrument checks and minor maintenance</i> in accordance with organisation's <i>radiation management plan</i>.</p> <p>4.2. Check instrument calibration using specified standards and procedures, and record relevant information.</p> <p>4.3. Troubleshoot basic faults and determine whether local repair or maintenance is technically possible and economic.</p> <p>4.4. Arrange for repair or servicing from an accredited agent or other appropriate personnel in accordance with organisation's procedures.</p> <p>4.5. Check instrument's performance after repair or service before approving it for use.</p> <p>4.6. Maintain <i>required records</i> that are complete, accurate, legible and secure.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- recognising:
 - types of measuring instruments, such as air proportional, gas proportional, gas ionisation, Geiger-Muller (GM), compensated GM, scintillation, neutron monitors, solid state, and personal dosimeters (badge and electronic)
 - advantages and limitations of their use
- locating, interpreting and comparing information about measuring instruments used by organisation
- selecting suitable instruments by analysing factors, such as intended use (fixed/portable, laboratory/field), range of radiation types, intensities and energies, accuracy, sensitivity, response time, robustness, serviceability and limitations
- conducting pre-use and calibration checks, troubleshooting common faults, conducting basic repairs of and maintaining radiation measuring instruments used in job role
- safely operating radiation measuring instruments used in job role to obtain reliable data
- processing and analysing radiation measurement data and applying established corrections
- interpreting manuals and writing operating instructions for radiation measuring instruments used in organisation
- seeking advice and further directions when faced with unforeseen circumstances or situations that may require decisions or response actions beyond technical competence

Required knowledge

- terms and concepts, such as:
 - ionising radiation, radioactivity, radioactive material, activity, dose, contamination, contamination controls, shielding, half-life, and radionuclide
 - operating voltage, accuracy, response time, sensitivity, detection limit, linearity, source-detector geometry and distance corrections, compensation
- types, energies and properties of ionising radiation (e.g. alpha, beta, gamma, neutron, x-ray, electron), sources and shielding methods
- definitions of radiation quantities, such as exposure, dose, tissue weighting factor, effective dose, dose rate, radiation weighting factor, dose equivalent, and dose limits
- international system (SI) of units for radiation quantities, multiples and sub-multiples
- techniques for conducting measurements and monitoring surveys used in organisation

REQUIRED SKILLS AND KNOWLEDGE

- characteristics, capabilities, limitations, function of key components and operating principles of radiation measuring instruments used in organisation
- role and importance of regular calibration and pre-use checks and maintenance
- common instrument faults, troubleshooting, and recommended remedial actions and repairs
- common instrument operator errors
- techniques for assessing radiation hazards likely to be encountered in job role
- guidelines and safety procedures for working with radiation sources, based on principles of:
 - reducing exposure time
 - maintaining greatest distance
 - using as much shielding as possible
- health, safety and workplace emergency response procedures relevant to job role

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • select radiation measuring instruments that will enable the organisation to successfully implement its radiation management plan • maintain sufficient numbers of fully functioning instruments to satisfy the organisation's predictable requirements • train instrument operators to use radiation measuring instruments safely and reliably • keep accurate and complete records relevant to job role. <p>Consistency in performance</p> <p>Competency should be demonstrated by the candidate selecting, commissioning and maintaining the radiation measuring instruments relevant to his or her job role.</p> <p>Pathway</p> <p>Determining competency for this unit may require checking the candidate's skills against PSPRAD003A Perform basic radiation measurements.</p>
<p>Context of and specific resources for assessment</p>	<p>Competency should be assessed in the workplace or a simulated workplace environment.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • local regulations regarding the registration of operators, premises and sources at workplaces where radioactive materials and/or ionising radiation equipment are present • organisation's radiation management plan • manufacturer's instructions for operating radiation measuring instruments. <p>Access may be required to:</p> <ul style="list-style-type: none"> • registered premises and sources • supervision by a radiation safety professional

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • radiation measuring instruments and monitoring equipment • appropriate personal protective equipment • radiation management plan or procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral and written tests and calculations involving: <ul style="list-style-type: none"> • radiation quantities • set-up, calibration and basic maintenance of radiation measuring instruments • review of records of instrument selection, use and maintenance generated by the candidate • review of instrument training materials and records generated by the candidate • feedback from peers and supervisor that working instruments are available when required • observation of the candidate checking, using and maintaining radiation measuring instruments. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Ionising radiation</i> may include:</p>	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • neutrons emitted from generator tubes • x-rays generated by industrial radiography equipment, XRF and XRD instruments.
<p><i>Radiation measuring instruments</i> may involve:</p>	<ul style="list-style-type: none"> • detectors, such as: <ul style="list-style-type: none"> • air proportional (alpha) • gas proportional (alpha, beta) • gas ionisation (gamma) • Geiger-Muller (beta, gamma) • ionisation (beta) • scintillation (alpha, beta, gamma) • solid state (alpha, gamma) • signal conditioning, such as: <ul style="list-style-type: none"> • analogue and digital ratemeters • pulse height, scalers, single/multi channel analysers, and integrators • displays, such as: <ul style="list-style-type: none"> • dose and dose rate • dose equivalent and dose equivalent rate • exposure and exposure rate.
<p>Programs to <i>monitor hazards</i> may include: surveys and measurements for:</p>	<ul style="list-style-type: none"> • establishing background levels • identifying and quantifying radiation near equipment that emits ionising radiation • identifying areas of elevated activity and possible contamination • identifying and quantifying radiation contamination at specified locations • locating discrete radiation sources • assessing integrity of packaging or shielding • determining the effectiveness of decontamination • locating contamination on personnel and equipment

RANGE STATEMENT	
	<ul style="list-style-type: none"> • verifying contamination control boundaries.
<i>Radiation-related work activities</i> may include:	<ul style="list-style-type: none"> • extracting, milling, processing and packing radioactive ores • operating, installing, servicing and calibrating fixed radiation gauges, bore hole logging or industrial radiography equipment, moisture/density gauges • decontaminating and servicing equipment that has been in contact with radioactive material • XRF and XRD analysis • collecting, preparing and testing samples containing radioactive materials • using radionuclides in a laboratory.
<i>Radiation protection safety standards, codes and guidelines</i> may include:	<ul style="list-style-type: none"> • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as: <ul style="list-style-type: none"> • RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002) • RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004) • RPS No.6 National Directory for Radiation Protection (2004) • RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005) • RPS No.15 Safety Guide for the Management of Naturally Occurring Radioactive Material (NORM) (2008) • requirements of commonwealth, state and territory radiation protection and safety legislation • definition of a responsible person • Australian standards.
<i>Specifications and features of instruments</i> may include:	<ul style="list-style-type: none"> • types of measurements to be performed, such as direct, scanning and sampling • radionuclides and radiation energies (KeV, MeV) of interest • detector type, window thickness and density, and probe area • detector sensitivity and detection limits

RANGE STATEMENT	
	<ul style="list-style-type: none"> • response time • estimated uncertainty for each range • single or multi-channel analyser • interfacing with data loggers and computers • power and battery requirements • size and weight • use under environmental conditions, including: <ul style="list-style-type: none"> • thermal and mechanical stress • magnetic and electrostatic fields.
<i>Adult learning principles</i> may include:	<ul style="list-style-type: none"> • explaining aims and objectives of training program • linking learning with everyday work tasks • using a logical sequence of learning activities • presenting new information in manageable chunks • providing opportunities to practise new skills and solve common problems • reinforcing important points • using a range of questions to check understanding • providing regular and constructive feedback.
<i>Regular instrument checks and minor maintenance</i> may include:	<ul style="list-style-type: none"> • cleaning • checking and replacing batteries • checking zero, span and range • using one or more sources of specific radiation type and energy to check calibration and response in each range • assessing need for corrections for differences: <ul style="list-style-type: none"> • in source-detector geometry and/or distance • between calibration and intended field/laboratory use • adjusting calibration if authorised to do so • repairing pinholes in fragile windows • simple fault finding using instrument manual, error codes and recommended remedial actions.
<i>Radiation management plan</i> should include details of:	<ul style="list-style-type: none"> • work practices, such as safe working rules and emergency response procedures • roles and responsibilities of personnel • radiation monitoring requirements • control of an incident involving a source • storage of a source • accountability and records • other requirements that may have a bearing on safety.
<i>Required records</i> may include	<ul style="list-style-type: none"> • purchase records, warranties, and service agreements for instruments

RANGE STATEMENT

details of:

- instrument calibration status
- instrument inspection, faults, servicing and repairs
- instrument use, including operator, time and date, and location
- instrument maintenance schedule and records.

Unit Sector(s)

Unit sector

Competency field

Competency field

Radiation Safety

Co-requisite units

Co-requisite units

PSPRAD710A Apply radiation safety knowledge to develop and implement ionising radiation management plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to develop and implement a radiation management plan to ensure the protection of workers, public and the environment, including emergency response. It includes ensuring adequate provision of training for all personnel and developing and sustaining a radiation safety culture to ensure that legislative and organisational requirements are met.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to personnel primarily responsible for organisation-wide radiation safety within their organisation. They may work as the radiation safety officer.</p> <p>Such personnel may work:</p> <ul style="list-style-type: none">• at a mine or processing plant that produces radioactive ore or minerals• with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities• in a hospital, laboratory or licensed facility that handles radioactive materials• in a nuclear facility.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse the requirements for a radiation management plan.</p>	<p>1.1. Review relevant <i>radiation protection and safety legislation, standards, codes and guidelines</i> to confirm radiation protection and safety requirements detailed in <i>radiation management plan</i>.</p> <p>1.2. Review relevant, available records and information about <i>hazards due to radioactive materials, equipment and work activities</i> of the organisation.</p> <p>1.3. Identify known and potential hazards associated with current or future <i>radiation-related work activities</i>.</p> <p>1.4. Procure <i>radiation instruments and monitoring equipment</i> and locate measuring or survey procedures to quantify hazards.</p> <p>1.5. <i>Quantify radiation</i> hazards and anticipated exposure/dose, and compare results with relevant limits.</p> <p>1.6. Source information and make recommendations about relevant radiation <i>control measures</i>, safety procedures, radiation <i>monitoring programs</i> and personal protective equipment (PPE).</p> <p>1.7. Undertake organisational risk assessment in relation to <i>ionising radiation</i> safety.</p>
<p>2. Develop and/or revise organisational radiation protection program.</p>	<p>2.1. Identify organisational compliance against radiation safety requirements, including organisational policy and approach, and review organisation's procedures for developing or revising radiation protection policy, procedures and plans.</p> <p>2.2. Identify critical groups potentially affected by radiation practices conducted by whole of organisation, including workers, the public and the environment.</p> <p>2.3. Undertake critical group analysis and <i>cost-benefit analysis</i> component of radiation management plan to identify key performance indicators.</p> <p>2.4. <i>Design or amend radiation management plans</i> to control and monitor radiation-related work activities conducted by the organisation and comply with regulator requirements.</p> <p>2.5. Submit radiation management plans to the responsible person for approval in accordance with organisational procedures and regulator</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>requirements.</p> <p>2.6.Design a strategy for implementing the new/revised organisational radiation management plans that identifies key people, recommended approaches and resources available.</p> <p>2.7.Distribute plans to relevant personnel and confirm they understand their roles and responsibilities.</p> <p>2.8.Identify organisational key performance indicators for radiation safety performance measurement and negotiate targets for these indicators.</p> <p>2.9.Develop and implement quantitative risk management/risk assessment tools for radiation.</p>
<p>3. Ensure organisational radiation protection and monitoring systems are implemented effectively.</p>	<p>3.1.Ensure all personnel understand their roles and responsibilities under the new or revised authorised radiation management plans.</p> <p>3.2.Ensure information about radiation protection and monitoring equipment and procedures is provided to relevant personnel.</p> <p>3.3.Ensure that prescribed radiation signs and safety communication systems, including noticeboards, are maintained in good condition and are readily visible.</p> <p>3.4.Approve appropriate audit plans and audit tools.</p> <p>3.5.Ensure audits of radiation protection and monitoring systems, equipment and safety performance are conducted in accordance with agreed audit plans.</p> <p>3.6.Analyse audit information to identify non-conformances and opportunities for improvements and provide recommendations to the licensee or responsible person on non-compliance and opportunities for improvement.</p> <p>3.7.Ensure all findings, actions and outcomes are documented in accordance with regulator requirements and organisational procedures.</p>
<p>4. Investigate and rectify organisational safety, quality and non-compliance issues.</p>	<p>4.1.Review atypical dose results with reference to radiation safety key performance indicators.</p> <p>4.2.Examine any defect or changes in work practice, equipment or hazards that could increase exposure of personnel or present an environmental risk at organisational or systemic level and determine appropriate controls.</p> <p>4.3.Analyse instances of potential or actual non-compliance and redesign work practices or</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>procedures to prevent recurrence.</p> <p>4.4. Approve and implement changes in work practices to further improve the organisation's radiation protection and monitoring systems.</p> <p>4.5. Maintain records of all actions and outcomes in accordance with regulator requirements and organisational procedures.</p>
<p>5. Inform the licensee about radiation protection and safety.</p>	<p>5.1. Review status reports, including details of instances of potential or actual non-compliance or incidents or accidents and actions taken.</p> <p>5.2. Review information about the adequacy of radiation management plans and protection and monitoring systems, and recommend improvements.</p> <p>5.3. Procure significant equipment purchases.</p> <p>5.4. Authorise corrective and preventative actions in accordance with organisational procedures and regulator requirements.</p> <p>5.5. Engage external radiation specialists as required.</p>
<p>6. Promote a radiation safety culture.</p>	<p>6.1. Implement mechanisms to ensure the competency of personnel to safely undertake specific radiation-related work activities, and make recommendations to the responsible person.</p> <p>6.2. Regularly review organisation's <i>learning and development strategies</i> and needs to ensure they meet organisational and regulator requirements.</p> <p>6.3. Actively promote the need to make doses as low as reasonably achievable consistent with legislation, and organisational policy and procedures.</p>
<p>7. Establish information management systems about radiation protection and safety.</p>	<p>7.1. Specify all information that must be recorded and secured, and advise relevant personnel.</p> <p>7.2. Maintain <i>required records</i> that are complete, accurate and legible and in accordance with inspection and security requirements of appropriate authority.</p> <p>7.3. Control access to records in accordance with organisational procedures.</p> <p>7.4. Provide reports in accordance with regulator requirements and organisational procedures.</p> <p>7.5. Maintain and secure records, and resolve problems in record management promptly.</p> <p>7.6. Regularly review the organisation's training requirements in radiation protection/safety,</p>

ELEMENT	PERFORMANCE CRITERIA
	workplace emergency response and environmental protection, taking into account the needs of <i>stakeholders</i> .
8. Respond to potential or actual radiation incidents or accidents.	8.1. Respond to potential <i>radiation incidents</i> , which may include unusual situations, unexpected hazards, or potential or actual emergency incidents. 8.2. Inform relevant personnel about the situation, hazard or incident. 8.3. Assist emergency response personnel to control the situation in accordance with instructions, radiation management plans and organisation's <i>response procedures</i> .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- source and analyse new and existing information regarding radiation protection, legislation, standards, codes and guidelines
- review and implement appropriate controls for organisation-wide radiation hazards
- review and implement controls to minimise the risks of radiation hazards for practices within the control of the responsible person
- ensure that the legislative responsibilities of the licensee are fulfilled
- implement radiation safety and related policies, procedures and practices
- ensure that audits occur consistent with organisational policies and procedures
- identify and procure radiation sources and equipment
- review and make recommendations in relation to monitoring surveys and data analysis
- provide advice and authorise reports and make decisions within scope of authority
- communicate effectively using plain English to explain radiation protection and safety issues, safe working rules and recommended procedures to other personnel
- regularly review training needs in radiation protection and safety, workplace emergency response and environmental protection
- undertake research to ensure that the legislative responsibilities of the licensee are fulfilled

Required knowledge

- terms and concepts, such as ionising radiation, radioactivity, radioactive material, NORM, contamination, contamination controls, concentration, shielding, half-life, radionuclide, transport index, safe distance, and weighting factor
- types and properties of ionising radiation sources and shielding methods
- definitions of radiation quantities, such as exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- function of key components, set-up and calibration checks, and operating principles of radiation instruments, dosimeters and equipment used in job role
- detailed requirements of relevant legislation, codes, guidelines and safety procedures for working with radiation sources/equipment used at the organisation's facilities or sites
- health and safety and workplace emergency response procedures for radiation-related work activities in organisation

REQUIRED SKILLS AND KNOWLEDGE

- types of PPE for personnel working in ionising radiation environments and the recommended selection process
- potential adverse health and performance effects of wearing PPE while working in potentially hazardous environments
- principles and techniques for decontamination of personnel and equipment
- techniques and procedures for collecting potentially radioactive samples
- techniques for assessing radiation hazards likely to be encountered in organisation
- techniques for conducting contamination surveys
- techniques for control, containment and confinement of radiation sources/equipment encountered by organisation.
- environment, health and safety policy and procedures of the organisation, particularly how different parts of occupational hygiene system are interdependent, such as ventilation, noise, radiation and chemicals
- working knowledge of the business activities and operations conducted at the organisation's sites and the associated radiation risks
- critical group analysis, cost-benefit analysis and assessment processes to develop cost effective radiation protection programs
- sources of industry information and information from relevant professional bodies to maintain currency

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated by the development and implementation of a radiation management plan to ensure the protection of workers, public and the environment, including an emergency response.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • establish and maintain an organisation-wide radiation management plan that meets regulator requirements and organisational procedures • monitor radiation-related work activities and take appropriate action to keep workplace exposure as low as reasonably achievable and to keep doses received below the relevant dose limits and to protect the environment • identify and rectify radiation safety, quality and non-compliance issues • advise the licensee about radiation safety issues • explain radiation protection and safety measures clearly and train personnel • manage radiation protection and safety information in accordance with regulator requirements and organisational procedures • coordinate workplace emergency first response. <p>Consistency in performance</p> <p>Competency should be demonstrated by performing radiation safety related components of the day-to-day functions and duties of a radiation safety officer at organisational level.</p>
<p>Context of and specific resources for assessment</p>	<p>Competency should be assessed in the workplace.</p> <p>Assessment must comply with:</p> <ul style="list-style-type: none"> • local regulations regarding the registration of operators, premises and sources at workplaces where radioactive materials and/or ionising radiation equipment are present • organisation's radiation management plan. <p>Access is required to:</p> <ul style="list-style-type: none"> • registered premises and sources • organisation's radiation management plan and related policies

EVIDENCE GUIDE	
	and procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of radiation results, records, management plans and reports generated by the candidate • review of radiation safety information developed by the candidate and provided to the work group • feedback from peers, manager and regulator representative that the candidate is able to coordinate management of radiation safety • oral and written tests and calculations involving: <ul style="list-style-type: none"> • radiation terms, principles and quantities • set-up, calibration and basic maintenance of radiation instruments • selection and use of PPE • analysis of case studies and reports of relevant emergency incidents and exercises • observation of the candidate promoting radiation safety and providing radiation safety information and instruction to other personnel. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly.</p>
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Radiation protection and safety legislation, standards, codes and guidelines may include:

- Australian Radiation Protection and Nuclear Safety Act 1998 and amendments 2005
- commonwealth, state and territory radiation control legislation
- Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) radiation protection series publications, such as:
 - RPS No.1 Recommendations for Limiting Exposure to Ionizing Radiation (1995) and National Standard for Limiting Occupational Exposure to Ionizing Radiation (republished 2002)
 - RPS No.7 Recommendations for Intervention in Emergency Situations Involving Radiation Exposure (2004)
 - RPS No.6 National Directory for Radiation Protection (2004)
 - RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005)
 - RPS No.15 Safety Guide for the Management of Naturally Occurring Radioactive Material (NORM) (2008)
- requirements of commonwealth, state and territory radiation protection and safety legislation
- definition of a responsible person
- Australian standards.

Radiation management plans may include:

- plan to keep exposure to radiation in the workplace as low as reasonably achievable and to keep doses received below the relevant dose limits, including:
 - designation of work areas to be controlled, and signage and location of protective devices
 - arrangements for authorising workers to conduct radiation-related activities
 - procedures for conducting radiation-related tasks and

RANGE STATEMENT

	<p>the safe use of radiation equipment</p> <ul style="list-style-type: none"> • procedures for the security, storage and transport of radioactive materials and waste disposal • procedures for the issue and collection, use and care of personal radiation monitors and PPE • plan for monitoring radiation exposure and for assessing doses received by exposed employees, including: <ul style="list-style-type: none"> • dosimetry specifications • deployment of survey monitors • methods for conducting required radiation surveys, wipe tests, examinations and for reporting and recording results • arrangements for personal and environmental monitoring • plan for dealing with incidents, accidents and emergencies involving exposure to radiation • plan for the induction and ongoing training of workers, visitors and members of the public as appropriate • plan for the selection, procurement, maintenance, repair and disposal of equipment containing radioactive sources • audit plan covering: <ul style="list-style-type: none"> • status of specified equipment • use of designated safe work practices • application of specified monitoring procedures • accuracy and completeness of specified records.
<p><i>Hazards due to radioactive materials, equipment and work activities</i> may include:</p>	<ul style="list-style-type: none"> • inhalation of radioactive dust or gas • ingestion of radioactive dust or contaminated food or water • unplanned exposure to sealed or unsealed radiation sources or partially enclosed equipment that emits ionising radiation • handling radioactive materials in a laboratory.
<p><i>Radiation-related work activities</i> may include:</p>	<ul style="list-style-type: none"> • extracting, milling, processing and packing radioactive ores and minerals • operating, servicing and calibrating fixed radiation gauges, bore hole logging, and industrial radiography equipment • operating, servicing and calibrating moisture density gauges • decontaminating equipment that has been in contact

RANGE STATEMENT	
	<ul style="list-style-type: none"> with radioactive material • XRF and XRD analysis • using radionuclides in a laboratory • managing wastes • using radiation for quality control in processing systems and factories.
<i>Radiation instruments and monitoring equipment</i> may include:	<ul style="list-style-type: none"> • air proportional • gas proportional • gas ionisation • Geiger-Muller • ionisation • scintillation • solid state • wipe test equipment • sample containers, shovels, augers, buckets, air/water pumps and stainless steel bailers.
<i>Quantifying radiation</i> may include:	<ul style="list-style-type: none"> • dose, effective dose and dose equivalent • dose rate • exposure.
<i>Control measures</i> may include:	<ul style="list-style-type: none"> • hierarchy of controls, including: <ul style="list-style-type: none"> • avoiding exposure, where practicable • isolating sources of radiation where practicable through shielding, containment and remote handling techniques • engineering controls to reduce radiation levels and intakes of radioactive materials in the workplace • adopting safe work practices, including work methods that make use of time, distance and shielding to minimise exposure • using approved PPE where other means of controlling exposure are not practicable or sufficient • designation of controlled areas and supervised areas • use of appropriate signs and labels • use of investigation levels of exposure for specific categories of work.
<i>Monitoring programs</i> include:	<ul style="list-style-type: none"> • identifying relevant sources of radiation exposure within a workplace • assessing radiation doses received by employees, including determining parameters that affect the assessed dose, as required by the appropriate authority • assessing radioactive discharge to, or contamination of,

RANGE STATEMENT	
	<p>the environment</p> <ul style="list-style-type: none"> • detecting changes in the circumstances of exposure, as necessary • acquiring sufficient information on radiation exposure in the workplace to enable optimisation measures to be adopted • critical group analysis, which is a process of assessing the doses to the small set of persons within the larger population most likely to receive the highest doses.
<i>Ionising radiation</i> may include:	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • x-rays generated by industrial radiography equipment, XRF and XRD instruments.
<i>Cost-benefit analysis</i> in the context of radiation safety involves:	<ul style="list-style-type: none"> • process of calculating the health detriment from a radiation practice and assessing such detriment against the costs of improvements or other interventions to reduce such detriment • using analysis to inform expenditure within radiation protection programs.
<i>Designing or amending radiation management plans</i> involves:	<ul style="list-style-type: none"> • identifying potential impacts of new or revised radiation management plans on relevant organisational policies, procedures and systems • advising relevant personnel • describing mitigation strategies to address probable impacts.
<i>Learning and development strategies</i> may include:	<ul style="list-style-type: none"> • face to face training • online or distance learning • mentoring and coaching.
<i>Required records</i> may include:	<ul style="list-style-type: none"> • approvals and authorisations granted by appropriate authority • radiation management plans • results of environmental surveys • doses assessed to have been received by employees who work directly with radiation and by other employees as required by the appropriate authority, including details of monitoring results and of dose calculation methods • details of training courses, participation in learning and development activities, and participation by employees • details of incidents and accidents involving exposure to

<p><i>Ionising radiation</i> may include:</p>	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • x-rays generated by industrial radiography equipment, XRF and XRD instruments.
	<p>radiation and corrective measures taken</p> <ul style="list-style-type: none"> • calibration, inspection and maintenance of radiation instruments and equipment • transport of radioactive sources • shipment of radioactive ores and minerals • procurement and disposal of radioactive sources • personal and environmental monitoring data • inspection and security requirements for records as determined by the appropriate authority.
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • regulators or inspectors from the relevant competent authority • senior management in organisation • OHS and environmental safety representatives in organisation • production managers • union and employer representatives • workers.
<p><i>Radiation incidents</i> may include:</p>	<ul style="list-style-type: none"> • exposure of unauthorised personnel entering a controlled area • exposure from an uncontrolled, high hazard radioactive sealed source that: <ul style="list-style-type: none"> • has loss or destruction of shielding • is involved in a transport accident • is lost, missing or stolen • has a malfunction of its shutter or interlocks • has been dropped during removal from its container • has jammed in an unsafe position • exposure from equipment that emits ionising radiation and has: <ul style="list-style-type: none"> • loss or destruction of shielding • malfunction of its shutter or interlocks • exposure from dispersed radioactive material caused by: <ul style="list-style-type: none"> • leakage or radioactive contamination • industrial or laboratory accident • uncontrolled releases of radioactive materials from a mine site, such as dust or contaminated water • dispersion of contaminants following destruction of

<i>Ionising radiation</i> may include:	<ul style="list-style-type: none"> • x-rays, electrons, neutrons, gamma rays, beta particles and alpha particles emitted from radioactive materials, including sealed and unsealed sources • x-rays generated by industrial radiography equipment, XRF and XRD instruments.
	a high activity sealed source.
<i>Response procedures</i> will include:	<ul style="list-style-type: none"> • instructions for keeping exposures to a minimum, consistent with essential operations through evacuation or otherwise • instructions for notifying the relevant competent authority if required.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Radiation Safety
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Co-requisite units

Co-requisite units	
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PSPRAIL501A Operate within the regulatory framework for rail safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and maintenance of up-to-date knowledge of the rail industry and the regulatory framework for rail safety, in order to develop industry relationships and operate effectively within the industry on behalf of the rail safety regulator.

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

Application of the Unit

Application of the unit

In the workplace, staff members must develop, maintain and apply up-to-date knowledge of the rail industry in order to continually improve services and safety outcomes. They must understand and use rail terminology; develop an understanding of railway infrastructure, railway technologies, railway operations and management, systems engineering and systems interfaces; and apply this in their regulatory roles. Staff members need to identify key participants in the rail industry, their relationships and their duties under rail safety legislation. In addition, they need a good understanding of key concepts and definitions included in the legislation in order to implement regulatory requirements and provide accurate information to industry operators.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop rail industry knowledge	<p>1.1 <i>Rail terminology</i> and <i>elements of railway systems</i> are identified and clarified to ensure knowledge is up-to-date</p> <p>1.2 <i>Railway technologies, infrastructure</i> and interaction relating to the sphere of operation are researched and confirmed as current with experienced, senior or supervisory staff</p> <p>1.3 Key issues relating to railway operations and management, rail safety and <i>systems interfaces</i> are identified and their impact on rail safety regulation is determined in accordance with legislation</p>
2. Maintain currency in rail industry knowledge	<p>2.1 Changes in rail industry operations and technology are monitored over time and their implications for safety regulation are identified and discussed within the work group</p> <p>2.2 Changes in rail safety regulatory requirements are monitored and available information, training and awareness sessions are accessed to maintain knowledge and skill base</p> <p>2.3 Regular contact and <i>information</i> exchange with <i>other rail safety regulatory staff</i> are undertaken to ensure consistent application of regulatory requirements</p>
3. Apply knowledge of rail industry standards	<p>3.1 <i>Rail safety operating principles</i> are identified and confirmed</p> <p>3.2 <i>Applicable current national and international standards</i>, codes and local rules are identified and their relevance to rail safety regulation is confirmed</p> <p>3.3 Requirements of rail industry standards for use by rail transport operators are identified in the context of safety management systems and risk management</p> <p>3.3 <i>Implications</i> of using rail industry standards for rail safety compliance are explained as required, in accordance with industry needs</p>
4. Identify and use key principles underpinning rail safety regulation	<p>4.1 Role, function and purpose of co-regulation in the rail industry are explained in the context of legislation and explanatory memorandum</p> <p>4.2 Role, function and purpose of safety management systems and accreditation are explained in the context of legislation and guidelines</p> <p>4.3 Functions and obligations of <i>duty holders and their general duties</i> are explained in the context of rail safety legislation</p>
5. Establish and maintain rail industry relationships	<p>5.1 <i>Rail industry organisations</i> are identified and formal and informal lines of communications are established and maintained</p> <p>5.2 Trust and confidence are gained and maintained through high</p>

ELEMENT

PERFORMANCE CRITERIA

- standards of ethical practice
- 5.3 Interests and requirements of the regulator are represented and promoted using strategies tailored to the particular industry organisation
- 5.4 Feedback is obtained and used to improve services and regulatory outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- researching information related to the rail industry and rail safety regulation
- accessing and using rail safety industry standards
- developing and maintaining currency in rail industry knowledge
- communicating with others, involving the explanation of complex information relating to rail safety regulation
- networking and building relationships with a diverse range of rail industry organisations
- self-management to work ethically and in accordance with legislation
- using technology to conduct research, access industry standards, review changing industry information and network with others
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures when using computer technology and when networking in the field with rail industry operators

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- rail industry and rail industry terminology, including terminology used in technical standards
- changes in rail industry operations and technology with implications for rail safety regulation
- key principles and practices associated with railway operations
- relevance of national and international standards to the rail industry
- rail safety
- key concepts and definitions relating to rail safety regulation
- duty holders and their duties under rail safety legislation
- key participants in the rail industry.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- effective operation within the regulatory framework for rail safety in a range of 3 or more contexts or occasions over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working within the regulatory framework for rail safety, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation, guidelines, codes of practice and standards relating to rail safety
- current rail industry terminology and meanings
- organisational procedures, guidelines and protocols for working within the regulatory framework for rail safety
- scenarios and/or case studies to illustrate the range of situations likely to be encountered when working within the regulatory framework for rail safety
- access to relevant systems

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- research projects
- simulation or role plays
- case studies and scenarios
- workplace projects
- portfolios
- authenticated evidence from the workplace and/or training courses.

EVIDENCE GUIDE

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV504B Undertake research and analysis
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPRAIL502A Assess and administer accreditation and registration applications
- PSPRAIL504A Review and promote safety culture
- BSBAUD503B Lead a quality audit.

Guidance information for assessment

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts
- employability skills embedded in this unit of competency should be assessed holistically with other relevant units that make up the skill set or qualification, and in the context of the job role

In practice, operating effectively within the regulatory framework for rail safety overlaps with other generalist or specialist work

EVIDENCE GUIDE

activities, such as undertaking research and analysis, acting ethically, using complex communication strategies, leading quality audits, and assessing and administering accreditation and registration applications. Co-assessment with units of competency addressing these other activities could be considered.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Rail terminology may relate to infrastructure, such as:

- rail, including:
- mass
- rail head
- web
- rail foot
- jointed
- continuously welded: thermit or flashbutt
- fastening (dog spike, pandrol clip and fishplate)
- sleeper plate
- sleeper (timber, concrete or steel)
- ballast
- rack
- formation
- points and crossings (turnouts, crossovers and diamonds)
- curves (circular or transition) and cant
- grades
- track, including deterioration and maintenance, re-sleepering, surfacing and tamping
- substation and feeder system
- electrical overhead (catenary, contact, dropper wire, span wire, centre pole, span pole and building rosette)
- train signalling (fixed or automatic)
- tram signalling
- tram squares
- stations
- depots
- level crossings
- sidings
- rolling stock:
- locomotives
- trains:
- passenger
- freight: container, flat, open, van, hopper and tank

RANGE STATEMENT

- special purpose, including:
- special vehicles
- multi-units
- trailers
- road/rail vehicles
- tram cars
- hi rail
- self-propelled vehicles
- diesel motive units (DMUs)
- historic/heritage rolling stock
- rolling stock systems:
- traction
- braking
- running gear (wheelsets, bogies, couplers and draft gear)
- pantograph
- trolley pole
- rail operations:
- safeworking systems: train control, space interval or block working, running lines, authorisation of movements, fixed and onboard signals, drive on sight operations, staff (token) working, train order working, electronic authority, manual and automatic signalling, indicators
- systems interfaces (outline, wheel/rail, train/signals)
- railway infrastructure
- railway technologies
- railway operations and management
- systems engineering
- systems interfaces
- access arrangements
- safety considerations, such as:
- structural
- design
- performance
- maintenance
- interfaces
- human factors
- crashworthiness
- emergency requirements
- safety management systems for rail transport operators
- rolling stock, including:
- locomotives

Elements of railway systems *may include:*

Railway technologies

RANGE STATEMENT

may include:

- rail cars
- trams
- monorails
- road/rail vehicles
- passenger rolling stock
- freight rolling stock
- special vehicles, multi-units and trailers
- electric motive units (EMUs) and DMUs
- historic/heritage rolling stock
- rolling stock systems
- rail vehicle crashworthiness
- vehicle maintenance
- wheel/rail interface theory and practice
- railway traction and braking
- traction power and distribution
- track and road bed
- signalling

Railway infrastructure
may include:

- track infrastructure, including:
- track systems and geometry
- track beds and components
- points and crossings
- curves and grades
- structures for railways, such as cuttings, embankments, tunnels and bridges
- level crossings
- kinematic envelopes/rolling stock outlines
- gauging
- on-street tram tracks
- electrical infrastructure, including:
- electrification systems, such as overhead live electrical and third rail
- electric traction supply systems, including electromagnetic interference from traction supplies, e.g. electrolysis
- signalling infrastructure, including:
- fixed
- manual and automatic signalling
- basic principles of signalling and train control
- tram signals
- communications for train control
- automatic train protection systems
- train monitoring

RANGE STATEMENT

- trackside warning systems
 - cab-based signalling or train protection systems
- Systems interfaces may include:*
- projects
 - tramway squares
 - electrical systems substations
 - systems engineering and systems integration
 - new works approvals, including identification of issues relating to management of change and material change
 - management of major railway projects
 - infrastructure maintenance systems and possessions planning
 - safeworking and operations, including rules and operating procedures for safeworking on trains
- Information may include:*
- uniform administration guidelines
 - business rules for audits
 - safety notices
 - national audit program information
- Other rail safety regulatory staff may include:*
- colleagues and supervisors
 - inter-jurisdictional regulatory staff
- Rail safety operating principles include:*
- identification and management of risk
 - protection of persons from injury
 - protection of property from damage
 - ensuring that emergencies and incidents are properly managed
 - ensuring that interfaces between different organisations are properly defined and managed
 - track access
 - train separation
- Applicable current national and international standards may include:*
- Rail Industry Safety and Standards Board (RISSB) (formerly Code Management Company [CMC]) codes and standards, e.g. Code of Practice for Health Assessment of Rail Safety Workers Volumes 1 and 2
 - AS4292 series: Railway Safety Management
 - AS/NZS4360 Risk Management and HB436:2004 Risk Management Guidelines
 - AS/NZS/ISO 9000 series: Quality Management Systems
 - AS/NZS15288 Systems engineering - System life cycle processes
 - AS/NZS61508 Functional safety of electrical/electronic/programmable electronic safety-related systems
 - AS/NZS/ISO 19011 Guidelines for Quality and/or

RANGE STATEMENT

- Environmental Management System Auditing
 - AS/NZS3931 Risk Analysis of Technological Systems - Application Guide
 - AS1742.7 Manual of Uniform Traffic Control Devices Part 7: Railway Crossings
 - AS3806 Compliance Programs
 - relevant international standards, such as:
 - European Technical Specifications for Interoperability (TSIs)
 - European Norms (ENs)
 - British Railway Group Standards (RGSs)
- Implications may include:**
- a requirement that rail transport operators demonstrate that use of the appropriate standard or code will mitigate the risk
- Duty holders include:**
- rail transport operators - rail infrastructure managers and/or rolling stock operators
 - contractors
 - designers, manufacturers, suppliers, commissioners, erectors and installers
 - de-commissioners
 - managers of private sidings
 - rail safety workers
- Purpose of general duties is:**
- to provide a concise statement of a duty holder's overall safety responsibilities
- General duties are:**
- broad legal requirements that define the extent and nature of the responsibilities of a duty holder
 - described as general duties to distinguish them from other more specific and detailed legal requirements
 - sometimes referred to as 'general duties of care' or more simply as 'the duty of care'
- Rail industry organisations may include:**
- rail transport operators
 - industry associations
 - unions
 - maintainers
 - suppliers
 - contractors

Unit Sector(s)

Not applicable.

Competency field

Competency field Rail Safety Regulation

PSPRAIL502A Assess and administer accreditation and registration applications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the assessment and administration of applications for accreditation of rail transport operators, exemptions, variations to accreditation, notifications of change and registration of private sidings.

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

Application of the Unit

Application of the unit

In the workplace, staff members must be able to identify and apply legislative, regulatory and procedural requirements relating to accreditation of rail transport operators and registration of private sidings. They must be able to assess the competency and capacity of rail transport operators to manage risks and explain the requirements of accreditation, exemptions, variations, notifications of change and registration. Staff members also assist applicants to determine if accreditation or variations are required or if they are eligible for exemptions prior to application. They need to provide clear information to applicants to help reduce delays due to incomplete or inadequate applications.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Explain accreditation and registration requirements</p>	<p>1.1 Current and comprehensive information is accessed to clarify legislative, regulatory and procedural requirements for <i>accreditation</i> of rail transport operators, exemptions, <i>variations to accreditation</i>, <i>notifications of change and registration of private sidings</i></p> <p>1.2 <i>Information relating to accreditation</i>, accreditation processes and registration requirements is provided in accordance with legislation, policies and procedures/guidelines</p> <p>1.3 Information relating to possible <i>exemptions</i> is provided in accordance with legislation, policies and procedures/guidelines</p> <p>1.4 Information relating to notification of change requirements is provided in accordance with legislation, policies and procedures/guidelines</p>
<p>2. Receive, assess and determine applications, and review notifications of change</p>	<p>2.1 <i>Application requirements</i> are identified and confirmed for accreditation, exemptions, variations to accreditation, notifications of change or registration of private sidings</p> <p>2.2 <i>Key criteria for granting accreditation</i>, variations to accreditation and issuing notices, and steps for assessment of applications are identified and confirmed, including requirements for liaison with other regulators</p> <p>2.3 Applications and <i>supporting documents</i> are checked for adequacy and completeness in accordance with <i>accreditation</i> or <i>registration requirements</i>, details are verified, and further information is obtained as necessary</p> <p>2.4 Applications are recorded and assessed in accordance with legislative timeframes and procedures/guidelines</p> <p>2.5 Evidence supporting the assessment and decision is clearly documented in accordance with legislative requirements and procedures/guidelines</p>

ELEMENT

PERFORMANCE CRITERIA

3. Issue notices

3.1 Accreditation notices and *schedules* are prepared and issued in accordance with legislation, policies and *business rules*

3.2 *Reasons* for decisions to impose *conditions* on or restrictions to accreditation are provided in accordance with legislation, policies and procedures/guidelines, along with information on applicants' rights for independent review of the decisions

3.3 Frequency of *reviews and reports* for the operator is identified and included in accordance with legislative and policy requirements

3.4 Notices of registration are issued in accordance with legislative and policy requirements

3.5 Annual fees and their due date are specified in accordance with regulatory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- analysing and assessing complex and formal documents, such as legislation and supporting materials and applying them to the assessment of applications
- researching information related to accreditation or registration requirements
- planning and organising work
- analysing applications and supporting evidence against relevant criteria and using initiative to identify and request additional information if required
- communicating with others, involving the explanation of complex information relating to regulatory requirements
- documenting decisions, writing submissions and recommendations, and preparing notices
- numeracy to confirm accuracy of numerical information
- self-management to work ethically and in accordance with legislation
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work and when dealing with applicants.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative, regulatory and procedural requirements for accreditation, exemptions, variations, notifications of change and registration of private sidings
- circumstances under which some or all accreditation requirements may be waived
- safety management systems and rail safety management plans
- confidentiality requirements.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- assessing and administering accreditation in a range of 3 or more contexts or occasions over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing and administering accreditation and registration applications, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation and standards relating to the accreditation of railway operators and registration of private sidings
- national templates and business rules for accreditation
- organisational procedures/guidelines and protocols relating to the administration of accreditation applications
- scenarios and/or case studies to capture the range of situations likely to be encountered when assessing and administering applications
- access to relevant systems

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit of competency must use authenticated evidence from the workplace and/or training courses and may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- simulation or role plays
- case studies/scenarios
- workplace projects
- portfolios
- authenticated evidence from the workplace and/or training

EVIDENCE GUIDE

courses

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Assessment methods should reflect but not exceed workplace demands, such as literacy demands and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPOL502A Advise on organisation policy
- PUAPOL010A Perform administrative duties
- PUAPOL013A Create, maintain and enhance productive working relationships.

Guidance information for assessment

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts
- employability skills embedded in this unit of competency should be assessed holistically with other relevant units that make up the skills set or qualification, and in the context of the job role

EVIDENCE GUIDE

In practice, assessing and administering accreditation and registration applications overlaps with other generalist or specialist work activities, such as acting ethically, using complex communication strategies, advising on organisation policy, performing administrative duties, and maintaining productive working relationships. Co-assessment with units of competency addressing these other activities could be considered

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Accreditation:

- ensures that railway operators have the competency, capacity and systems to safely manage their railway operations and is based on the underlying principle of hazard identification and adequate risk management
- is usually granted for an unlimited period of time, however time limits on accreditation may be imposed in some circumstances
- accredited railway operators propose to implement changes to the scope and nature of their railway operations, not covered by their current accreditation

Variations to accreditation apply when:

Notification of change must occur for:

- decisions to design or construct rolling stock or new railway tracks (as soon as is reasonably practicable [ASAIRP])
- introducing a new type of rolling stock into service (28 days prior)
- making changes to a safety critical element of rolling stock (28 days prior)
- introducing a new type of rail infrastructure into service (28 days prior)
- changes to design standards for rail infrastructure or rolling stock (28 days prior)
- deciding to adopt new design standards for rail infrastructure or rolling stock (28 days prior)
- changes to the frequency or procedures for inspection or maintenance of rail infrastructure or rolling stock (28 days prior)
- changes to any safeworking system rule or procedure (28 days prior)
- decision to introduce a new safeworking system rule or procedure (ASAIRP)
- replacing the nominated contact person for regulator queries (ASAIRP)

Registration of private sidings:

- is a simpler process than accreditation
- is required for private sidings that are connected to or have access to the tracks of an accredited rail transport operator
- includes an interface agreement with the accredited operator of

RANGE STATEMENT

- the railway to which their siding connects
- Private sidings:**
- are sidings managed, owned or controlled by one party which are connected to, or have access to, rail infrastructure managed by another party
 - do not include marshalling yards, crossing loops, or passenger or freight terminals
 - do not include a siding, or a siding of a class, prescribed by the regulations not to be a private siding
 - are exempt from accreditation, but may have conditions imposed on their registration
- Information relating to accreditation may include:**
- purpose of accreditation
 - legislative authority for accreditation
 - eligibility for accreditation
 - application requirements
 - exemptions for some or all accreditation requirements
 - variations to accreditation
 - criteria for assessment
 - application fees for accreditation, if applicable
 - conditions attached to existing accreditation
 - right of review/appeal against accreditation decisions
- Exemptions may be granted:**
- for some or all accreditation requirements (Note: this is not an exemption from the need to be accredited)
 - in accordance with legislation
- Application requirements include:**
- name and contact details of the applicant
 - scope and nature of railway operations
 - safety management plan for railway operations
 - whether an applicant is accredited or has applied for accreditation in another state or territory
 - description of operational assets and safeworking systems
 - evidence of the right to manage the infrastructure and/or rolling stock
 - evidence of consultation during development of the safety management system
 - details of contractors
 - endorsement by the applicant's governing body
 - application fee
- Key criteria for granting accreditation include evidence:**
- that the applicant is a rail infrastructure manager or rolling stock operator in relation to the railway operations for which accreditation is sought
 - of competency and capacity to manage risks to safety and implement the proposed safety management system

RANGE STATEMENT

Supporting documents *may include:*

- of financial capacity or public risk insurance arrangements to meet reasonable potential accident liabilities
- of meeting the consultation requirements of the legislation in relation to the safety management system
- of satisfying legislative requirement
- description of the scope and nature of railway operations, including all elements of railway infrastructure and rolling stock
- description of the safety management system, or rail safety management plan and evidence of consultation during development
- details of operational assets and safeworking systems
- evidence of current or previous accreditation
- evidence of accreditation in another state or territory
- endorsement by the applicant's governing body
- evidence of effective management and control of relevant railway infrastructure or rolling stock movements
- details of contractors who will carry out railway operations on behalf of the applicant
- evidence of financial capacity and/or liability insurance arrangements
- details of safety interface agreements

Accreditation requirements *include:*

- safety management system or rail safety management plan that effectively controls the risks associated with carrying out railway operations
- competency and capacity to implement and comply with the safety management system or rail safety management plan
- payment of applicable accreditation fees

Registration requirements *include:*

- systems and procedures to ensure safety
- maintaining a risk register and keeping it up-to-date
- documented procedures for maintenance of rail infrastructure
- compliance with any conditions imposed by the regulator
- interface agreements and coordination plans for interfaces with accredited railways
- maintaining a register of interface coordination plans
- payment of applicable registration fees

Schedules *include:*

- railway operations - rail infrastructure (Schedule 1)
- railway operations - rolling stock (Schedule 2)

Business rules *may include:*

- National Business Rules for Uniform Administration of Accreditation
- national templates for accreditation notices
- use of specified terms to describe railway operations

RANGE STATEMENT

Reasons *may include that conditions are:*

- prescribed by legislation
- imposed to indicate the limits of competency and capacity demonstrated by the accredited person at a local jurisdictional level
- imposed because the programs of work required are judged to be material to the competency and capacity required for the management of risks to safety associated with the subject railway operations
- imposed to indicate the permissions sought by applicant

Conditions *may relate to:*

- intensity of railway operations
- time of operation - daylight, night time or between specific hours
- type of infrastructure being managed, e.g. whether track is electrified
- type of traction to be used in relation to rolling stock
- services or aspects of services, or specific railway operations to be undertaken
- performance of specific safety management initiatives or projects by specified deadlines
- changes to operations

Reviews and reports *include:*

- safety management system reviews conducted annually, or more or less frequently, as determined by the regulator
- regular safety performance reports

Unit Sector(s)

Not applicable.

Competency field

Competency field Rail Safety Regulation

PSPRAIL503A Receive and act on industry safety information and intelligence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the receipt and actioning of occurrence notification reports and annual rail safety reports from railway operators, rail safety investigation reports, and confidential and public reporting of rail safety issues and information.

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

Application of the Unit

Application of the unit In the workplace, staff members must be able to analyse and categorise industry occurrence notification reports for a range of notifiable occurrences; from serious accidents or incidents causing death or injury to a breach of a safeworking system. They must have a good understanding of both Category A and Category B occurrences as defined in legislation, and use judgment to determine whether further information is required or the scene of the occurrence needs to be attended. When necessary, staff may influence investigation requirements based on their knowledge of regulatory requirements and incidents that have occurred.

Staff must also review annual rail safety reports to determine future compliance or audit action needed and to identify trends; while rail safety investigation reports are analysed to identify the relevance, implications and lessons to be learned for the jurisdiction. In addition, staff members must be able to respond appropriately to confidential or public reporting of rail safety issues and information.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Receive and action industry occurrence notification reports

1.1 Reports of *notifiable occurrences* are assessed, information is validated and further information gathered as necessary in accordance with organisational procedures/guidelines

1.2 Occurrences are confirmed as either Category A or Category B in accordance with legislation to ensure validity of data recorded

1.3 Management and *other required organisations* are advised in accordance with organisational protocols and legislative requirements

1.4 Decision to attend scene of occurrence is made and evidence gathered in accordance with standard operating procedures

1.5 Type and scope of investigation are determined in accordance with legislative requirements and procedures/guidelines

1.6 Occurrence notification reports are *acted upon* in accordance with legislation, policies and procedures/guidelines

2. Review and act on annual safety reports

2.1 Annual safety reports are analysed for content and completeness in accordance with regulatory requirements

2.2 Acceptance of reports is recommended or additional information requested in accordance with organisational policies, procedures and guidelines

2.3 Formal acknowledgements are issued in accordance with organisational procedures/guidelines

2.4 Issues for future compliance and/or audit action are identified and reported in accordance with organisational policies, procedures and guidelines

ELEMENT

PERFORMANCE CRITERIA

3. Analyse rail safety investigation reports

3.1 Relevance of rail safety investigation reports to the local jurisdictional context is determined by analysing the incident, context and contributing factors

3.2 Safety actions as a result of investigation reports are monitored and followed up with the involved parties as required

3.3 Lessons to be learned by the wider industry from rail safety investigations are identified and safety advice is provided as required

3.4 Possible implications for legislation, policies and procedures are identified and reported in accordance with organisational requirements

4. Respond to rail safety issues and information reported to the rail safety regulator

4.1 Reports of rail safety issues and information are assessed and where appropriate followed up through investigation of issues, validation of information and obtaining of additional corroborative evidence where necessary

4.2 Where level of authority allows, action is taken in response to reports, or matters are referred to more senior staff for their attention

4.3 Records are maintained of issues, actions taken and further follow-up needed in accordance with organisational procedures/guidelines and legislative requirements

4.4 Matters are closed and reports on action taken are provided in writing to the originator where known, and to organisational personnel in accordance with policies, procedures and guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- problem solving in order to analyse and validate information relating to rail safety occurrences and issues
- gathering further information related to rail safety occurrences and issues
- explaining complex information about rail safety legislative requirements
- determining type and scope of investigation required
- using initiative to determine possible implications of safety investigation reports for legislation, policies and guidelines
- numeracy to confirm accuracy of numerical information
- written communication to write reports and prepare responses for the public and the organisation
- self-management to work ethically and in accordance with legislation
- using technology to gather information, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work and when in the field attending accident/incident scenes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- rail safety legislation relating to occurrence notification, annual safety reports and reporting of issues to the rail safety regulator
- jurisdictional memoranda of understanding (MOUs)
- public sector legislation relating to privacy, freedom of information and whistleblowers in the context of safety reporting
- methods of rail safety investigation
- notification protocols for occurrences
- occurrence notification reporting requirements - ON-S1 national document
- Category A notifiable occurrences
- Category B notifiable occurrences
- procedural requirements for receiving and following up industry safety information and intelligence

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- receiving and acting on industry safety information and intelligence in a range of 3 or more contexts or occasions, over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when receiving and acting on industry safety information and intelligence, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation and standards relating to rail safety information and intelligence
- organisational procedures and protocols relating to receipt and actioning of industry safety information and intelligence
- scenarios and/or case studies to capture the range of situations likely to be encountered when receiving and acting on industry safety information and intelligence
- access to relevant systems

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- simulation or role plays
- case studies/scenarios
- workplace projects
- portfolios

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- authenticated evidence from the workplace and/or training courses

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPGOV513A Refine complex workplace documents
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPRAIL501A Operate within the regulatory framework for rail safety
- PSPWPI501B Evaluate workplace legislative compliance
- PSPWPI503B Investigate possible breaches of workplace legislation

Guidance information for assessment

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts
- employability skills embedded in this unit of competency should be assessed holistically with other relevant units that

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make up the skills set or qualification, and in the context of the job role

In practice, receiving and acting on industry safety information and intelligence overlaps with other generalist or specialist work activities, such as promoting compliance with legislation, acting ethically, using complex communication strategies, writing complex documents, and exercising regulatory powers. Co-assessment with units of competency addressing these other activities could be considered.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Notifiable occurrences

include:

- Category A notifiable occurrences, such as:
 - an accident or incident that has caused death, serious injury or significant property damage
 - a running line derailment
 - a running line collision between rolling stock
 - a collision at a road or pedestrian level crossing between rolling stock and either a road vehicle or a person
 - a fire or explosion on or in rail infrastructure or rolling stock that affects the safety of railway operations or that endangers one or more people
 - a suspected terrorist attack
 - any accident or incident involving significant failure of a safety management system that could have caused death, serious injury or significant property damage
 - any other accident or incident that is likely to generate intense public interest or concern
- Category B notifiable occurrences, such as the following (unless that occurrence is also a Category A notifiable occurrence):
 - a derailment other than a running line derailment
 - any collision involving rolling stock other than those listed under Category A
 - any incident at a road or pedestrian level crossing other than that described under Category A
 - the passing of a stop signal, or signal with no indication, by rolling stock without authority
 - any accident or incident where rolling stock exceeds the limits of authorised movement given in a proceed authority
 - any failure of a signalling or communications system that endangers, or has the potential to endanger, the safe operation of trains or the safety of people, or to cause damage to adjoining property
 - any slip, trip or fall by a person on railway property, or any person being caught in the door of rolling stock
 - any situation where a load affects, or could affect, the safe

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passage of trains or the safety of people, or cause damage to property

- any accident or incident involving dangerous goods that affects or could affect the safety of railway operations or the safety of people, or cause damage to property
- any breach of a safeworking system or procedure, or the detection of any irregularity or deficiency in such a system or procedure
- the detection of any irregularity in any rail infrastructure (including electrical infrastructure) that could affect the safety of railway operations or the safety of people
- the detection of any irregularity in any rolling stock that could affect train integrity or the safety of people, or cause damage to the rolling stock
- any fire or explosion that causes damage to rail infrastructure or rolling stock, or both, or that causes the disruption or closure of a railway (even if the closure is only a precautionary measure)
- any incident on railway property where a person inflicts, or is alleged to have inflicted, an injury on another person
- a suspected attempt to suicide
- notification that a rail safety worker has returned a blood or urine test for drugs or alcohol that indicates a potential breach of safety requirements
- the infliction of any wilful or unlawful damage to, or the defacement of, any rail infrastructure or rolling stock that could affect the safety of railway operations or the safety of people
- a corridor security incident that affects the safety of railway operations

Other required organisations may include:

Acting upon occurrence notification reports may include:

- Australian Transport Safety Bureau (ATSB)
- occupational health and safety regulators
- independent safety investigators
- establishing investigation arrangements - whether the rail operator or the regulator will undertake the investigation
- making decision on whether to attend
- identifying immediate safety issues and taking action, which may include:
 - issuing statutory notices or safety advice
 - using information hierarchy/notification protocol to determine who needs to be notified immediately
 - classifying and recording reports

Unit Sector(s)

Not applicable.

Competency field

Competency field Rail Safety Regulation

PSPRAIL504A Review and promote safety culture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the review of the application of human factors principles, and the review and promotion of safety culture within rail safety activities. The unit applies to rail safety regulatory staff and is not targeted towards experts in human factors and safety culture.

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

Application of the Unit

Application of the unit

In the workplace, staff members must be able to assess compliance with the human factors and safety culture requirements referred to in legislation, and confirm that organisational policies and practices are consistent with the principles that support the integration of human factors and the development of a positive safety culture. They must be able to assess whether there is evidence of human factors integration and a positive safety culture, provide information on the key elements to which organisations can aspire, and promote the benefits of human factors integration and developing a positive safety culture. A key requirement is tailoring their approach to different organisations in order to achieve the required outcome. Staff must develop a good understanding of human factors concepts and principles to be able to promote their importance and explain the reasons for their inclusion in rail safety requirements for industry. Staff must be able to identify whether human factors requirements have been adequately embedded in an organisation's systems, processes and assets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Explain key principles of human factors relating to rail safety

1.1 Current information on *human factors* is obtained and its applicability to rail safety confirmed in accordance with legislation

1.2 *Aim* of integrating human factors principles and their application to rail safety are explained in accordance with legislation and with regard to the nature and size of organisations

1.3 *Operating principles* that optimise inclusion of a human factors approach to safety are identified and promoted to rail transport operators in accordance with organisational policies, procedures and guidelines

2. Assess application of human factors principles within rail safety activities

2.1 Consideration of human factors concepts in rail safety management is promoted to industry in plain language, to encourage their integration into normal operations

2.2 Integration of human factors within industry safety management systems is identified and acknowledged

2.3 Human factors information is used to cross-check the presence or absence of *particular actions* by rail transport operators that may be relevant to an enquiry or investigation

2.4 Human factors issues are examined equally along with engineering, technical and other factors that may contribute to an occurrence

2.5 Reported findings, safety incident feedback and summaries that include human factors information are clearly expressed in operational terms, to reinforce general understanding within industry

2.6 *Behavioural markers* and *skills* required for safe and effective work performance are identified and their applicability in rail safety work is analysed

ELEMENT

PERFORMANCE CRITERIA

3. Review safety culture within an organisation

- 3.1 Leadership and commitment of senior management to safety are examined to determine whether the basis for developing and maintaining a *positive safety culture* exists
- 3.2 Resources committed to safety activities in relation to the size and complexity of operations are evaluated
- 3.3 Attitudes, behaviours or systems that might be detrimental to safety are identified and noted
- 3.4 Organisational systems, policies and procedures are analysed for their fit with a positive safety culture
- 3.5 Evidence of a *just culture* is explored to determine whether there is acknowledgement of the difference between errors and violations and underlying system deficiencies, and the need to manage this with supporting systems and practices
- 3.6 Standards of conduct and disciplinary processes are analysed for their fit with a just culture as part of a positive safety culture

4. Provide information to promote the development and maintenance of a positive safety culture within an organisation

- 4.1 Information is provided and explained about *key elements* for developing and enhancing a positive safety culture
- 4.2 Information is tailored to the organisational context and provided on strategies to encourage staff to maintain vigilance and anticipate problems and issues before they escalate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- reading and understanding complex and formal documents, such as literature and guidelines relating to human factors, legislation and related materials
- communicating with others involving the explanation of complex information relating to the methodology, aims and application of a human factors approach to safety and the development and maintenance of a positive safety culture
- researching information related to safety culture and human factors
- explaining how safety culture can be assessed
- reading and analysing organisational documents to identify nature of organisation's safety culture
- assessing safety culture initiatives
- providing information and influencing improvement in safety culture in a supportive way that takes account of current organisational safety culture framework and the size and complexity of organisational operations
- influencing others about the benefits of integrating human factors into rail safety management systems
- problem solving to identify if human factors have been addressed
- self-management to work ethically and in accordance with legislation
- using technology to conduct research, make enquiries, review available data, access legislative requirements and guidelines, review available safety information and record outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to on-site meetings when reviewing and promoting safety culture and when in the field attending accident/incident scenes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation and guidelines relating to the development and maintenance of a positive safety culture
- concept and key elements of a positive safety culture
- common safety climate survey tools
- organisational policies, procedures and guidelines relating to provision of information to industry on the development and maintenance of a positive safety culture
- background and guidelines relating to human factors
- principles and application of human factors
- behavioural marker system for rail safety

REQUIRED SKILLS AND KNOWLEDGE

- areas of rail safety regulatory work where human factors apply

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- review and promotion of safety culture in a range of 3 or more contexts or occasions, over time

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing and promoting safety culture, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation and guidelines relating to the integration of human factors and the development and maintenance of a positive safety culture
- organisational procedures/guidelines and protocols relating to the review and promotion of a safety culture framework in a range of rail organisations
- background information, literature and guidelines relating to human factors
- scenarios and/or case studies to capture the range of situations likely to be encountered when reviewing and promoting safety culture
- access to relevant systems

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- simulation or role plays
- case studies/scenarios

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- workplace projects
- portfolios
- authenticated evidence from the workplace and/or training courses

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Assessment methods should reflect but not exceed workplace demands, such as literacy demands and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV507A Undertake negotiations
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPRAIL501A Operate within the regulatory framework for rail safety
- PUAPOL013A Create, maintain and enhance productive working relationships

Guidance information for assessment

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts

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- employability skills embedded in this unit of competency should be assessed holistically with other relevant units that make up the skills set or qualification, and in the context of the job role

In practice, reviewing and promoting safety culture overlaps with other generalist or specialist work activities, such as acting ethically, promoting compliance with legislation, using complex workplace communication, operating effectively within the regulatory framework for rail safety, and leading quality audits. Co-assessment with units of competency addressing these other activities could be considered.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Human factors is:

- a multidisciplinary field concerned with optimising the performance of individuals and teams in the workplace
- a domain that considers the relationship of individuals and groups with technology as interdependent, aiming to optimise the relationship so as to improve productivity and reduce error or failure
- an applied science that draws on methods and principles from psychology, other behavioural and social sciences, engineering, ergonomics and physiology
- concerned with the study of people as components of a socio-technical system, i.e. a system made up of hardware, software, physical surroundings, people, procedures, laws and regulations, data and data structures
- concerned with the capabilities and limitations of the individual, as well as the collective role of all people in the system, which includes organisational culture

Aim of a human factors approach is:

- to reduce and mitigate error and improve safety and efficiency through an understanding of human capabilities, limitations and the way people interact with their work environments, including the equipment they use, the rules and procedures they work under, and how they communicate with other people to successfully accomplish a wide range of tasks
- threat and error management at the individual and collective level

Operating principles include:

- valuing people's knowledge, skills and judgment in carrying out their work safely
- recognising human limitations and potential for error
- just treatment when errors are made
- acceptance that organisations are imperfect and will only improve if they are open to feedback and prepared to learn and adapt

Particular actions may include:

- whether questions were asked to clarify understanding
- whether risk was assessed before starting an unusual or difficult task
- whether clear, unambiguous instructions, information and

RANGE STATEMENT

- explanations were given
- whether a proper handover occurred for critical operational tasks
- Behavioural markers** are:
- short, precise statements each describing a single non-technical skill or competency, such as using correct radio protocols and asking questions to clarify understanding
- Skills** may include:
- leadership
 - task management
 - teamwork
 - communication
 - risk management
 - situational awareness
 - decision making
 - emergency management
 - self-management
- Safety culture** is:
- the product of individual and group values, attitudes, perceptions, competencies, and patterns of behaviour that determine the commitment to, and the style and proficiency of, an organisation's health and safety management (Advisory Committee on Safety of Nuclear Installations, Human Factors Study Group: Third Report - Organising for safety, HSE Books 1993)
- Positive safety culture** is characterised by:
- communication founded on mutual trust
 - shared perceptions of the importance of safety
 - confidence in effectiveness of preventive measures
 - shared concern for, commitment to and accountability for safety
 - key elements that include:
 - keeping people informed
 - maintaining vigilance
 - promoting a just culture environment
 - promoting organisational flexibility
 - encouraging willingness to learn
- Just culture** is:
- transparent and establishes clear accountability for actions
 - neither blame free (total immunity for actions) nor punitive (disciplinary responses regardless of whether acts were unintentional or deliberate)
 - one where uncensored reporting of near miss occurrences and worker participation in safety issues is encouraged
 - one which acknowledges human error and the need to manage it by supporting systems and practices that promote learning from past errors or mistakes

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Key elements *may include:*

- commitment and leadership of senior management
- accountability and responsibility of line management
- importance of open communication about safety matters and of engaging and consulting with staff at all levels and with other stakeholders
- need to proactively seek, analyse and act on information on safety issues across the organisation
- need to provide an environment in which all employees are encouraged to raise safety issues, trusting that they will be fairly treated
- systems and processes designed to assist the organisation to learn from its experience and those of others inside and outside the industry
- processes that permit the organisation to adapt to the unexpected and which empower staff to respond effectively

Unit Sector(s)

Not applicable.

Competency field

Competency field Rail Safety Regulation

PSPRAIL505A Review training arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the review of training and assessment arrangements using a risk management approach linked to the size and complexity of the rail transport operator in order to confirm that the operator adequately addresses the competency requirements of its rail safety workers.

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

Application of the Unit

Application of the unit

In the workplace, staff members are required to assess the quality of training and assessment programs put in place by rail transport operators to meet their legal obligations under rail safety legislation, and to ensure that each rail safety worker in their railway operations has the competence to carry out that work. The rail transport operator must assess, or cause to be assessed, the competence of the rail safety worker by reference to any applicable qualification and/or units of competency recognised under the Australian Quality Training Framework (AQTF) or to implement other in-house training and assessment processes where no applicable national competencies or qualifications exists. One outcome of assessing rail transport operator training and assessment arrangements may be that regulatory staff make a decision that further expert evaluation/audit is required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm planning and preparatory work for competency development of rail safety workers	1.1 Alignment of units of competency to rail safety worker roles, through skills analysis or other methodologies, is verified and completion of occupational competency profiles confirmed
	1.2 Identification of Training Packages, units of competency and/or qualifications applicable to rail safety worker roles is confirmed in accordance with occupational profiles
	1.3 Where national units of competency are unavailable, identification of other training and assessment processes is confirmed in relation to rail safety worker roles
	1.4 Identification of available registered training organisations or other suitable training providers to deliver required training and/or assessment services is confirmed in accordance with unit of competency or qualification requirements
2. Confirm training and assessment arrangements	1.1 <i>Rail safety worker competency plans</i> are assessed to determine the processes and priorities proposed for assessing competence and addressing training needs
	2.1 Rail safety worker training and assessment arrangements are analysed to identify <i>required elements</i> and their alignment to legislative requirements
	2.2 Arrangements with training providers to deliver training and/or assessment services are identified and confirmed as addressing required competency development or recognition
3. Assess training and assessment arrangements	2.3 Communication and interpersonal skills are used to elicit information that confirms arrangements have been put in place
	3.1 Training and assessment records are accessed and compared with the organisation's implementation plan and priorities
3.2 Expertise of trainers and organisations undertaking training and/or assessment for rail transport operators is inspected and confirmed as meeting <i>criteria under the Australian</i>	

ELEMENT

PERFORMANCE CRITERIA

Quality Training Framework

- 3.3 Training and assessment materials are sampled and their links to and likelihood of developing required competencies are confirmed
- 3.4 Where areas of concern are identified, further information is sought to clarify the situation or the need for a formal evaluation by an AQTF auditor is recommended to ensure legislative requirements are met
- 3.2 Feedback is provided to rail transport operators on the adequacy of training and assessment arrangements and any actions needed for improvement or compliance in accordance with policy and legislation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- researching information related to rail safety worker competency requirements
- using scanning techniques to locate the key requirements in training and assessment materials
- reading complex materials, such as legislation and competency standards
- communicating with others regarding the examination of information relating to training and assessment
- sampling to select sufficient records for analysis
- problem solving to confirm training arrangements and identify actions needed for compliance
- self-management to work ethically and in accordance with legislation
- using technology to conduct research, access legislative requirements and record processes and outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work and when in the field reviewing training arrangements.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative, regulatory and procedural requirements for rail safety worker competency development and assessment
- Australian Quality Training Framework
- format of and terminology used in competency standards and training materials
- organisational policies, procedures and guidelines relating to the review of training and assessment arrangements

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- review of rail safety worker training arrangements in a range of 3 or more contexts or occasions, over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing training arrangements, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation relating to rail safety competency requirements
- organisational procedures/guidelines and protocols relating to review of training arrangements
- AQTF standards and guidelines
- scenarios and/or case studies to capture the range of situations likely to be encountered when reviewing training arrangements
- access to relevant systems

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- simulation or role plays
- case studies/scenarios
- workplace projects
- portfolios
- authenticated evidence from the workplace and/or training courses

The assessment environment should not disadvantage the candidate

EVIDENCE GUIDE

and where the person has a disability the principle of reasonable adjustment should be applied during assessment

Assessment methods should reflect but not exceed workplace demands, such as literacy demands and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV504B Undertake research and analysis
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPRAIL502A Assess and administer accreditation and registration applications
- PSPRAIL503A Receive and act on industry safety information and intelligence
- BSBAUD503B Lead a quality audit.

Guidance information for assessment

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts
- employability skills embedded in this unit of competency should be assessed holistically with other relevant units that make up the skills set or qualification, and in the context of the

EVIDENCE GUIDE

job role

In practice, reviewing training arrangements overlaps with other generalist or specialist work activities, such as undertaking research and analysis, acting ethically, using complex communication strategies, leading quality audits, and assessing and administering accreditation and registration applications. Co-assessment with units of competency addressing these other activities could be considered.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Rail safety worker competency plans *may include:*

- arrangements to maintain the competency of personnel
- identification of applicable Training Packages, qualifications and units of competency
- competency profiles
- skills audits
- training needs analyses
- assessment arrangements
- arrangements for recognition of prior learning and recognition of current competencies
- arrangements for gap training
- record-keeping arrangements

Required elements of rail safety worker training and assessment systems *may include:*

- occupational profiles aligned to competencies
- skills analyses and skills matrices
- competency assessment
- gap analysis to identify training needs
- arrangements for accredited training and assessment
- record-keeping arrangements

Criteria under the Australian Quality Training Framework *may include:*

- meeting the essential standards for registration as a registered training organisation
- scope of registration of the registered training organisation
- required competencies of trainers and assessors

Unit Sector(s)

Not applicable.

Competency field

Competency field Rail Safety Regulation

PSPRAIL601A Coordinate audit or inspection programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the development and coordination of audit or inspection programs using a risk management approach informed by intelligence and occurrence information.

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

Application of the Unit

Application of the unit

In the workplace, staff members must be able to plan and coordinate a structured, strategic audit or inspection program consistent with legislative requirements and using a risk management approach to determining the focus, scope, scheduling and frequency of audits or inspections. They must have a good understanding of risk management and audit principles, analytical skills to interpret intelligence and occurrence information from operators, and judgment to assess organisations against risk indicators and make decisions on risk ratings and related audit or inspection requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for audit or inspection program	1.1 Requirements for safety audits, random or targeted audits or joint national audits are confirmed
	1.2 <i>Risk indicators</i> to be used for identifying organisations for <i>audit</i> or inspection are confirmed in accordance with organisational policies, procedures and guidelines
	1.3 Information on the current performance of organisations and their operating environment is gathered and analysed
	1.4 Intelligence and occurrence information are analysed against risk indicators and risk ratings are determined in accordance with risk management principles and legislative requirements
	1.5 Data to be used for risk analysis is valid, sufficient, current and verifiable
2. Schedule audits or inspections	2.1 Type, scope and frequency of audits or inspections for rail transport operators are determined in accordance with risk management principles and legislative requirements
	2.2 All elements of the system are audited over a prescribed period, with audit priority assigned to those matters representing greatest risk and those that need to be audited in that period
	2.3 Audit or inspection schedule is prepared, including assigning responsibility for conducting audit or inspection, in accordance with organisational policies, procedures and guidelines
	2.4 Audit or inspection schedule is structured to take into account the impact on the business operations of rail organisations, as far as is reasonably practicable
	2.5 Audit or inspection timetable takes account of the scheduling of national audits, human and other resource requirements

ELEMENT

PERFORMANCE CRITERIA

3. Review audit or inspection program

2.6 Audit program is reviewed and re-prioritised when necessary

3.1 Quality of conducted audits or inspections is evaluated against *specified requirements*, and anomalies and inconsistencies are identified

3.2 *Moderation* processes are used in accordance with organisational policies, procedures and guidelines to ensure a consistent approach to audit or inspection

3.3 Improvements in audit or inspection practices and processes are identified and implemented in accordance with organisational policies, procedures and guidelines

3.4 Analysis of audit or inspection data is undertaken to identify risk issues and trends for the industry or for particular types of industry organisations

3.5 Strategic information on issues and trends is provided to management and other *stakeholders* in accordance with organisational policies, procedures and guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- applying legislation and guidelines relating to coordination of audits and inspections
- researching information related to special safety audits, random or targeted audits or joint national audits
- analysing intelligence and occurrence information
- determining risk ratings
- planning and organising to prepare for and schedule audit and inspection programs
- communicating with others, involving the explanation of complex information relating to audit and inspection scheduling, using a risk management approach
- numeracy to confirm accuracy of numerical information
- decision making in relation to audit and inspection outcomes
- self-management to work ethically and in accordance with legislation
- using technology to conduct research, make enquiries, review available data, access legislative requirements and prepare schedules
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work when preparing, scheduling and reviewing audits and inspections.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- rail safety risks presented by different operators
- risk management principles and practices
- moderation processes
- legislative, regulatory and procedural requirements for coordinating audits and inspections

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- coordinating audit or inspection programs in a range of 3 or more contexts or occasions, over time

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating audit or inspection programs, including coping with difficulties, irregularities and breakdowns in routine

Resources essential for assessment include:

- legislation and guidelines relating to coordination of audit or inspection programs, based on a risk management approach
- organisational procedures/guidelines and protocols relating to coordination of audit or inspection programs
- scenarios and/or case studies to capture the range of situations likely to be encountered when coordinating audit or inspection programs
- access to relevant systems

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- simulation or role plays
- case studies/scenarios
- workplace projects
- portfolios
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment

Assessment methods should reflect but not exceed workplace demands, such as literacy demands and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Suggested units that may be co-assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV602B Establish and maintain strategic networks
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT608B Manage risk
- PSPREG601B Manage regulatory compliance
- PSPREG602B Evaluate regulatory compliance
- PSPREG603A Manage and lead inspection and monitoring programs

Guidance information for assessment

For consistency of assessment:

- evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Assessing employability skills:

- employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors
- the way these skills are applied varies between occupations and qualifications due to the different work functions and contexts
- employability skills embedded in this unit of competency

EVIDENCE GUIDE

should be assessed holistically with other relevant units that make up the skills set or qualification, and in the context of the job role

In practice, coordinating audit or inspection programs overlaps with other generalist or specialist work activities, such as acting ethically, managing risk, managing and evaluating regulatory compliance, and managing and leading inspection programs. Co-assessment with units of competency addressing these other activities could be considered.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Risk indicators** *may be:*
- performance risk indicators, such as compliance history, occurrence notification report data, history of complaints, previous audit results, annual safety reports, whether identified faults have been addressed
 - operational risk indicators, such as scope of operations, high risk activities, period since last audit or inspection, whether all elements of the system have been audited over time, multiple sites, subcontractors, etc.
- Audits:**
- are planned, systematic and documented processes used to assess the extent of compliance with accreditation requirements
 - are conducted in a way that encourages organisations to demonstrate compliance and make improvements
 - provide feedback to support continuous improvement of operations and outcomes
- Specified requirements** *may include:*
- regulator's quality management systems and procedures
 - links to priorities
 - sufficiency and targeting of sampling used
 - checks that previous faults have been rectified
- Moderation:**
- is a process which involves auditors/inspectors discussing and reaching agreement about audit/inspection processes and outcomes in a particular industry or industry sector
 - enables auditors/inspectors to develop a shared understanding of the requirements of the audit/inspection criteria, relevant guidelines, nature of evidence, how evidence is collected and basis on which audit/inspection decisions are made
 - is used to ensure a consistent approach to audit or inspection practices
 - is used to improve reliability of outcomes
- Stakeholders** *may include:*
- senior management
 - government
 - accredited rail organisations
 - contractors
 - industry
 - unions

Unit Sector(s)

Not applicable.

Competency field

Competency field Rail Safety Regulation

PSPREG201A Carry out inspections and monitoring under guidance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to carry out inspections and monitoring activities in accordance with relevant legislation and regulations, working under guidance. It includes confirming and preparing for inspections and monitoring activities, carrying out inspections and monitoring activities, acting on routine non-compliance and providing reports.

In practice, carrying out inspections and monitoring under guidance may overlap with other public sector work activities such as handling workplace information, communicating, using technology, working in a public sector environment, working safely, etc.

This unit is one of five units in the *Regulatory* Competency field that deal with inspection and monitoring. Related units are:

PSPREG301A Undertake routine inspections and monitoring

PSPREG413A Undertake inspections and monitoring

PSPREG503A Supervise and carry out complex inspections and monitoring

PSPREG603A Manage and lead inspection

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm and prepare for inspections and monitoring activities	<p>1.1 <i>Tasks</i> are clarified and confirmed with <i>other staff members</i> in accordance with organisational requirements</p> <p>1.2 <i>Procedures</i>, timeframes, resources and equipment requirements are confirmed in accordance with organisational and task requirements</p> <p>1.3 Legislative requirements, risk management practices and occupational health and safety requirements are confirmed with senior staff</p> <p>1.4 Communication strategies and development opportunities to make clients aware of their obligations under relevant <i>legislation</i> are identified with assistance from other staff members</p> <p>1.5 <i>Resources/equipment</i> are obtained and prepared in accordance with organisational and task requirements</p>
2. Carry out inspections and monitoring activities	<p>2.1 <i>Inspections and monitoring</i> activities are carried out under guidance in accordance with organisational and legislative requirements, including occupational health and safety</p> <p>2.2 <i>Risk management</i> strategies are implemented as required in accordance with set procedures and timelines</p> <p>2.3 Resources/equipment are used and maintained in accordance with organisational and task requirements</p>
3. Act on routine non-compliance	<p>3.1 Information/education is provided to achieve client compliance in accordance with organisational guidelines and legislative requirements relating to the seriousness of the possible breach</p> <p>3.2 Further <i>action</i> as a result of failure to achieve compliance is taken in accordance with organisational guidelines and legislative requirements relating to the seriousness of the possible breach</p> <p>3.3 Guidance is obtained to interpret legislation/regulations, and contraventions accompanied by recommended action are reported in accordance with organisational policy and procedures</p> <p>3.4 Serious or complex situations are referred for advice or resolution in accordance with organisational policy and procedures</p> <p>3.5 Assistance is obtained to determine the elements of offences to be prosecuted under relevant legislation, and information/evidence is <i>collected</i> and provided in accordance with legislation, procedures and rules of evidence</p> <p>3.6 When required, court attendance and conduct requirements are fulfilled in compliance with organisational guidelines</p>

ELEMENT

PERFORMANCE CRITERIA

4. Provide reports

4.1 *Records* are maintained in accordance with organisational requirements

4.2 Reports are provided in a timely manner and meet organisational requirements for format and content

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking observation and analysis

communicating with a diverse range of clients and staff

responding to diversity, including gender and disability

writing reports using standard formats

using computers for word processing and recording of statistical data

operating workplace equipment

applying public sector legislation such as occupational health and safety and environment in the context of inspection and monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

enabling legislation and other public sector legislation including occupational health and safety, environment, privacy

organisational policy and procedures

inspection/examination procedures

monitoring procedures

elements of an offence

responses to routine non-compliance

risk management practices

equity and diversity principles

workplace and industry environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV206B Handle workplace information

PSPGOV207B Use technology in the workplace

PSPGOV208A Write routine workplace materials

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- inspections and monitoring undertaken under guidance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to inspection and monitoring
- case studies and workplace scenarios to capture the range of inspection and monitoring situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when carrying out inspections and monitoring, including coping with difficulties, irregularities and breakdowns in routine

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- inspections and monitoring undertaken under guidance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Tasks may include

- inspections/examinations
- monitoring
- surveillance
- basic audit activities
- other compliance assurance activities

Other staff members may include

- supervisors
- senior policy officers
- senior inspectors
- line managers
- project managers
- program managers
- inspection specialists

Procedures may include

- observation procedures
- recording, such as surveillance forms, databases
- handling procedures
- sampling procedures
- rejection procedures
- storage procedures
- disinfection procedures
- treatment procedures
- work instructions
- organisational guidelines and code of conduct
- incident reporting procedures
- safety procedures
- emergency procedures
- evacuation procedures

Legislation may include

- Commonwealth legislation and regulations, for example:
- Commonwealth Quarantine Act 1908, proclamations and regulations
- Crimes Act 1914 and Criminal Code Act 1995
- Customs Act 1901 and regulations
- Wildlife Protection Act 1982
- Export Control Act 1982

RANGE STATEMENT

- Imported Foods Act 1996
 - Occupational Health and Safety Act 1988
 - State/Territory and Local Government legislation and regulations, such as those relating to:
 - agriculture
 - horticulture
 - conservation and land management
 - fisheries
 - environmental protection
 - building
 - water
 - emergencies
 - international legislation/codes of behaviour
 - inspection equipment
 - maps, plans
 - satellite imagery
 - aerial photographs
 - survey plans
 - spatial data and information
 - cameras
 - personal protective equipment - respirators, gloves, overalls, boots, hearing protection, goggles, masks etc
 - test kit equipment
 - recording equipment
 - measuring equipment
 - storage equipment/facilities
 - entry authority/warrant
 - Global Positioning System (GPS) equipment
 - compass
 - communication equipment
 - computers
 - vehicles - 2 or 4 wheel drive
 - aircraft
 - airfreight
 - animal products
 - animals
 - cargo
 - cereals
 - collection of biological specimens
 - disposal of organic waste
- Resources and equipment may include*
- Inspections and monitoring may relate to*

RANGE STATEMENT

- fresh produce
- goods
- land condition, such as:
- topography
- salinity
- erosion
- weed infestation
- vermin infestation
- fire hazard
- over grazing
- land improvements, such as:
- fences
- buildings
- sporting or playground equipment
- irrigation infrastructure
- sewerage infrastructure
- waterfront occupations
- community structures
- land usage
- leases and other tenures, to ensure compliance with conditions
- licence/permit compliance (eg vegetation clearing)
- live fish
- livestock
- mail
- mineral samples
- passenger baggage
- people
- pests
- plant products
- plants
- premises
- properties
- reserves and their use/s
- survey activities to maintain readiness for district emergency plans
- vector monitoring
- vessels
- monitoring
- treatment
- containment

Risk management strategies may include

RANGE STATEMENT

- control
 - eradication
 - destruction
 - biosecurity strategies
- Routine non-compliance will only include*
- straightforward matters where action is prescribed and other more serious or complex matters are referred to senior staff
- Action on non-compliance may include*
- advice
 - warning
 - formal notification of intent
 - infringement notices
 - on-the-spot fines
 - court prosecution
- Collection of evidence may include*
- observation
 - interviewing
 - seizure
 - sampling
 - specimen collection
 - recording
 - photographing
 - diagrammatic evidence
 - notes
 - maintenance of case files
 - determination of land ownership
- Records may include*
- notes
 - case files
 - statistics
 - forms (application forms, disease notification forms, etc)
 - notices (seizure notice, infringement notice, etc)
 - invoices
 - receipts
 - commercial documentation such as bills of lading, airway bills

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG301A Undertake routine inspections and monitoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to conduct generally routine inspections and monitoring in accordance with relevant Acts and regulations. Typically work will be under routine guidance with responsibility for assigned duties. It includes organising inspections and monitoring activities, undertaking routine inspections and monitoring activities, acting on non-compliance and providing reports and information.

In practice, undertaking routine inspections and monitoring may overlap with other generalist or specialist public sector work activities such as organising workplace information, acting ethically, complying with public sector legislation, using resources, working with diversity, working safely, etc.

This unit is one of five units in the *Regulatory* Competency field that deal with inspection and monitoring. Related units are:

PSPREG201A Carry out inspections and monitoring under guidance

PSPREG413A Undertake inspections and monitoring

PSPREG503A Supervise and carry out complex inspections and monitoring

PSPREG603A Manage and lead inspec

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise inspection and monitoring duties	<p>1.1 <i>Activities</i> and responsibilities are identified in accordance with organisational requirements</p> <p>1.2 <i>Procedures</i>, timeframes, <i>resources and equipment</i> requirements are identified in accordance with organisational and task requirements</p> <p>1.3 Resources/equipment are obtained and prepared in accordance with organisational and task requirements</p> <p>1.4 Legislative requirements, risk management practices and occupational health and safety requirements are identified</p> <p>1.5 Communication strategies and development opportunities are identified and tailored to clients' needs, to make them aware of their obligations under relevant <i>legislation</i>, in accordance with organisational policy and procedures</p> <p>1.6 Procedural and information guides are maintained and updated as required</p>
2. Undertake routine inspections and monitoring	<p>2.1 <i>Inspections and monitoring activities</i> are carried out under <i>routine guidance</i> in accordance with organisational and legislative requirements, including occupational health and safety</p> <p>2.2 <i>Risk management practices</i> are implemented as required in accordance with set procedures and timelines</p> <p>2.3 Resources/equipment are used and maintained in accordance with organisational and task requirements</p> <p>2.4 <i>Communication</i> is undertaken with other officers, clients and the public in line with organisational protocols and diversity principles</p>
3. Act on non-compliance	<p>3.1 Information/education is provided to achieve client compliance in accordance with client needs, organisational guidelines, and legislative requirements relating to the seriousness of the possible breach</p> <p>3.2 Further <i>action</i> as a result of failure to achieve compliance is taken in accordance with organisational guidelines and legislative requirements relating to the seriousness of the possible breach</p> <p>3.3 Compliance requirements of legislation/regulations are identified, and contraventions and recommended action are reported in accordance with organisational policy and procedures</p> <p>3.4 Serious or complex situations are referred for advice or resolution in accordance with organisational policy and procedures</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.5 The elements of each offence to be prosecuted under relevant legislation are identified, and information/evidence is *collected* and provided in accordance with legislation, procedures and rules of evidence
- 3.6 When required, court attendance and conduct requirements are fulfilled in compliance with organisational guidelines
- 4. Provide reports and information**
- 4.1 *Records* are maintained and reports provided in accordance with organisational requirements
- 4.2 Inspection documentation is interpreted against relevant legislation and information is provided on policies, procedures and guidelines in accordance with organisational requirements
- 4.3 On-the-job coaching is provided in inspection and monitoring in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking field orientation

undertaking observation and analysis

communicating with a diverse range of clients and staff

responding to diversity, including gender and disability

writing reports using standard formats

using computers for word processing and recording of statistical data

operating workplace equipment and vehicles

applying public sector legislation such as occupational health and safety and environment in the context of inspection and monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

public sector legislation including occupational health and safety, environment, privacy etc

organisational policy and procedures

inspection/examination procedures

monitoring procedures

enabling legislation

elements of an offence

responses to non-compliance

equity and diversity principles

workplace and industry environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPLEGN301B Comply with legislation in the public sector

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV305B Access and use resources and financial systems

PSPGOV307B Organise workplace information

PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- full responsibility for assigned duties when undertaking routine inspections and monitoring in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to inspection and monitoring
- access to workplace equipment and vehicles
- case studies and workplace scenarios to capture the range of routine inspection and monitoring situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when carrying out routine inspections and monitoring, including coping with difficulties, irregularities and breakdowns in routine
- full responsibility for assigned duties when undertaking routine inspections and monitoring in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Activities may include*
- inspections/examinations
 - monitoring
 - surveillance
 - basic audit activities
 - other compliance assurance activities
- Procedures may include*
- observation
 - handling procedures
 - sampling procedures
 - rejection procedures
 - storage procedures
 - disinfection/disinsection procedures
 - treatment procedures
 - organisational guidelines and code of conduct
 - incident reporting procedures
 - safety procedures
 - emergency procedures
 - evacuation procedures
- Resources and equipment may include*
- inspection equipment
 - maps, plans
 - satellite imagery
 - aerial photographs
 - survey plans
 - spatial data and information
 - cameras
 - personal protective equipment - respirators, gloves, overalls, boots, hearing protection, goggles, masks etc
 - test kit equipment
 - recording equipment
 - measuring equipment
 - storage equipment/facilities
 - entry authority/warrant
 - Global Positioning System (GPS) equipment

Legislation may include

- compass
- communication equipment
- computers
- vehicles - 2 or 4 wheel drive
- Commonwealth legislation and regulations, for example:
- Commonwealth Quarantine Act 1908, proclamations and regulations
- Crimes Act 1914 and Criminal Code Act 1995
- Customs Act 1901 and regulations
- Wildlife Protection Act 1982
- Export Control Act 1982
- Imported Foods Act 1996
- Occupational Health and Safety Act 1988
- State/Territory and Local Government legislation and regulations, such as those relating to:
 - agriculture
 - horticulture
 - conservation and land management
 - fisheries
 - environmental protection
 - building
 - water
 - emergencies
 - international legislation/codes of behaviour

Inspections and monitoring activities may relate to

- aircraft
- airfreight
- animal products
- animals
- cargo
- cereals
- collection of biological specimens
- disposal of organic waste
- fresh produce
- goods
- land condition, such as:
 - topography
 - salinity
 - erosion
 - weed infestation
 - vermin infestation
 - fire hazard
 - over grazing

- land improvements, such as:
- fences
- buildings
- sporting or playground equipment
- irrigation infrastructure
- sewerage infrastructure
- waterfront occupations
- community structures
- land usage
- leases and other tenures, to ensure compliance with conditions
- licence/permit compliance (eg vegetation clearing)
- live fish
- livestock
- mail
- mineral samples
- passenger baggage
- people
- pests
- plant products
- plants
- premises
- properties
- reserves and their use/s
- survey activities to maintain readiness for district emergency plans
- vector monitoring
- vessels
- supervisors
- senior policy officers
- senior inspectors
- line managers
- project managers
- program managers
- inspection specialists
- monitoring
- treatment
- containment
- control
- eradication
- destruction
- biosecurity strategies
- advice provided in regard to operational experience to a

Routine guidance may include

Risk management practices may include

Communication may

<i>include</i>	subordinate officer
<i>Non-compliance will include</i>	<ul style="list-style-type: none"> • matters of a generally routine nature where action is prescribed, with some discretion to determine appropriate action from a range of set options, and with more serious or complex matters referred to senior staff
<i>Action may include</i>	<ul style="list-style-type: none"> • advice • warning • formal notification of intent • infringement notices • on-the-spot fines • court prosecution • seizure of goods
<i>Collection of evidence may include</i>	<ul style="list-style-type: none"> • observation • interviewing • seizure • sampling • specimen collection • recording • photographing • diagrammatic evidence • notes • maintenance of case files • determination of land ownership
<i>Records may include</i>	<ul style="list-style-type: none"> • notes • case files • statistics • forms (application forms, disease notification forms, etc) • notices (seizure notice, infringement notice, etc) • invoices • receipts • commercial documentation such as bills of lading, airway bills

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG401C Exercise regulatory powers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the exercise of powers under the organisation's enabling legislation, and other relevant legislation for regulation, monitoring, inspection and investigation. It includes establishing regulatory powers, applying enabling legislation, utilising other legislation and standards, and working with other organisations.

In practice, exercising regulatory powers occurs in the context of other specialist and generalist public sector work activities such as acting ethically, promoting client compliance, assessing compliance, conducting investigations, making arrests, conducting search and seizure, interviewing, gathering evidence, etc.

This unit replaces and is equivalent to *PSPREG401B Exercise regulatory powers*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish regulatory powers	<p>1.1 Current information relating to enabling <i>legislation</i> and regulations is accessed and used to maintain up-to-date knowledge of requirements</p> <p>1.2 Powers provided under the legislation and the boundaries of those powers are confirmed</p> <p>1.3 Compliance requirements of the legislation, related regulations, standards, codes of practice and policy are identified and confirmed</p> <p>1.4 Acts and omissions that comprise non-compliance/offences under the legislation are identified and confirmed</p>
2. Apply enabling legislation	<p>2.1 Circumstances where regulatory powers will be exercised are identified and analysed to determine <i>response/s or measures</i> to apply, in accordance with the legislation and organisational policy and procedures</p> <p>2.2 Circumstances requiring the exercise of regulatory powers that are outside own limits are identified and referral to others is made in accordance with organisational policy and procedures</p> <p>2.3 <i>Risks</i> associated with the exercise of regulatory powers are identified and strategies to manage risks are identified in accordance with the organisation's risk management strategy</p> <p>2.4 Enabling legislation is applied consistent with the boundaries and powers contained therein and organisational policy and procedures</p>
3. Utilise other legislation and standards	<p>3.1 <i>Other legislation</i> and <i>standards</i> which impact on powers are identified and their requirements confirmed</p> <p>3.2 Apparently conflicting legislative directions are resolved or referred in accordance with organisational policy and procedures</p>
4. Work with other organisations	<p>4.1 Organisations that have jurisdictions which may overlap are identified and <i>relationships</i> are established and maintained in accordance with organisational policy and procedures</p> <p>4.2 Organisations available to provide assistance and advice or take referrals are identified and relationships are established for mutual benefit</p> <p>4.3 Organisational protocols and procedures are followed when working with <i>other organisations</i></p> <p>4.4 Compliance matters are referred to other organisations for action when required in accordance with organisational policy and procedures</p> <p>4.5 Lead agency protocols/lines of authority are followed during operations involving more than one organisation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking research and analysis

using information technology to access relevant legislation and procedures

reading complex written materials such as legislation, regulations, codes of practice and legal precedents and applying them to work practices

using scanning techniques to locate main ideas in legislation, guidelines and policy documents

engaging in discussion involving exchanges of often complex oral information

communicating with a range of people from diverse backgrounds

responding to diversity, including gender and disability

choosing regulatory responses/measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations

networking, building relationships and working with others

applying occupational health and safety and environment procedures relating to the exercise of regulatory powers

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

full range of regulatory powers and the limits to those powers

enabling legislation

offences under the legislation

aspects of criminal law, administrative law, industrial law, contract law

statutory time limits

applicable standards

terminology used in legislation and procedures

organisational policies, guidelines and regulations

equity and diversity principles

public sector legislation such as occupational health and safety and environment relating to the exercise of regulatory powers

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCART401B Carry out court orderly functions

PSPCART402B Manage witnesses

PSPCART403B Handle exhibits and documents tendered

PSPCART404B Serve process

PSPCART405B Handle monies received in satisfaction of warrants or orders

PSPCART406B Compile and use official notes

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

PSPREG404C Investigate non-compliance

PSPREG405B Act on non-compliance

PSPREG406C Make arrests

PSPREG407B Produce formal record of interview

PSPREG408C Conduct search and seizure

PSPREG409B Prepare a brief of evidence

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit

EVIDENCE GUIDE

- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of regulatory situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when exercising regulatory powers, including coping with difficulties, irregularities and breakdowns in routine
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of

Evidence must be gathered over time in a range of contexts to

EVIDENCE GUIDE

assessment

ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Legislation may include*
- State/Territory and Commonwealth legislation related to:
 - public sector management, financial management
 - auditor general
 - audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
 - planning, construction, transport, energy, mining, resource management, communications
 - education and children's services, employment, vocational education and training, equal employment opportunity and anti-discrimination
- Regulatory responses or measures may include*
- audit
 - caution
 - clearance
 - community protection
 - control
 - encouragement to comply
 - entry
 - impoundment
 - initiation of proceedings that may lead to prosecution
 - inspection
 - investigation
 - issue of notices
 - on-the-spot fines
 - possession
 - referral to another agency/jurisdiction
 - search
 - seizure
 - surveillance
 - warning
- Risks associated with the*
- workplace hazards

RANGE STATEMENT

exercise of regulatory powers may result from

- environmental hazards
- equipment failure
- people engaged in illegal activities
- movement into and out of Australia of:
 - aircraft
 - cargo
 - people
 - postal articles
 - vessels
- client cultural background
- client literacy levels

Other legislation may include

- aspects of common law
- aspects of Crimes Act 1914 and Criminal Code Act 1995
- contract law
- administrative law
- industrial relations law
- financial management Acts
- public service Acts

Standards may include

- public sector standards
- government security standards
- fraud control standards

Relationships may include

- informal
- formal
- memoranda of understanding (MOUs)

Other organisations may include

- administrative appeals tribunals
- Coroner's office
- emergency services
- federal police
- fire and rescue
- industrial inspectors
- Local Government law enforcement officers
- legal advisers
- military police
- security services
- State/Territory police and special units
- other State/Territory/Commonwealth departments/agencies
- State/Territory/Commonwealth prosecution agencies

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG402C Promote client compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers provision of information, encouragement and advice by personnel in regulatory/compliance/law enforcement roles in one-to-one and group situations to raise awareness, encourage understanding and improve compliance with legislative requirements and/or standards. It includes advising and assisting clients to comply with legislation or standards, and implementing communication strategies to improve compliance.

In practice, promoting client compliance may overlap with other generalist or specialist public sector work activities, such as providing client service, acting ethically, exercising regulatory powers, assessing compliance, acting on non-compliance, etc.

This unit replaces and is equivalent to PSPREG402B Promote client compliance with legislation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise and assist clients to comply with legislation or standards	<p>1.1 <i>Client</i> needs, expectations, <i>attitudes</i>, and current level of knowledge are confirmed</p> <p>1.2 Risks related to possible confrontations are identified and managed in accordance with organisational risk management and procedures</p> <p>1.3 Advice is provided to clients that is current, timely and meets the specific needs of clients in its range, depth and form of presentation</p> <p>1.4 Feedback is obtained on clients' levels of understanding and additional information or explanation is used to clarify issues if required</p> <p>1.5 <i>Information</i> is provided to promote the benefits of compliance and the consequences of non-compliance</p> <p>1.6 Clients are advised of processes and timelines when interpretation/advice from others is needed for complex matters</p>
2. Implement communication strategies to improve compliance	<p>2.1 <i>Communication strategies</i> are tailored to the audience and the <i>context</i></p> <p>2.2 <i>Presentation standards</i> are applied in accordance with organisational guidelines and the needs of clients</p> <p>2.3 Community rights and responsibilities and avenues for public redress under <i>legislation/standards</i> are highlighted when applicable</p> <p>2.4 Conflict resolution techniques are used if necessary and safety of self and others is protected in accordance with legislation, policy and procedures</p> <p>2.5 Content and presentation of communication strategies are adjusted in response to feedback gathered from a range of clients</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

providing advice and discussion involving exchanges of sometimes complex oral information

working with people - conflict resolution, coaching, problem solving

delivering presentations tailored to the needs of a range of people from diverse backgrounds

responding to diversity, including gender and disability

reading and explaining complex and formal documents such as legislation and their application to clients' situations

using active listening and questioning strategies to clarify understanding

using information technology to access relevant legislation and guidelines

applying occupational health and safety and environment procedures relating to the promotion of client compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

relevant legislation, standards, policies and legal precedents

consequences of non-compliance

terminology used in legislation and procedures

organisational procedures, guidelines and protocols

delivery approaches to address a range of learning styles

industry knowledge

equity and diversity principles

public sector legislation such as occupational health and safety and environment relating to the promotion of client compliance

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPOL404A Support policy implementation

PSPREG401C Exercise regulatory powers

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- presentation materials and communication techniques to suit diverse audiences
- case studies and workplace scenarios to capture the range of compliance situations likely to be encountered

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting client compliance, including coping with difficulties, irregularities and breakdowns in routine
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Clients may include

- individuals
- organisations
- general public
- key stakeholders from industry
- industry groups
- unions
- students
- community
- specific interest groups
- other government agencies

Attitude may include

- compliant/willing to comply
- interested
- helpful
- negative
- aggressive
- violent

Information may include

- verbal advice or explanation
- written materials
- brochures
- videos
- electronic media: floppy disk, CD-ROM, email, Internet

Communication strategies may include

- one-to-one
- informal discussion
- telephone call
- small group discussion/presentation
- large group presentation
- written paper-based or electronic presentation
- teleconference
- video-conference

Contexts may include

- telephone
- face-to-face
- public forums

RANGE STATEMENT

- in the workplace
 - in the field
 - front counter
 - call centres
 - video-conferencing
 - email
 - web site
 - dress
 - punctuality
 - preparedness
 - manner
 - handouts
 - overhead transparencies/slide shows
 - questioning techniques
 - customisation to meet the needs of a diverse workplace
 - enabling and related legislation
 - public sector standards
 - organisational policy and procedures
 - equal employment opportunity and anti-discrimination law
- Presentation standards may include*
- Legislation and standards may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG403B Assess compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers risk assessment, monitoring of situations/environments/behaviours, and analysis of information to assess compliance with legislation and/or standards. It includes monitoring areas under own jurisdiction, receiving or identifying allegations of non-compliance, and conducting research to determine levels of compliance.

In practice, assessing compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, promoting compliance, acting on non-compliance, etc.

This unit replaces and is equivalent to PSPREG403A Assess compliance with legislation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor areas under jurisdiction	<p>1.1 <i>Risk assessment</i> analysis is conducted to identify and prioritise areas for <i>monitoring</i> and to identify methodology</p> <p>1.2 Monitoring is conducted in accordance with <i>legislation, policy and procedures</i></p> <p>1.3 Inspections and/or compliance audits are conducted in accordance with organisational policy and procedures</p> <p>1.4 <i>Specialist equipment</i> is utilised when required, in accordance with legislation, policy and procedures</p> <p>1.5 Safety of self and others is protected in accordance with legislation, policy and procedures</p> <p>1.6 Cooperation with <i>other organisations and jurisdictions</i> is facilitated in accordance with organisational policy and procedures</p>
2. Receive or identify allegation of non-compliance	<p>2.1 <i>Referrals</i> relating to non-compliance are recorded in accordance with legislation, policy and procedures</p> <p>2.2 Possible and potential breaches are responded to in a timely manner in accordance with legislation, policy and procedures</p> <p>2.3 Preliminary information is assessed to establish the offence and is validated to confirm the need for action in accordance with organisational policy and procedures</p> <p>2.4 Complainants are handled in accordance with organisational guidelines which may indicate referral to more senior personnel</p>
3. Determine levels of compliance	<p>3.1 Timely consultation is undertaken as necessary to obtain advice on methodology to adopt and prevent gaps occurring in evidence collection</p> <p>3.2 <i>Evidence collection methodology</i> is selected according to the purpose, situation and operational guidelines</p> <p>3.3 Information/samples are collected, analysed and secured in accordance with legislation, policy and procedures</p> <p>3.4 Information/samples are relevant and sufficient for the purpose identified</p> <p>3.5 Assessment is made against the requirements of the legislation and the level of compliance is identified and documented according to legal and organisational requirements</p> <p>3.6 Further action is determined consistent with the level of compliance and is <i>recorded/reported</i> in accordance with legislation, policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking research, analysis and problem solving in the context of assessing compliance

applying regulations and codes of practice

using information technology for data analysis, recording and reporting

communicating including questioning and negotiating of meaning in sometimes difficult situations

responding to diversity, including gender and disability

reading and applying complex information from legislation

applying public sector legislation such as occupational health and safety and environmental and sustainability procedures in the context of assessing client compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, standards, policies and legal precedents

organisational procedures, guidelines and protocols

knowledge of own and others' jurisdictions

risk management in the context of compliance assessment

application of audit tools

research and sampling methodologies

security storage of evidence/information

procedures for recording allegations/complaints

specialist equipment

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment and sustainability relating to the assessment of client compliance

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assessment of compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- evidence gathering methodology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assessing compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing compliance, including coping with

EVIDENCE GUIDE

difficulties, irregularities and breakdowns in routine

- assessment of compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Risk assessment may include</i> | <ul style="list-style-type: none"> • formal risk management cycle • informal risk assessment |
| <i>Monitoring may include</i> | <ul style="list-style-type: none"> • surveillance • spot checks • comparison of data over time • audit • quality assurance reviews |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • enabling legislation • occupational health and safety legislation • workers compensation legislation • equal employment opportunity and anti-discrimination law • environment legislation and sustainability procedures • listening devices legislation • privacy legislation/instructions • organisational procedures and protocols • standard operating procedures • Australian standards |
| <i>Specialist equipment may include</i> | <ul style="list-style-type: none"> • computer data analysis systems • computer aided auditing techniques • electronic equipment • listening devices • cameras • chemical analysis kits • security cupboards • oil sampling kits • personal protective equipment |
| <i>Other organisations/ jurisdictions may include</i> | <ul style="list-style-type: none"> • State/Territory police and special units • federal police • military police • Commonwealth regulatory agencies • Local Government law enforcement officers • fire and rescue |

RANGE STATEMENT

- Referrals may include*
 - emergency services
 - suspicions
 - complaints
 - allegations of non-compliance
- Evidence collection methodology may include*
 - sampling
 - audit
 - interviews
 - data analysis
 - document analysis
- Recording/reporting of further action may include*
 - decision to proceed/not proceed
 - justification for decision
 - informing other areas or organisations of information received/gathered and the action to be taken, if any, subject to confidentiality and privacy legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG404C Investigate non-compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers identification of possible non-compliance and recommendations for ensuing action. It includes initiating a preliminary investigation to confirm non-compliance, and planning, conducting and finalising the investigation.

In practice, investigating non-compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, acting on non-compliance, conducting formal records of interview, gathering and managing evidence, etc.

This unit replaces and is equivalent to PSPREG404B Investigate non-compliance with legislation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate preliminary investigation to confirm non-compliance	<p>1.1 Information is assessed in terms of its accuracy and against legislative requirements to confirm likely non-compliance</p> <p>1.2 Information is tested against the legislation to confirm whether the possible breach falls within jurisdiction</p> <p>1.3 Importance/urgency of the matter is assessed and the priority is allocated to enable timely and effective action</p> <p>1.4 Documentation to commence investigation of alleged breach is initiated and meets legislative and organisational requirements</p>
2. Plan investigation	<p>2.1 Objectives of the investigation are determined and <i>resources</i> to conduct the investigation are determined and obtained in accordance with organisational policy and procedures</p> <p>2.2 Risks associated with the investigation are identified and planned for, including sensitivities that might affect the organisation</p> <p>2.3 <i>Methods</i> to achieve the investigation's objectives are selected and authorised in accordance with <i>legislation, policies and guidelines</i></p> <p>2.4 Timelines are identified and tasks prioritised to inform the sequence of activities and provide for future review of the investigation process</p> <p>2.5 Communication and case management requirements are confirmed and initiated in accordance with organisational policy and procedures</p> <p>2.6 Investigation <i>planning</i> and recording is conducted in accordance with legislative requirements and organisational policy and procedures</p>
3. Conduct investigation	<p>3.1 Subjects and suspects involved in the possible breach are identified and details are recorded in accordance with legislative requirements and organisational policy and procedures</p> <p>3.2 Information relevant to the investigation is collected and analysed in accordance with legislative requirements, rules of evidence and organisational policy and procedures</p> <p>3.3 <i>Exhibits</i> are processed and managed in accordance with legislative requirements, rules of evidence and organisational policy and procedures</p> <p>3.4 Likely defences are anticipated and evidence to counter them is included</p> <p>3.5 The need for <i>expert assistance</i> is determined and arranged in accordance with organisational procedures</p>
4. Finalise	<p>4.1 If no breach has occurred or no action is to be taken, documentation includes reasons and justification, and is</p>

ELEMENT

investigation

PERFORMANCE CRITERIA

completed in accordance with organisational policy and procedures

4.2 If breach is confirmed, appropriate, timely *action* is *recommended* within the officer's discretion under the legislation and organisational policy and procedures

4.3 A record of the investigation and consequent recommendations for action are prepared and submitted in accordance with legislative and organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

acting ethically

applying legislation, regulations and codes of practice

using process mapping

undertaking research, analysis and problem solving in the context of investigating non-compliance

reading and applying complex information from legislation

communicating including questioning and negotiating meaning in sometimes difficult situations

responding to diversity, including gender and disability

using planning and time management in the context of investigations

preparing written reports and recommendations requiring accuracy and formal structures and language

using information technology for data analysis, recording and reporting

applying public sector legislation such as occupational health and safety and environmental procedures in the context of investigation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

investigation methodology and techniques

rules and types of evidence

storage and continuity of evidence

applicable legislation

aspects of criminal, civil or administrative law

jurisdiction, powers and restrictions to investigate

organisational policy and procedures

cultural awareness

confidentiality and privacy issues

procedures re lines of reporting

report procedures which provide a written and/or electronic audit trail

public sector legislation such as occupational health and safety and environment relating to investigations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG407B Produce formal record of interview

PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- investigation of non-compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of investigation situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating non-compliance, including

EVIDENCE GUIDE

coping with difficulties, irregularities and breakdowns in routine

- investigation of non-compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Resources may include*
- human, physical and financial and may include other agencies, such as:
 - other police organisations
 - National Crime Authority
 - Criminal Justice Commission/s
 - other government departments/agencies
 - non-government agencies such as financial institutions and insurance companies
- Investigation methods may include*
- forensic examination/analysis
 - informants/informers
 - listening devices and other covert surveillance techniques
 - search and search warrants
 - computer interrogation/data retrieval
 - door knocks
 - using other sources of information, such as the media
- Legislation, policies and guidelines may include*
- enabling legislation
 - confidentiality
 - privacy
 - criminal, civil or administrative law
 - contract law
 - equal employment opportunity and anti-discrimination law
 - disciplinary procedures
 - government policy
 - organisational guidelines
 - regulatory standards
 - codes of practice
 - international treaties (equal employment opportunity, world heritage)
- Investigation planning may include*
- objectives
 - methods
 - risks
 - timelines
 - resources

- Exhibits may include*
- activities
 - communication
 - case management
 - evidentiary elements of the offence
 - the individual items of evidence that could be presented to a court and may be required for viewing by:
 - judicial officers
 - prosecutors
 - defence counsel
 - expert and non-expert witnesses
 - those required for audit purposes
- Expert assistance may include*
- advice on/assistance with evidentiary matters
 - audit matters
 - data analysis
 - document examination
 - execution of search warrants
 - fingerprinting
 - forensic
 - handwriting
 - legal advice - director of public prosecutions, government solicitor
 - photography
 - recovery issues
 - scientific or technical matters
 - surveillance
- Recommended action may include*
- measures to control/contain breach
 - warning
 - caution
 - notice
 - fine
 - arrest
 - criminal prosecution
 - civil action
 - debt recovery strategy
 - no action (must specify criteria for use of no action):
 - used where investigation identifies no offence or a relevant defence is raised
 - also used when exercising prosecutorial discretion

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG405B Act on non-compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to issue advice, instructions, warnings, notices, fines and other actions in response to non-compliance situations. It includes attending situations where non-compliance is suspected/alleged, and taking action on non-compliance.

In practice, acting on non-compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, promoting compliance, assessing non-compliance, etc.

This unit replaces and is equivalent to *PSPREG405A Act on non-compliance*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Attend situations where non-compliance is suspected/alleged	<p>1.1 Procedure is followed in accordance with legal requirements and organisational policy and procedures</p> <p>1.2 Personal conduct is maintained in accordance with organisational guidelines and protocols</p> <p>1.3 Safety of self and others is protected in accordance with operational policy and procedures</p> <p>1.4 When <i>assistance</i> is required, requests are timely and in accordance with <i>legislation, policy and procedures</i></p> <p>1.5 Activities and actions are carried out in accordance with legislation, organisational policy and procedures and the rules of evidence</p>
2. Take action on non-compliance	<p>2.1 Mitigating circumstances are considered, where appropriate, in accordance with organisational policy and procedures</p> <p>2.2 <i>Action on non-compliance</i> is selected to match the seriousness of the offence</p> <p>2.3 <i>Clients</i> are informed of the action, justification for it and their rights of appeal in accordance with legislation, organisational policy and procedures</p> <p>2.4 Action is taken in accordance with legal requirements and organisational guidelines</p> <p>2.5 Personal actions/conduct are carried out in accordance with organisational guidelines and protocols and protect the rights and responsibilities of clients</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking negotiation and conflict resolution
- applying risk management and self preservation techniques
- using judgment and decision making
- exchanging often complex oral information in a form to suit diverse audiences
- responding to diversity, including gender and disability
- writing requiring accuracy of expression and formality in structure and format
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of actions on non-compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational procedures and guidelines
- organisational parameters for decision making
- range of appropriate actions possible for different offences
- negotiation in the context of achieving compliance
- awareness of social and cultural issues (demographics)
- public sector legislation and standards
- occupational health and safety and environmental considerations to ensure the safety of self and others

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- action on non-compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- range of actions appropriate for non-compliance under the legislation/regulations/standards
- case studies and workplace scenarios to capture the range of situations likely to be encountered when acting on non-compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when acting on non-compliance, including coping with difficulties, irregularities and breakdowns in routine

- action on non-compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Assistance may include</i> | <ul style="list-style-type: none"> • other officers • other jurisdictions • other organisations • police |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • enabling legislation • organisational processes • codes of conduct • equal employment opportunity and anti-discrimination law |
| <i>Action on non-compliance may include</i> | <ul style="list-style-type: none"> • oral or written instructions • warnings • seizure • infringement notices • expiation • cautions • fines • summons • notice of legal action • negotiation to achieve compliance if legally possible, and in accordance with organisational policy and procedures, undertaken when exercising prosecutorial discretion (sufficiency of evidence, public interest, reasonable prospect of success) |
| <i>Clients may include</i> | <ul style="list-style-type: none"> • people from all age groups, cultural and linguistic backgrounds • other public sector or private sector organisations • people with weapons • people affected by alcohol or drugs |

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG406C Make arrests

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the competency to arrest persons under powers provided by various legislation. It includes making the decision to arrest, performing arrests and preparing and submitting documentation.

In practice, making arrests may overlap with other generalist and specialist public sector work activities such as exercising regulatory powers, acting ethically, complying with public sector legislation, acting on non-compliance, applying government processes, etc.

This unit replaces and is equivalent to *PSPREG406B Make arrests*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make decision to arrest	<p>1.1 Circumstances are assessed and arrest is determined to be the appropriate response decision in relation to the alleged breach of law</p> <p>1.2 Assessment is carried out to ensure the arrest can be made without endangering self or others in accordance with <i>legislation, organisational policy and procedures</i></p> <p>1.3 When <i>assistance</i> is required, requests are made in a timely manner and in accordance with organisational policy and procedures</p>
2. Perform arrest	<p>2.1 When performing arrest, all <i>legal and administrative requirements</i> are carried out</p> <p>2.2 Conflict de-escalation techniques are used as necessary to avoid force and maintain the safety of self and others</p> <p>2.3 Any arrest, restraint and/or transport actions are conducted in accordance with legislative requirements and organisational policy and procedures</p>
3. Prepare and submit documentation	<p>3.1 <i>Documentation</i> is completed that is accurate, relevant, complete, and is prepared and submitted within the required timeframe, as required by law and organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- engaging in communication, negotiation and conflict resolution with alleged offenders from diverse backgrounds
- responding to diversity, including gender and disability
- using techniques to protect personal safety including restraint techniques for suspects
- writing, requiring precision of expression and formality of structure and style
- applying public sector legislation, such as occupational health and safety and environmental processes relating to the safety of self and others in the context of making arrests

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- offences under the enabling legislation
- legislative powers of arrest and limits of authority
- organisational policy and procedures relating to arrest
- rights of alleged offender
- formal caution
- terminology used in legislation and procedures
- communication and conflict resolution techniques relating to arrest
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to arrests

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- arrests made in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- wording of formal caution, and other legal and administrative requirements
- case studies and workplace scenarios to capture the range of situations likely to be encountered when making arrests

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when making arrests, including coping with

EVIDENCE GUIDE

difficulties, irregularities and breakdowns in routine

- arrests made in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation, policy and procedures may include

- enabling legislation
- State/Territory or Commonwealth policy and procedures
- organisational procedures and processes
- codes of conduct
- equal employment opportunity and anti-discrimination law

Assistance may include

- other officers
- other jurisdictions
- other organisations
- police

Legal and administrative requirements relating to arrest may include

- telling person of the decision to arrest
- identifying self and authority to arrest
- identifying nature of offence, and ensuring alleged offender understands this
- reading the suspect their rights/giving the formal verbal caution
- State/Territory or Commonwealth procedures and guidelines
- organisational procedures/guidelines

Documentation may include:

- recording facts in notebook
- incident report
- appointment certificate
- police statement

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG407B Produce formal record of interview

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to conduct and produce formal records of interview with suspects. It includes preparing for the interview, conducting the interview, and completing the record of interview.

In practice, producing formal records of interview may overlap with other generalist or specialist public sector work activities such as, exercising regulatory powers, acting ethically, complying with public sector legislation, applying government processes, gathering and analysing information, etc.

This unit replaces and is equivalent to PSPREG407A Conduct and record interviews. PSPFRAU404A Conduct formal interviews and take witness statements is also equivalent to this unit.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for interview

- 1.1 *Interview plan* is developed in accordance with legislative, ethical and policy requirements
- 1.2 Venue, *equipment* and *personnel* to be involved in/excluded from the interview are determined in accordance with legislative requirements and organisational guidelines
- 1.3 *Exhibits* to be used in the interview are identified and made readily available for reference
- 1.4 *Risks* associated with the interview are assessed and procedures for ensuring the safety of self and others are instigated

2. Conduct and record interview

- 2.1 *Interviewee* is provided with *preliminary advice* and questioned to ensure their understanding of the *interview process* and their *rights*
- 2.2 *Questioning techniques* are used to gather information, and test and confirm its relevance, reliability and sufficiency, prior to concluding the interview
- 2.3 Exhibits are introduced and fully described in accordance with legislative and organisational requirements
- 2.4 Interview is *conducted* and *recorded* in accordance with the rules of evidence, *legislative and organisational requirements* so that outcomes are admissible in evidence
- 2.5 Interview is *concluded* in accordance with legislative requirements, organisational policy and procedures
- 2.6 A true record of interview is produced and *post-interview procedures* are completed in accordance with legislative timeframes and organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using interviewing techniques to suit a range of situations and interviewees, and varying style and language structure to suit a range of interviewees
- using techniques to defuse potentially dangerous situations
- engaging in exchanges of sometimes complex oral information
- using a range of communication techniques/methods that includes establishing rapport, reflective listening, probing, reflecting, negotiation, conflict resolution
- engaging in questioning that meets legal requirements for admissibility
- responding to diversity, including gender and disability
- undertaking research, analysis and problem solving
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment, where necessary
- applying public sector standards and legislation such as occupational health and safety and environment in the context of formal interviewing

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and other relevant legislation
- organisational policies and guidelines relating to formal interviews
- interview techniques and points of proof
- rules of evidence and admissibility
- use of caution
- legal and ethical considerations for conducting interviews involving juveniles, Aboriginal and Torres Strait Islander peoples and disciplinary matters
- diversity issues in the context of interviewing suspects, witnesses and others
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to electronic recording equipment
- public sector legislation such as occupational health and safety and environment relating to producing a formal record of interview

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- formal records of interview produced in a range of (3 or more) contexts (or occasions, over time)

These resources include:

Resources required to carry out assessment

- legislation, policy, procedures and protocols relating to formal records of interview
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting formal records of interview

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting formal records of interview, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- conduct of formal records of interview in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Interview plan may include

- allegation that is clear, unambiguous and concise, covering common proofs such as:
 - time
 - date
 - place
 - jurisdiction
 - identity
 - proofs of an offence, such as:
 - evidence
 - corroboration
 - admissibility
 - elements
 - criminal intent
 - competence (eg age requirements, mental faculty etc)
 - legal presumptions
 - any anticipated or known defences
 - exculpations
 - key questions in sequential order, highlighting main points
 - interview strategies appropriate to the situation and purpose of the interview, such as:
 - direct questioning
 - empathetic questioning
 - investigative interviewing
 - no leading questions
 - no double-barrelled questions
 - no cross-examination
 - safety requirements for interviewer, interviewee and others present
 - rapport building techniques
 - strategies for working with uncooperative interviewees
 - method of recording, and recordkeeping responsibilities
- recording equipment for:
- tape recording

Equipment may include

RANGE STATEMENT

- videotaping
 - electronic equipment
 - computer equipment
 - stationery
- Personnel may include*
- second interviewer
 - legal representatives
 - consular representative
 - senior staff
 - colleagues
 - interpreter
 - Aboriginal support persons
 - independent person
 - family member
 - responsible adult in the case of juveniles
 - special requirements that may apply for:
 - minor
 - disabled
 - age
 - gender
 - ethnicity
 - those needing to be excluded to maintain the integrity of the investigation
- Exhibits may include*
- paper-based and electronic documents, including:
 - maps
 - photographs
 - videotapes
 - physical objects and materials
 - drugs
 - scientific evidence
- Risks may include*
- uncooperative or hostile interviewee
 - aggression
 - violence
 - distressed interviewee
 - diversity issues
- Interviewee may include*
- suspect (who may or may not be under arrest)
 - witness
 - informant
 - informer
 - complainant
 - victim

RANGE STATEMENT

- Preliminary advice may cover*
- experts (such as persons with medical, scientific, legal or other specialist knowledge in the field)
 - interview process
 - interview time limits
 - effect of prior interview/s occurring within previous 48 hours
 - formal caution
 - allegation
 - voluntariness
 - recording requirements
 - tape protocols (for chain of evidence requirements)
 - number of interviewers
 - statutory rights
 - how the information gathered will be used
- Interview process may include*
- purpose
 - format/structure
 - identification and personal details of interviewee
 - roles of interviewers if more than one
 - formal identification of interviewers
 - full description of exhibits even if videotaped
 - recording process, including use of new tapes, to be opened in front of the interviewee
 - use of confirming questions, to obtain/record interviewee agreement regarding conduct of the interview and that the record of interview is accurate
- Rights may include*
- caution
 - legal representation
 - consular representation
 - interpreter
 - silence
 - notification of whereabouts to family/friends
 - opportunity to make a written statement
 - independent adult present (for juveniles)
 - support person present (for Indigenous peoples, intellectually disabled)
 - being treated with dignity and respect during searches and examinations
 - know the purpose and intended use of the interview
 - copy of taped record of interview within a given time
 - copy of transcript of interview within a given time, if applicable
 - sign/not sign statement
- Questioning techniques*
- summarising

RANGE STATEMENT

may include

- re-phrasing
- paraphrasing
- clarifying questions
- open and closed questions
- cognitive interviewing
- using silence
- establishing event lines or time lines
- non-leading questions

Conduct of interview includes

- no threat, promise or inducement
- no unfair representation
- no physical abuse
- no acts of misconduct
- no duress
- no coercion
- adherence to standard operating procedures
- adherence to code/s of conduct and ethical requirements

Recording may include

- audiotaping
- videotaping
- electronic data
- special arrangements, requests and activities not directly related to the interview such as:
 - persons present
 - times for breaks, such as toilet breaks
 - telephone calls
 - refreshments
 - medical attention
 - visitors
 - requests to see superiors
 - meeting all legal and administrative requirements
 - typewritten record of interview
 - hand written record of interview

Legal and organisational requirements may include

- complying with relevant Commonwealth, State/Territory legislation, such as Part 1C of the Crimes Act 1914
- observation of statutory time limits
- special arrangements for minors
- interviewees' legal rights which must be accorded to them throughout the interview
- ensuring suspects or witnesses understand their rights
- interviewee access to legal advice
- interviewee access to consular assistance

RANGE STATEMENT

- union representation at interview
 - presence of advocates for some groups, for example the intellectually disabled
 - special arrangements for the interview of Aboriginal and Torres Strait Islander peoples
 - special arrangements for the interview of people who do not speak English
 - unwrapping new tapes in front of interviewee at commencement of interview
 - implementation of organisation agreements
 - arrangements for written statement when appropriate
 - other jurisdictional requirements
 - asking for a concluding statement
 - confirming that the information given was voluntary
 - agreement on time of conclusion of interview
 - clearly labelling tapes
 - providing a copy of the audio or video tape to the interviewee at the close of the interview or within statutory time limit
 - transcribing the record of interview
 - providing a copy of the transcribed record of interview or statement to the interviewee at the close of the interview or within statutory time limit
 - securing record of interview in accordance with legislative and organisational requirements
 - security classification of information
 - sealing and securing master tape or data
 - securing recording equipment
 - acknowledging, signing and verifying record of interview by interviewee, where appropriate
 - processing/referral of alleged offender
 - completing organisational records/reports/files
- Concluding the interview may include*
- Post-interview procedures may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG408C Conduct search and seizure

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to conduct search and seizure activities. It includes preparing for search and seizure, implementing the search, conducting the seizure, completing post-search activities and debriefing.

In practice, conducted search and seizure may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, exercising regulatory powers, assessing non-compliance, etc.

This unit replaces and is equivalent to PSPREG408B Conduct a search and possible seizure.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for search and seizure	<p>1.1 The purpose of the search is identified and powers under legislation, policies and procedures relating to the search are confirmed</p> <p>1.2 Assessment is made of where items/property/evidence might be obtained with and/or without the use of a search/seizure warrant</p> <p>1.3 Authority to search/seize is verified/obtained and intention to search is advised in accordance with legislative requirements and organisational policy and procedures</p> <p>1.4 Operational planning to address the range of requirements for a search/seizure is carried out in accordance with organisational guidelines</p> <p>1.5 Risk assessment is undertaken to ensure the search/seizure can be conducted safely in accordance with organisational guidelines, and risk management strategies are included in operational planning</p> <p>1.6 The need for assistance with the search and/or seizure is identified and organised in accordance with organisational policy and procedures</p>
2. Implement search	<p>2.1 Search is conducted in accordance with legislation, regulations, policies and guidelines</p> <p>2.2 Search is conducted according to standard operating procedures to ensure thorough and systematic process is used</p> <p>2.3 Equipment and/or technology and other resources are used according to organisational guidelines</p> <p>2.4 Where assistance is obtained, the search is undertaken in accordance with lead agency requirements</p> <p>2.5 Records are made of the search process, items/evidence uncovered in the search, and subsequent action</p>
3. Conduct seizure	<p>3.1 Alternatives to seizure are considered and subsequent action is recorded and justified against legislation, policy and regulations</p> <p>3.2 Items/property/evidence and any related information are seized or otherwise dealt with in accordance with legal requirements and standard operating procedures</p> <p>3.3 Items/property/evidence are appraised, seized, recorded and receipted in accordance with organisational procedures, legislative requirements and the rules of evidence</p> <p>3.4 Items/evidence are removed, secured and, if required, disposed of, in accordance with organisational procedures, legislative requirements and the rules of evidence</p> <p>3.5 Safety of self and others is protected in accordance with operational policy and procedures</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.6 Seizure process is conducted in accordance with organisational and legislative requirements and complies with the rules of evidence
- 4. Complete post-search activities**
- 4.1 Outcomes of search and seizure activities are recorded and disseminated to required personnel in accordance with organisational policy and procedures
- 4.2 Where required, follow-up actions are identified, recorded and undertaken
- 4.3 Where required, third party claims to title of seized items/property are dealt with in accordance with legislative requirements and organisational policy and procedures
- 4.4 Damage to property during the search is dealt with in accordance with legislative and procedural guidelines
- 5. Debrief search and seizure**
- 5.1 Feedback on own role in search/seizure is obtained regularly for continuous improvement
- 5.2 Search and seizure outcomes, processes and procedures are evaluated and improvements recommended and actioned
- 5.3 The value of assistance and/or joint operation relationships/teamwork is assessed and improvements are recommended and actioned in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and observation
- completing records using formality of language and structure
- exchanging often complex oral information in a form to suit diverse audiences
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of search and seizure

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling legislation, regulations and guidelines
- search procedures
- organisational procedures including those dealing with physical evidence or obtaining a warrant, where relevant
- roles of expert/other personnel
- procedures for dealing with physical evidence
- rules of evidence
- use of equipment and resources
- public sector legislation and standards
- occupational health and safety and environmental considerations to ensure the safety of self and others

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- search and seizure conducted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards related to search and seizure
- public sector values and codes of conduct
- search support resources
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting search and seizure activities

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting search and seizure, including coping with difficulties, irregularities and breakdowns in routine
- search and seizure conducted in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation

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- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Purpose of the search may include</i> | <ul style="list-style-type: none"> • illicit items • goods to be possessed under court order • physical evidence relating to an offence |
| <i>Items may include</i> | <ul style="list-style-type: none"> • personal property, furniture and electrical equipment not excluded from seizure under legislation • documents • financial information • computer equipment • vehicles • illicit items • drugs • plants • wildlife • currency |
| <i>Evidence may include</i> | <ul style="list-style-type: none"> • documents • information/data • paper-based or technology-based documents/information • photographs • video • dangerous goods • wildlife • prohibited substances • illicit items • any assets or property seized under State/Territory or Commonwealth laws enabling the enforcement of penalties, judgments and orders |
| <i>Items/property/evidence might be obtained from</i> | <ul style="list-style-type: none"> • field search - land/sea/air/waterways • premises - private, government or business • vehicles • vessels • aircraft • cargo • cargo containers |

RANGE STATEMENT

- | | |
|--|--|
| <i>Authority to search/seize may include</i> | <ul style="list-style-type: none"> • baggage - accompanied or unaccompanied • warrant already issued • no requirement for search warrant under powers of enabling legislation • affidavit • confirming the legal basis for the search and seizure • appropriate information to ground a warrant • requirement to obtain search/seizure warrant before proceeding • organisational approval/s to undertake search and seizure • completion/submission of organisational documents relating to planned search and seizure • the need for assistance from other agencies/jurisdictions • referrals to other agencies |
| <i>Intention to search may be advised to</i> | <ul style="list-style-type: none"> • supervisor • colleagues • person being searched • owner • occupier • operator • passengers • crew • legal representatives • other organisations or jurisdictions |
| <i>Operational planning may include</i> | <ul style="list-style-type: none"> • planning, with particular reference to own role in the search • authorisation • equipment • personnel • search methods • risk assessment • safety requirements • meeting legislative requirements eg not infringing the rights of individuals |
| <i>Assistance may include</i> | <ul style="list-style-type: none"> • other officers • other organisations • other jurisdictions • specialist advice • police |
| <i>Legislation, regulations, policies and guidelines may include</i> | <ul style="list-style-type: none"> • enabling/principal legislation • other legislation impacting on search and seizure • regulations |

RANGE STATEMENT

- organisational policy and guidelines
 - standard operating procedures
 - rules of evidence
 - public sector standards
 - codes of practice
 - privacy legislation
 - rights of individuals and organisations who are subjects of the search
- Thorough and systematic process means search includes*
- contents
 - outside packages, packing and containers
 - consideration of methods of concealment
 - potential hides
 - consideration of contents against information/reasonable grounds that gave rise to the search
 - consideration of the potential for items to be used for information/intelligence
- Equipment and resources may include*
- search support equipment such as:
 - X-ray
 - trace particle detectors (eg Ionscan)
 - forklift scales
 - fibroscope
 - boroscope and buster
 - cameras
 - video cameras
 - tools
 - safety equipment
 - personal protective equipment
 - means to secure evidence/samples/assets seized
 - detector dogs
 - specialist staff
 - photographer/s
- Records may include*
- organisational records
 - receipts
 - notebooks
 - video footage
 - audiotapes
 - photographs
 - contemporaneous notes
- Information may include*
- addresses
 - telephone numbers

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- email contacts
 - web site addresses
 - record of anything observed at the scene that is not physical evidence, but may later be relevant
- Dealing with items as an alternative to physical seizure may include*
- labelling items for later seizure
 - securing items for later seizure
 - securing the location of items/evidence
 - seizing alternative items to the same value
 - isolating items/locations for safety reasons
 - changing the locks on seized premises
 - sign-posting seized property/vessels
- Legal requirements may include*
- managing chain of continuity of evidence
- Securing items/evidence may include*
- restricting/controlling access
 - security classifying information
 - ensuring continuity of possession of documents and other physical evidence
- Safety equipment may include*
- gas testers
 - personal protective equipment, such as protective suits, masks, gloves, self-contained breathing apparatus
 - communication devices
 - remote location equipment

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG409B Prepare a brief of evidence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to prepare a brief of evidence. It includes analysing evidence, preparing and reviewing admissible evidence, developing a brief of evidence and coordinating witnesses.

In practice, preparing a brief of evidence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, gathering and analysing information, etc.

This unit replaces and is equivalent to *PSPREG409A Prepare evidence*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse evidence	<p>1.1 All related information is considered, whether likely to be admissible as evidence, or not</p> <p>1.2 Information is cross-checked to confirm origin, authenticity and reliability, and to anticipate challenge/s that may occur</p> <p>1.3 Gaps and inadequacies are identified and assessed to allow further collection of evidence where possible</p> <p>1.4 Information is handled and stored in accordance with legislative requirements and organisational policy and procedures</p>
2. Prepare and review admissible evidence	<p>2.1 Witness and expert statements are prepared in accordance with legislative requirements and organisational policy and procedures</p> <p>2.2 <i>Evidence</i> is prepared in accordance with legislative requirements and organisational policy and procedures</p> <p>2.3 All evidence is included in the brief that is likely to be admissible by the court</p> <p>2.4 Non-admissible evidence is separated and retained</p> <p>2.5 Similar proofs are identified and reviewed to confirm that evidence is sufficient to proceed to prosecution</p> <p>2.6 Security, recording and continuity of evidence are maintained in accordance with legislative requirements and organisational policy and procedures</p>
3. Develop a brief of evidence	<p>3.1 Brief of evidence is planned and prepared according to <i>standards</i> required by the <i>prosecution</i></p> <p>3.2 All <i>required information</i> is included in the brief and meets all legal requirements</p> <p>3.3 Brief is provided to prosecution and other parties as required by law and organisational requirements</p> <p>3.4 When required, counsel is briefed on the case and any circumstances that may affect the progress and outcomes</p>
4. Coordinate witnesses	<p>4.1 When required, expert witnesses are identified, familiarised with the evidence, and utilised in accordance with organisational policy and procedures</p> <p>4.2 When required, witness summonses are organised in accordance with legal and organisational requirements</p> <p>4.3 Contact is maintained with <i>witnesses</i> to ensure cooperation, communication and attendance at <i>proceedings</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking analysis and research

undertaking collation and compilation

writing complex documents - reflecting key points of oral statements in written form in witness statements and in the brief of evidence

report writing using formal structures and language

making comparisons and exercising judgment about facts in written materials

communicating with witnesses from diverse backgrounds

responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

sections of Evidence Act, Justice Act relating to preparation of a brief of evidence

admissible evidence

burden of proof

court hearing procedures

rules of evidence

requirements of brief of evidence

principles of disclosure

anti-discrimination law

organisational policies, guidelines and regulations

equity and diversity principles

public sector legislation such as occupational health and safety and environment

relating to the preparation of a brief of evidence

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

PSPREG407B Produce formal record of interview

PSPREG411A Gather information through interviews

PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- preparing a brief of evidence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered when preparing a brief of evidence

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing a brief of evidence, including

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coping with difficulties, irregularities and breakdowns in routine

- preparing a brief of evidence in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Evidence may include</i> | <ul style="list-style-type: none"> • documentary, real and oral evidence • statements • interviews • exhibits |
| <i>Required standards may include</i> | <ul style="list-style-type: none"> • having the brief reviewed by a legal authority to ensure completeness, accuracy, whether a prima facie case exists, and the likelihood of success • correlating witness statements to exhibits |
| <i>Prosecution may include</i> | <ul style="list-style-type: none"> • organisation's prosecutor or prosecuting team • State/Territory/Commonwealth government prosecution authority • Crown solicitor |
| <i>Information required in a brief of evidence may include</i> | <ul style="list-style-type: none"> • precedents • relevant sections of legislation • witness statements • records of interview • admissible evidence • other evidence |
| <i>Witnesses may include</i> | <ul style="list-style-type: none"> • organisational personnel • professionals/experts • those with specific needs such as: • distressed persons • hostile witnesses • minors • complainants |
| <i>Proceedings may include</i> | <ul style="list-style-type: none"> • courts • tribunals |

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG410B Give evidence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements of giving evidence in a range of legal proceedings. It includes preparing for proceedings, presenting evidence, and following up outcomes of proceedings.

In practice, giving evidence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, working with interpreters, etc.

This unit replaces and is equivalent to *PSPREG410A Give evidence*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for proceedings	<p>1.1 Arrangements for, role and involvement in proceedings are confirmed</p> <p>1.2 Documentation and exhibits are prepared in accordance with legislation, policy and procedures</p> <p>1.3 Any witnesses are supported as required, in accordance with organisational policy and procedures, to attend proceedings and give evidence</p>
2. Present evidence	<p>2.1 Protocols and rules of evidence relevant to the setting and the organisation involved are adhered to throughout proceedings</p> <p>2.2 Feedback from counsel and/or police and comments by deciding authority are noted and incorporated</p> <p>2.3 Evidence is presented in a clear, concise and articulate manner in accordance with organisational standards</p> <p>2.4 Quality and standard of evidence and presentation enhance the reputation and image of the organisation with the public, legal profession and colleagues</p> <p>2.5 Considered expert evidence is provided on request in accordance with the organisation's policy and consistent with qualifications and expertise</p>
3. Follow up outcomes of proceedings	<p>3.1 The outcomes of the proceedings are noted and filed, and reports are completed where required according to organisational requirements</p> <p>3.2 Any required actions are implemented in accordance with organisational policies and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

presenting evidence clearly and concisely

writing reports

word processing

taking notes

communicating with people from diverse backgrounds

responding to diversity, including gender and disability

making comparisons and exercising judgment about facts in written materials

report writing using formal structures and language

applying public sector standards and legislation such as occupational health and safety and environment in the context of giving evidence

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

court prosecution processes

common law versus judicial precedent versus legislation

specific powers of the organisation

court/tribunal/commission structures

jurisdiction of each court/tribunal/commission

appeals systems

role of legal personnel in judicial or quasi-judicial systems

procedures and protocols in different judicial or quasi-judicial systems

types of offences

general principles of criminal liability

exemptions and defences

types of evidence admissible in judicial or quasi-judicial systems

legislative requirements of presenting evidence

use of notes in court/tribunal/commission

organisation policies and procedures relating to preparation of documents and evidence and providing expert opinion

public sector legislation such as occupational health and safety and environment relating to the presentation of evidence

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV408A Value diversity

PSPGOV419A Work with interpreters

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- giving evidence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to presentation of evidence
- case studies and workplace scenarios to capture the range of likely offences for which evidence needs to be presented

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving evidence, including coping with difficulties, irregularities and breakdowns in routine
- giving evidence in a range of (3 or more) contexts (or occasions, over time)

EVIDENCE GUIDE

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Arrangements for, role and involvement may include</i> | <ul style="list-style-type: none"> • confirmation of time, date and location of proceedings • confirmation of evidence required to be presented • working with/briefing legal counsel |
| <i>Proceedings may include</i> | <ul style="list-style-type: none"> • criminal, coronial and civil courts • defence tribunals • industrial relations commissions • State industrial tribunals • workers compensation tribunals • human rights commissions • equal opportunity commissions • land and environment courts • royal commissions • disciplinary hearings • administrative reviews • Parliamentary hearings |
| <i>Documentation and exhibits may include</i> | <ul style="list-style-type: none"> • reports • photographs • items of evidence • media footage • reports of incidents • files, correspondence, meeting notes • radio/telephone record logs |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • legislation relevant to proceedings • legislation relevant to the organisation • operational performance standards • organisational personnel practices and guidelines • organisational quality standards |
| <i>Witnesses may include</i> | <ul style="list-style-type: none"> • those directly involved • bystanders • experts • organisational personnel • distressed or unwilling witnesses |

RANGE STATEMENT

- Protocols may include*
 - complainants
 - rules of court
 - correct mode of address for judges, magistrates and other court users, in and out of court
 - procedures for entering and leaving a courtroom
 - complying with security procedures
 - file handling procedures
 - procedures for handling exhibits
- Rules of evidence include*
 - admissibility
 - contemporaneousness
- Deciding authority may include*
 - magistrate
 - judge
- Evidence may include*
 - different aspects in chief, cross-examination and re-examination
- Standards for giving evidence may include*
 - voice clarity
 - language
 - impartiality
 - respect for people and offices held
 - standards of dress
 - forms of address
- Required action may include*
 - follow-up action with legal authorities
 - re-listing for conciliation conference or arbitration
 - dealing with evidence, which may include disposal
 - preparing agreed orders
 - updating files
 - closing files

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG411A Gather information through interviews

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers gathering information through interviews that do not result in a formal record of interview in the legal sense. Interviews may be conducted in a range of locations for a range of reasons. They may be overt or covert. The unit includes preparing for the interview, conducting the interview, and reviewing and correlating interview information.

Verbal questioning and other interactions undertaken outside a formal interview structure are not addressed in this unit as these are covered in other communication units in the Training Package, such as *PSPGOV412A Use advanced workplace communication strategies*.

In practice, gathering information through interviews may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, applying government processes, gathering and analysing information, assessing compliance, receiving and validating information, etc.

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for interview	<p>1.1 The need for an interview is determined, and the <i>context</i> and <i>requirements</i> are established in accordance with <i>organisational and legislative requirements</i></p> <p>1.2 Interview <i>planning</i> is undertaken to ensure desired outcomes are achieved</p> <p>1.3 Interview arrangements are made in accordance with legislative and organisational requirements</p> <p>1.4 <i>Materials</i> to be used during the interview are prepared as required</p> <p>1.5 Advice is obtained as required on legislative or administrative issues relating to the conduct of the interview</p>
2. Conduct interview	<p>2.1 Commencement of the interview is undertaken following organisational <i>protocols</i> and complies with legislative requirements</p> <p>2.2 Interview is conducted in a planned manner, with the sequence evident to others who may use the outcomes</p> <p>2.3 <i>Questions</i> are selected and used that are relevant, comprehensive, appropriate to the situation and the interviewee and adhere to the rules of evidence</p> <p>2.4 Problem solving skills are used to test, compare and contrast information as it is provided to influence the direction of further questions</p> <p>2.5 Information is <i>recorded</i> in accordance with organisational policy and procedures</p> <p>2.6 Personal conduct is maintained in accordance with legal and organisational requirements and takes account of cultural and ethical issues</p>
3. Review and correlate information	<p>3.1 Information is reviewed and clarified to ensure its relevance and sufficiency prior to concluding the interview</p> <p>3.2 Information is transcribed if necessary and sensitive information is <i>dealt with</i> in accordance with organisational policy and procedures</p> <p>3.3 Detailed analysis is conducted, and incomplete and irregular information is identified and noted or followed up in accordance with the nature of the interview and organisational requirements</p> <p>3.4 Behavioural characteristics of significance to the purpose of the interview are confirmed</p> <p>3.5 <i>Post-interview activities</i> are undertaken as required in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using interviewing techniques to suit a range of situations and interviewees
- engaging in exchanges of sometimes complex oral information
- varying style and language structure to suit a range of interviewees
- using techniques to deal with difficult interview situations
- using a range of communication techniques that include establishing rapport, listening, probing, reflecting, negotiation, conflict resolution
- responding to diversity, including gender and disability
- using critical analysis, evaluation and deductive reasoning
- using problem solving and decision making related to interviewing
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment, where necessary
- applying public sector standards and legislation such as occupational health and safety and environment in the context of interviewing

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- application of legislation to interviewing including privacy, ethics, confidentiality and freedom of information
- organisational policies and guidelines relating to interviews
- questioning techniques
- legal and ethical considerations for conducting interviews
- cultural awareness in the context of interviewing
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to recording of information
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment, relating to interviews

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG403B Assess compliance

PSPREG415A Receive and validate information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- information gathered via interviews in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to gathering information through interviews
- case studies and workplace scenarios to capture the range of situations likely to be encountered when gathering information through interviews

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when gathering information through interviews, including coping with difficulties, irregularities and breakdowns in routine

- information gathered via interviews in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Contexts may include

- informal interviews
- interviews against set criteria
- interviews to assess applications
- initial investigation of complaints
- audits
- intelligence gathering
- threat assessment
- security vetting
- overt interviews
- covert interviews, under specific legislative powers

Requirements may include

- interview location/environment:
- office
- designated interview room
- in the field (including overseas)
- private home
- at a client/contractor location
- in other agencies
- timing
- personnel present:
- senior staff
- colleagues
- interpreter
- support persons
- method of recording:
- tape recording
- videotaping
- hand written
- typewritten/word processed
- file notes
- equipment:
- electronic equipment
- recording equipment
- computer equipment

RANGE STATEMENT

Organisational and legislative requirements may include

- availability of interviewee
- organisational policy, procedures and guidelines
- international treaties and protocols
- cross-jurisdictional protocols
- organisation's strategic objectives
- national strategic objectives
- security constraints
- public sector codes of conduct/ethics
- confidentiality requirements
- Commonwealth, State/Territory or Local Government legislation such as:
- Freedom of Information Act 1982
- Privacy Act 1988
- Archives Act
- Crimes Act 1914 and Criminal Code 1995
- Evidence Act
- the organisation's enabling legislation

Interview planning may include

- purpose
- structure
- context
- expectations
- intended/desired outcomes
- criteria for assessment
- risk management considerations
- key questions in sequential order, highlighting main points
- assessing sources of information
- interview strategies appropriate to the situation and purpose of the interview, such as:
- direct questioning
- empathetic questioning
- investigative interviewing
- exclusion of leading questions
- avoidance of cross-examination
- safety requirements for interviewer, interviewee and others present

Materials may include

- paper-based and electronic documents, including:
- maps
- photographs
- videotapes
- physical objects and materials

RANGE STATEMENT

- Commencement protocols may include*
 - audiotapes
 - introductions
 - producing identification/authority
 - explaining the purpose, process and recording requirements
 - confirming confidentiality of information, if appropriate to the interview purpose
- Questioning techniques may include*
 - summarising
 - re-phrasing
 - paraphrasing
 - open and closed questions
 - cognitive interviewing
 - using silence
 - active listening
 - using and recognising body language
 - identifying and overcoming barriers to communication
 - investigative interviewing techniques
- Recording may include*
 - hand written record of interview
 - typewritten record of interview
 - audiotapes
 - videotapes
- Dealing with sensitive information may include*
 - information security procedures
- Post-interview activities may include*
 - interview report
 - interview assessment report
 - informal judgment
 - recommendations with supporting reasons/evidence
 - suggesting solutions to problems encountered during the interview
 - informing stakeholders of outcome of interview
 - providing briefings on outcomes

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG412A Gather and manage evidence

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers all activities involved in gathering and managing evidence. It includes planning and activating evidence collection, identifying persons of interest, collecting and storing evidence, and summarising and reporting on evidence.

In practice, gathering and managing evidence may overlap with other generalist or specialist public sector work activities such as exercising regulatory powers, acting ethically, complying with public sector legislation, applying government processes, gathering and analysing information, etc.

This unit replaces and, for qualification purposes only, is equivalent to *PSPFRAU403A Gather, manage and present evidence*. The unit has been expanded and is no longer restricted to evidence relating to fraud.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and activate evidence collection	<p>1.1 <i>Evidence</i> requirements are researched to establish the type and standard of evidence and <i>resources</i> required when the size of investigation and/or type of offence/s require this</p> <p>1.2 Approval to commence investigation is obtained in accordance with organisational policy and procedures</p> <p>1.3 Plan of action is agreed in accordance with organisational policy and procedures, and communication and review processes are established</p> <p>1.4 Evidence recording process is put in place in accordance with organisational guidelines and legislative requirements</p>
2. Identify persons of interest	<p>2.1 Possible witnesses are identified, located and contacted to request that they provide information</p> <p>2.2 Particulars of witness/es are documented according to correct evidentiary procedures</p> <p>2.3 <i>Responsible parties</i> are identified, located and their <i>particulars</i> are recorded in accordance with correct evidentiary procedures</p> <p>2.4 Responsible parties are contacted for interview in accordance with organisational procedures and legislative requirements, and informed of the nature of the investigation, if required by law</p>
3. Collect and store evidence	<p>3.1 <i>Authority to search</i> is obtained/verified, involving other organisations where necessary</p> <p>3.2 Evidence is identified, <i>collected, labelled</i>, recorded and preserved according to exhibit management principles for later use in proceedings</p> <p>3.3 Evidence is <i>managed</i> in accordance with the principles of continuity of possession, <i>legislation and standards</i></p> <p>3.4 Corroboratory evidence is collected, documented and preserved</p> <p>3.5 <i>Expert</i> skills and knowledge are accessed when necessary to further assist staff in areas where they cannot or are not authorised to act</p> <p>3.6 Constant review is implemented during evidence collection to enable gaps and inadequacies to be addressed in accordance with organisational policy and procedures</p>
4. Summarise and report on evidence	<p>4.1 Verbal and written summaries/<i>reports</i> are made in accordance with legislative and organisational requirements</p> <p>4.2 Outcomes of investigation are entered into data management systems according to organisational guidelines</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

organising and problem solving

liaising and negotiating

communicating with people from diverse backgrounds

responding to diversity, including gender and disability

making comparisons and exercising judgment about facts in written materials

report writing using formal structures and language

applying public sector standards and legislation such as occupational health and safety and environment in the context of gathering and managing evidence

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

rules of evidence relevant to the jurisdiction

evidence legislation relevant to the jurisdiction

legislation which contains the offence/s under investigation

document management systems

exhibit management principles

organisational policies, guidelines and regulations

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment relating to gathering and management of evidence

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

PSPREG407B Produce formal record of interview

PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- gathering and management of evidence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to gathering and managing evidence
- case studies and workplace scenarios to capture the range of likely offences for which evidence needs to be gathered and managed

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and managing evidence, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- gathering and management of evidence in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Evidence may include</i> | <ul style="list-style-type: none"> • real, oral, computer data or documentary • photographic or video • new evidence which results in reopening an investigation • requirements identified in an evidence guide or evidence matrix |
| <i>Establishing resource requirements may require</i> | <ul style="list-style-type: none"> • an estimate of the costs of gathering evidence |
| <i>Responsible parties may include</i> | <ul style="list-style-type: none"> • suspects • alleged offenders • obligation holders • employers • principal contractors • owners • operators |
| <i>Particulars of responsible parties may include</i> | <ul style="list-style-type: none"> • personal details • identification of assets and entitlements for criminal or civil recovery purposes |
| <i>Authority to search may include</i> | <ul style="list-style-type: none"> • warrant already issued • no requirement for search warrant under powers of enabling legislation • affidavit • confirming the legal basis for the search and seizure • appropriate information to ground a warrant • requirement to obtain search/seizure warrant before proceeding • organisational approval/s to undertake search and seizure • completion/submission of organisational documents relating to planned search and seizure • the need for assistance from other agencies/jurisdictions • referral to other agencies |
| <i>Evidence collection may include</i> | <ul style="list-style-type: none"> • voluntary submission • acquisition through legislative powers • following new lines of inquiry suggested during the process of gathering evidence |

RANGE STATEMENT

- Labelling of evidence may include*
- date
 - time
 - location
 - details of person/s giving the evidence
 - person/s collecting the evidence
- Evidence management may include*
- systematic recording (such as dating and numbering)
 - using written or electronic database systems
 - referral to prosecution organisations at any stage
 - constant reviews during an investigation
 - restricting access to evidence
- Legislation and standards may include*
- relevant Commonwealth/State/Territory legislation and guidelines
 - ethical and conduct standards
 - judicial standards which must be followed in evidence collection to ensure the continuity of possession and admissibility of the evidence
- Expert knowledge and skills may include*
- police, other law enforcement agencies
 - private provider
 - standards setting organisation
 - input such as:
 - search warrant
 - surveillance
 - scientific analysis
- Reports may be*
- to finalise case
 - to inform team members and management
 - to refer to other sections or organisations
 - to prepare for final summation in proceedings
 - edited and security coded for a particular audience

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG413A Undertake inspections and monitoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to undertake both routine and non-routine inspections and monitoring of a more complex or detailed nature, with discretion to determine appropriate action in accordance with relevant Acts and regulations.

Typically work will be under general direction, with full responsibility for delegated duties within a generally defined area. It includes planning and organising inspection and monitoring activities, undertaking inspections, acting on non-compliance and providing reports, information and training.

In practice, undertaking complex inspections and monitoring may overlap with other generalist or specialist work activities such as exercising regulatory powers, using resources, gathering and analysing information, upholding and supporting public service values, working safely, applying government processes, etc.

This unit is one of five units in the *Regulatory Competency* field that deal with inspection and monitoring. Related units are:

PSPREG201A Carry out inspections and monitoring under guidance
PSPREG301A Undertake routine inspections and monitoring
PSPREG503A Supervise and carry out complex inspections and monitoring
PSPREG603A Manage and lead inspection and monitoring programs

This is a new unit of competency, added to the *Regulatory Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise inspection and monitoring activities	1.1 Outputs are confirmed and inspection and monitoring <i>activities</i> and responsibilities are determined in accordance with organisational requirements 1.2 <i>Procedures</i> , timeframes, <i>resources and equipment</i> requirements are determined for self and others in accordance with organisational and task requirements 1.3 Resources/equipment are obtained and prepared in accordance with organisational and task requirements 1.4 Legislative requirements, risk management practices and occupational health and safety requirements are determined 1.5 Communication strategies and development opportunities are identified and adjusted to suit a range of clients in making them aware of their obligations under relevant <i>legislation</i> , in accordance with organisational policy and procedures 1.6 Procedural and information guides are reviewed and updated as required
2. Undertake inspections and monitoring	2.1 <i>Inspections and monitoring activities</i> are carried out under <i>general direction</i> in accordance with organisational and legislative requirements including occupational health and safety 2.2 <i>Risk management strategies</i> are developed and implemented as required in accordance with set procedures and timelines 2.3 Resources/equipment are used and maintained in accordance with organisational and task requirements 2.4 When required, operational and technical advice is provided to subordinate officers in accordance with organisational policy and procedures
3. Act on non-compliance	3.1 Information/education is provided to achieve client compliance in accordance with organisational guidelines and legislative requirements relating to the seriousness of the possible breach 3.2 Further <i>action</i> as a result of failure to achieve compliance is taken in accordance with organisational guidelines and legislative requirements relating to the seriousness of the possible breach 3.3 Compliance requirements of legislation/regulations are identified, and contraventions and recommended action are reported in accordance with organisational policy and procedures 3.4 Serious or complex situations are referred for advice or resolution in accordance with organisational policy and procedures

ELEMENT

PERFORMANCE CRITERIA

4. Provide reports, information and training

- 3.5 The elements of each offence to be prosecuted under relevant legislation are identified, and information/evidence is *collected* and provided in accordance with legislation, procedures and rules of evidence
- 3.6 When required, court attendance and conduct requirements are fulfilled in compliance with organisational guidelines
- 4.1 *Records* are maintained and reports are prepared and provided in accordance with organisational requirements
- 4.2 Requirements of relevant legislation are interpreted and information and advice are provided on technical and operational matters
- 4.3 On-the-job inspection/monitoring training is provided in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking observation and analysis
- communicating with a diverse range of clients and staff
- responding to diversity, including gender and disability
- writing reports using standard formats
- using computers for word processing and manipulation of statistical data
- operating workplace equipment
- applying public sector legislation such as occupational health and safety and environment in the context of inspection and monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation including occupational health and safety, environment, privacy etc
- organisational policy and procedures
- inspection procedures
- monitoring procedures
- enabling legislation
- elements of an offence
- responses to non-compliance
- equity and diversity principles
- workplace and industry environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

the knowledge requirements of this unit

the skill requirements of this unit

application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)

performance under general direction with responsibility within a generally defined area for inspections and monitoring undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

legislation, policy, procedures and protocols relating to inspection and monitoring

EVIDENCE GUIDE

case studies and workplace scenarios to capture the range of inspection and monitoring situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking inspections and monitoring, including coping with difficulties, irregularities and breakdowns in routine
- performance under general direction with responsibility within a generally defined area for inspections and monitoring undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

people with disabilities

people from culturally and linguistically diverse backgrounds

Aboriginal and Torres Strait Islander people

women

young people

older people

people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

case studies

demonstration

observation

questioning

scenarios

simulation or role plays

authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Activities may include</i>	<ul style="list-style-type: none"> inspections/examinations monitoring surveillance focused and benchmark audit activities remote monitoring other compliance assurance activities
<i>Procedures may include</i>	<ul style="list-style-type: none"> observation handling procedures sampling procedures rejection procedures storage procedures disinfection procedures treatment procedures organisational guidelines and code of conduct incident reporting procedures safety procedures emergency procedures evacuation procedures
<i>Resources and equipment may include</i>	<ul style="list-style-type: none"> inspection equipment personal protective equipment - respirators, gloves, overalls, boots, hearing protection, goggles, masks etc test kit equipment recording equipment storage equipment/facilities entry authority/warrant Global Positioning System (GPS) equipment

RANGE STATEMENT

communication equipment
computers
satellite imagery
aerial photographs
spatial data and information
vehicles - 2 or 4 wheel drive

Legislation may include

Commonwealth legislation and regulations, for example:
Commonwealth Quarantine Act 1908, proclamations and regulations
Crimes Act 1914 and Criminal Code Act 1995
Customs Act 1901 and regulations
Wildlife Protection Act 1982
Export Control Act 1982
Imported Foods Act 1996
Occupational Health and Safety Act 1988
State, Territory and Local Government legislation and regulations, such as those relating to:
agriculture
horticulture
conservation and land management
fisheries
environmental protection
building
water
emergencies
international legislation/codes of behaviour

Inspections and monitoring activities may relate to

aircraft
airfreight
animal products
animals
cargo
cereals

RANGE STATEMENT

collection of biological specimens
disposal of organic waste
fresh produce
goods
land condition, such as:
topography
salinity
erosion
weed infestation
vermin infestation
fire hazard
over grazing
land improvements, such as:
fences
buildings
sporting or playground equipment
irrigation infrastructure
sewerage infrastructure
waterfront occupations
community structures
land usage
leases and other tenures, to ensure compliance with conditions
licence/permit compliance (eg vegetation clearing)
live fish
livestock
mail
mineral samples
passenger baggage
people
pests
plant products
plants

RANGE STATEMENT

	premises
	properties
	reserves and their use/s
	survey activities to maintain readiness for district emergency plans
	vector monitoring
	vessels
<i>General direction may include</i>	supervisors
	senior policy officers
	senior inspectors
	line managers
	project managers
	program managers
	inspection specialists
<i>Risk management strategies may include</i>	monitoring
	treatment
	containment
	control
	eradication
	destruction
	biosecurity strategies
<i>Non-compliance may include</i>	both routine and non-routine matters of a more complex or detailed nature with discretion to determine appropriate action
	referral to senior staff of decisions that are more difficult, or of potential interest to external parties such as the media, public, political parties etc
<i>Action may include</i>	advice
	warning
	formal notification of intent
	infringement notices
	on-the-spot fines
	court prosecution
<i>Collection of evidence</i>	observation

RANGE STATEMENT

may include

interviewing
seizure
sampling
specimen collection
recording
maintenance of case files
determination of land ownership

Records may include

notes
case files
statistics
forms (application forms, disease notification forms, etc)
notices (seizure notice, infringement notice, etc)
invoices
receipts
commercial documentation such as bills of lading, airway bills

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG414A Conduct surveillance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the gathering of information through surveillance operations. It includes planning surveillance, carrying out surveillance and completing the surveillance operation.

In practice, conducting surveillance may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, using resources, gathering and analysing information, etc.

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

This unit draws on aspects of the Property Services unit, *PRISIS304A Conduct surveillance*. The units are not equivalent.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan surveillance	<p>1.1 The <i>purpose</i> and <i>outcomes</i> of the surveillance are established in consultation with <i>stakeholders</i>, and authority to conduct surveillance is obtained in accordance with organisational policy and procedures</p> <p>1.2 Location and timeframe are determined in accordance with the purpose and outcomes</p> <p>1.3 <i>Resource requirements</i> are determined and arranged in accordance with surveillance plan and budgetary constraints</p> <p>1.4 Requirements for <i>technical specialists</i> are determined and arranged in accordance with organisational procedures</p> <p>1.5 Operation is planned in accordance with organisational guidelines to meet <i>legislative and other requirements</i> and <i>public sector standards</i></p> <p>1.6 Surveillance plan is prepared detailing key activities, roles, responsibilities, risk management and contingency planning, and takes into account covert nature of the operation and security requirements for those involved</p>
2. Carry out surveillance	<p>2.1 Identities of surveillance subject/s are confirmed and the surveillance operation is conducted in accordance with the surveillance plan</p> <p>2.2 Factors affecting achievement of surveillance outcomes are identified promptly and variations to the surveillance plan are authorised to cater for the unexpected</p> <p>2.3 Alternative plans are implemented in cases where operational integrity is threatened or compromised and a report is provided on the reasons and justification for the decision</p> <p>2.4 Surveillance operation is conducted in accordance with legislation, policy and procedures</p> <p>2.5 Personal conduct and manner is maintained in accordance with code of conduct and organisational requirements</p>
3. Complete surveillance operation	<p>3.1 <i>Surveillance information</i> is obtained and documented in accordance with organisational/client requirements and the surveillance plan</p> <p>3.2 Information and other materials are secured and maintained in accordance with legislative and organisational requirements</p> <p>3.3 Equipment, film and audio are stored in accordance with technical requirements and security procedures</p> <p>3.4 Outcomes are presented in the required medium, format, style and structure suitable for review and interpretation to meet organisational requirements</p> <p>3.5 Operational inadequacies in the surveillance process are</p>

ELEMENT

PERFORMANCE CRITERIA

documented and reported to inform future practice in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

planning surveillance

undertaking contingency planning

undertaking risk assessment in the context of surveillance

operating technical equipment

using information technology to record information and prepare reports

completing reports using formality of language and structure

exchanging often complex oral information in a form to suit diverse audiences

responding to diversity, including gender and disability

applying public sector legislation such as occupational health and safety and environmental procedures in the context of surveillance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, policies and procedures relating to surveillance

organisational guidelines

international treaties and protocols

cross-jurisdictional protocols

link between surveillance operation, organisational strategic objectives and national strategic objectives

security constraints

public sector legislation and standards

equal employment opportunity, equity and diversity principles

occupational health and safety and environmental considerations to ensure the safety of self and others

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPREG413A Undertake inspections and monitoring

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- conducting surveillance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to surveillance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting surveillance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting surveillance, including coping with difficulties, irregularities and breakdowns in routine
- conducting surveillance in a range of (3 or more) contexts (or

EVIDENCE GUIDE

occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Purpose of surveillance may include</i> | <ul style="list-style-type: none"> • security • fraud control • information • intelligence • evidence gathering • a particular target |
| <i>Surveillance outcomes may include</i> | <ul style="list-style-type: none"> • deterrence • improved security • prosecution |
| <i>Stakeholders may include</i> | <ul style="list-style-type: none"> • other agencies as clients • other agencies as interested parties • management • security staff • fraud control officers • whistleblower/s |
| <i>Resources may include</i> | <ul style="list-style-type: none"> • personnel • transport • photographic equipment • sound recording equipment • video recorders • scanners • computers • short-wave • satellite • radar • night vision equipment • infrared equipment • tracking equipment • communication equipment • counter surveillance equipment |
| <i>Technical specialists may include</i> | <ul style="list-style-type: none"> • photographers • forensic experts |

RANGE STATEMENT

- government security experts
- specialist investigators
- Legislative and other requirements may include*
 - organisational policy, procedures and protocols
 - international treaties and protocols
 - cross-jurisdictional protocols
 - organisational strategic objectives
 - national strategic objectives
 - privacy legislation
 - freedom of information legislation
 - occupational health and safety legislation
 - environment legislation
 - government security legislation
- Public sector standards may include*
 - fraud investigation standards
 - protective security standards
 - public sector code/s of conduct
- Surveillance information may include*
 - written
 - oral
 - electronic

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG415A Receive and validate data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers activities related to handling data received from a variety of sources which may then be acted upon or referred for further action. It includes receiving and recording data, verifying its authenticity and recommending/taking action as a result.

In practice, receiving and validating data may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, applying government processes, acting on non-compliance, etc.

This unit replaces and, for qualification purposes only, is equivalent to *PSPFRAU402A Receive and validate information*. The unit is no longer restricted to fraud-related data.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive information	<p>1.1 Required <i>information</i> is identified, requested and/or received in accordance with legislative powers, organisational policy and procedures</p> <p>1.2 Incoming information is checked for gaps, anomalies, deficiencies or discrepancies, and compared with pre-existing information, where relevant</p> <p>1.3 Additional <i>data sources</i> are accessed and information is obtained to fill gaps and compare with information received</p> <p>1.4 Incoming information is receipted if required in accordance with organisational policy and procedures</p>
2. Record information	<p>2.1 Accurate recording of information is carried out in line with organisational procedures, confirming relevant details of source</p> <p>2.2 Records are maintained as accurate, complete and up-to-date and are presented in the required format</p> <p>2.3 Legislative requirements for recording and storage of information are complied with</p> <p>2.4 Procedures for storage and management of confidential and sensitive information are adhered to</p>
3. Verify authenticity of information	<p>3.1 Initial selection of information is completed using preliminary cull to eliminate unreliable data</p> <p>3.2 Information is corroborated and assessed for its integrity, validity and reliability</p> <p>3.3 Validation or corroboration is carried out with existing information as well as information from outside organisations and other sources where relevant</p> <p>3.4 Useful and useable information is extracted, interpreted and organised in a form that is accessible to users</p> <p>3.5 Analysis is conducted in accordance with agreed indicators and assessment is accurate, relevant and complete</p>
4. Recommend/take action as a result of information received	<p>4.1 Outcomes are recorded and reported in accordance with organisational policy and procedures</p> <p>4.2 Actions are recommended or taken as a result of the outcomes</p> <p>4.3 Decision is documented showing reasons for proceeding/not proceeding or taking other action, after discussion with management, where required</p> <p>4.4 Areas or other organisations that may be affected by information received or outcomes, are identified and informed, in accordance with organisational procedures and legislative requirements, to optimise usefulness of information</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking research and critical analysis

using deductive reasoning and evaluation techniques related to information analysis and corroboration

communicating with a range of diverse clients and staff

responding to diversity, including gender and disability

using problem solving and decision making

using information technology for managing records and files

applying occupational health and safety and environmental procedures in the context of receiving and validating data

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

public sector legislation, standards and codes of practice

organisational policy, procedures and guidelines

international treaties and protocols where these apply

legislation for freedom of information, privacy, security, occupational health and safety, Crimes Act 1914 and Criminal Code Act 1995

legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

indicators for analysis of data

profiles and trends related to activities within the organisation

management of secure information

equity and diversity principles

occupational health and safety and environmental considerations relating to receiving and validating data

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG405B Act on non-compliance

PSPFRAU401B Monitor data for indicators of fraud

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- receipt and validation of data in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards relating to receipt and validation of data
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered when receiving and validating data

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when receiving and validating data, including coping with difficulties, irregularities and breakdowns in routine

- receipt and validation of data in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information may be

- written
- oral
- photographic
- electronic
- classified
- not in the public domain
- financial
- personal:
- academic qualifications/academic transcripts
- birth certificate
- citizenship
- decree nisi/decrece absolute
- deed poll
- discharge certificate
- employment histories
- marriage certificate
- passport
- travel documents
- about clients or staff
- checked for age, compatibility and validity

Data sources may include

- applications
- correspondence
- declarations
- diary entries
- electronic records
- email
- fax records
- files
- graphics
- incident reports
- Internet/intranet
- notes

- personal records
- pager records
- security records
- security risk management plans
- telephone messages
- video images
- information provided under public interest disclosures, protected disclosures or whistleblowing legislation

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG416A Conduct data analysis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers activities involved in analysing and matching data from a range of sources. It includes analysing information, and documenting outcomes of the analysis.

In practice, analysing data may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, exercising regulatory powers, gathering and analysing information, etc.

This unit replaces, and for qualification purposes only, is equivalent to *PSPFRAU406A Analyse data*. The unit is no longer restricted to fraud-related data.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Analyse data

- 1.1 *Analysis* is undertaken dependent upon the nature of the data and intended purpose of the analysis
- 1.2 *Methods of analysis* are selected in accordance with any relevant industry standards, precedents and techniques
- 1.3 Trends are identified and inferences drawn in light of environmental and cultural factors relevant to the particular situation
- 1.4 The chain of reasoning in formulating inferences is made clear to ensure transparency to users of the data
- 1.5 A proactive approach is taken to identify and assess the need for new or changed systems and processes for analysing data to more effectively meet objectives

2. Document outcomes of analysis

- 2.1 Recommended actions are based upon analysis of *data* in the context of the purpose of the analysis and the objectives and priorities of the organisation's strategies and plans
- 2.2 Links between the outcomes proposed as a result of the data analysis and the organisation's strategies are made clear to the intended audience
- 2.3 Timely and relevant reports are completed and disseminated to appropriate staff and management
- 2.4 Results of data analysis are *incorporated* into ongoing review of organisational strategies and plans
- 2.5 Documentation is prepared that is clear, concise and accessible to all relevant staff

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and problem solving
- reading and applying complex information from legislation
- communicating including questioning and negotiating meaning
- responding to diversity, including gender and disability
- undertaking planning and time management in the context of data analysis
- preparing written reports and recommendations requiring accuracy, and formal structures and language
- using information technology for data analysis, recording and reporting
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of data analysis

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- methods of analysis
- relevant legislation including privacy and freedom of information legislation, as well as public interest disclosures, protected disclosures or whistleblowing legislation
- agency structure, services and environment
- data collection and management systems
- the range of analytical techniques appropriate for information analysis
- inductive/deductive reasoning processes
- the influence of human factors on data analysis, for example:
 - prejudice and bias
 - personalities in analysis
- construction of sound inductive arguments
- fallacies in reasoning
- how data analysis outcomes can contribute to the review of national strategies/plans
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to investigations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPFRAU401B Monitor data for indicators of fraud

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- analysis of data in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of data analysis situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when analysing data, including coping with

EVIDENCE GUIDE

difficulties, irregularities and breakdowns in routine

- analysis of data in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Analysis can be*
- quantitative and/or qualitative
 - explorative
 - descriptive
 - causative
 - predictive
- Methods of analysis can include*
- hypothesis development
 - link analysis
 - comparative analysis
 - biographical analysis
 - demographic or geographic analysis
 - historical analysis
 - scenario generation
 - @elphi technique
 - morphological analysis
- Data sources may include*
- program files
 - agency systems
 - other agencies
 - law enforcement agencies
 - standards setting organisations
- Incorporation may be in terms of*
- identifying and assessing risk
 - monitoring and reviewing procedures

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG417A Undertake compliance audits

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to perform comprehensive compliance audits. It includes assisting in and undertaking preliminary audit planning, undertaking compliance audits as a member of a team, dealing with audit issues, and contributing to the reporting and presentation of audit findings.

In practice, undertaking compliance audits may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, promoting compliance, acting on non-compliance, etc.

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist in audit planning	1.1 The <i>audit objectives</i> , scope and focus are identified 1.2 Relevant <i>operational and information systems</i> in the audit context are identified 1.3 Audit team roles and key <i>audit techniques</i> are identified 1.4 An <i>audit plan</i> is prepared that meets organisational requirements and the objectives of the audit 1.5 <i>Audit documentation</i> is prepared according to organisational policies and guidelines 1.6 Pre-audit communication is conducted with the client to be audited in accordance with organisational policy and procedures
2. Undertake preliminary activities	2.1 <i>Concepts</i> , systems and reports relevant to the audit are identified 2.2 <i>Analytical checks</i> are performed in accordance with organisational policy and procedures 2.3 <i>Initial assessment</i> is made, and considered to ensure it is appropriate and accurate 2.4 Appropriate and significant controls are identified and control tests are designed 2.5 Risk assessment activities are undertaken to determine <i>risks</i> and risk treatments necessary
3. Undertake audit activity as a member of a team	3.1 <i>Sampling techniques</i> are identified to suit audit requirements and are applied according to established procedures 3.2 <i>Controls</i> are tested and assessed in accordance with the audit plan 3.3 Substantive testing is conducted 3.4 <i>Technology</i> is selected and used in line with audit requirements 3.5 Audit documentation and working papers are prepared according to the established format
4. Deal with audit issues	4.1 Situations requiring specialist input are identified and referred for action 4.2 Situations requiring referral to other areas are identified and referred in a timely manner 4.3 Issues which arise during the audit are dealt with in a <i>professional manner</i> in accordance with organisational policy and procedures
5. Contribute to the reporting and presentation of audit findings	5.1 Audit reports are prepared in the approved format 5.2 Discussions with the client on audit findings are conducted in a professional manner 5.3 Internal reports are prepared in the required style and format

ELEMENT

PERFORMANCE CRITERIA

- 5.4 Final *recommendations on action* are made according to organisational policies and guidelines, and in a timely manner
- 5.5 Responses to audit recommendations are received and the audit is finalised in accordance with organisational policy and procedures
- 5.6 Audit findings are recorded in information management systems in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- identifying problems and solutions
- using decision making using sound judgment
- undertaking research and analysis
- evaluating conflicting requirements
- using negotiation and conflict resolution techniques
- engaging in teamwork
- using a range of techniques communication including interviewing, listening, briefing, de-briefing, presentation (including co-presentations) and intra-team communication
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- writing ongoing and final reports, and official correspondence
- using scanning techniques
- reading complex and formal documents such as legislation and accounting and other company documents
- using information technology for preparing written advice and reports requiring precision of expression
- applying occupational health and safety and environmental legislation and procedures in the context of undertaking compliance audits

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- knowledge of principal and allied legislation, policies and procedures including aspects of criminal law and administrative law relating to the outcomes of compliance audits
- principles of auditing as detailed in organisational policies
- duties and responsibilities of auditors
- testing procedures and methods of inquiry
- industry knowledge
- requirements for security of documents and information
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration
- fundamental ethical principles in the handling of documents and information, natural

REQUIRED SKILLS AND KNOWLEDGE

justice, procedural fairness, respect for persons and responsible care
other ethics standards such as professional standards
equal employment opportunity, equity and diversity principles
public sector values/ethics and code of conduct
public sector legislation including occupational health and safety and environment
relating to compliance audits

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- compliance audits undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to compliance audits
- public sector standards and codes of conduct/ethics
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking compliance audits

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when undertaking compliance audits, including coping with difficulties, irregularities and breakdowns in routine

- compliance audits undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Audit objectives should include</i> | <ul style="list-style-type: none"> • assessing the level of the client's compliance with legislative requirements • assessing the adequacy/effectiveness of the client's internal controls • structure • helping to improve the auditee's future compliance |
| <i>Operational and information systems may include</i> | <ul style="list-style-type: none"> • file records • audit history records • registry files • sources, records of auditee information • intelligence systems |
| <i>Audit techniques may include</i> | <ul style="list-style-type: none"> • comprehensive • focused • transaction audits • those based on national standards setting body guidelines |
| <i>Audit planning includes</i> | <ul style="list-style-type: none"> • research • objectives • scope • focus • coverage of the audit |
| <i>Relevant audit documentation consists of</i> | <ul style="list-style-type: none"> • working papers • records • documenting the company's systems • control and potential error matrix and audit reporting |
| <i>Concepts may include</i> | <ul style="list-style-type: none"> • accounting concepts • concepts relating to subject of the audit, such as leasehold land condition, contract conditions, lease arrangements, product information, etc |
| <i>Analytical checks may include</i> | <ul style="list-style-type: none"> • trends in costs and payments • trends in quantity/values of products/services • ratio of input to output • contract conditions versus actual practice |

- Initial assessment may include*
- pre-audit research
 - document reviews
 - desk audit activities
- Risks may be*
- low
 - medium
 - high
- Sampling techniques may include*
- substantive testing based on:
 - audit methodology such as Service Providers Audit Methodology (SPAM)
 - sampling methodology such as Dollar Unit Discovery Sampling (DUDS)
 - inspections
- Controls may include*
- control and potential error matrix
 - preliminary control assessment
 - control evaluation using matrices
 - identifying reliance on computer controls
- Relevant technology may include*
- IT software packages such as:
 - TeamMate
 - Flowcharter
 - Feedbak
 - Word
 - Excel
- Professional manner includes*
- using appropriate communication skills
 - protocols and ethical client-centred behaviour that preserves the image of the organisation
- Recommended actions may be one or more of the following*
- sanctions
 - client advice and education
 - leverage
 - industry campaigns
 - referral to another area or organisation
 - take legal action on breach
 - prepare evidence relating to alleged breaches

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG418A Advise on progress of investigations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers ongoing review of activities throughout an investigation to ensure the effective outcome of the investigation. It includes summarising and reporting on the progress of an investigation, identifying and analysing problems and recommending further action.

In practice, advising on the progress of investigations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, etc.

There is multi unit equivalence between this unit and *PSPFRAU405A Evaluate progress of investigation* which has been split into two units and is no longer restricted to fraud investigations:

PSPREG418A Advise on progress of investigations +
PSPREG419A Finalise and report on investigations
= PSPFRAU405A Evaluate progress of investigation

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Summarise and report on progress of investigation	1.1 Ongoing monitoring of the investigation, changes in direction and resource implications are recorded and reported 1.2 <i>Progress</i> , problems and resource usage are reviewed in accordance with the investigation plan 1.3 Progress reports/ <i>briefings</i> are prepared and disseminated in accordance with organisational requirements 1.4 Records and systems are <i>secured</i> and updated regularly in accordance with organisational policy and procedures
2. Identify and analyse problems	2.1 Problems are recorded and suggestions made for resolving or referring them 2.2 <i>Modifications</i> to the process of investigation are suggested and solutions are implemented where practicable 2.3 Referral of the investigation to another agency is recommended where jurisdiction/resources make this the preferred option under organisational policy and procedures 2.4 If no further action is to be taken on an investigation, reasons and supporting documentation are recorded in accordance with organisational policy and procedures 2.5 If an investigation is terminated, recommendations for referral to another organisation are made if appropriate and are documented for the organisation's information in future similar cases
3. Recommend further action	3.1 Any <i>areas of potential risk</i> identified by/affecting the investigation are notified in accordance with organisational policy and procedures, together with suggestions for early intervention measures 3.2 Suggestions are made regarding further avenues of enquiry 3.3 <i>Follow-up tasks</i> are identified and actioned in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and problem-solving
- engaging in exchanges of sometimes complex oral information
- varying style and language during briefings to suit a range of audiences
- responding to diversity, including gender and disability
- writing summaries, briefing papers and reports requiring clarity, accuracy and formality of structure and language
- applying public sector standards and legislation such as occupational health and safety and environment in the context of investigations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the offences under investigation
- procedures for investigation
- administrative legislation relating to the organisation
- organisational guidelines for reporting and information management
- legal and organisational requirements for documentation
- ethical standards
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the conduct of investigations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

PSPREG404C Investigate non-compliance

PSPREG412A Gather and manage evidence

PSPREG419A Finalise and report on investigations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- advice on the progress of investigations in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to investigations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when advising on the progress of an investigation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when advising on the progress of investigations,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- advice on the progress of investigations in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Progress in an investigation requires</i> | <ul style="list-style-type: none"> • effective administrative processes for all aspects of the investigation • appropriate resource allocation • correct evidence collection and management • availability of witnesses and evidence • authorisations (eg from an authorised justice) |
| <i>Briefings may include</i> | <ul style="list-style-type: none"> • written • oral • formal • informal |
| <i>Securing records and systems may include</i> | <ul style="list-style-type: none"> • standard security procedures • security classification of records • restricting access to records • restricting electronic access to systems • restricting physical access to systems and records |
| <i>Modifications may include</i> | <ul style="list-style-type: none"> • re-evaluating the resources of the investigation • referring the matter to another organisation |
| <i>Areas of potential risk may include</i> | <ul style="list-style-type: none"> • those affecting the investigation: • public interest in investigation • hostile witness/es • ill-health of witness • flight risk of those being investigated • those identified by the investigation: • potential for fraud/corruption elsewhere in an organisation or other organisations • inadequate security arrangements uncovered • likelihood of other potential perpetrators |
| <i>Follow-up tasks may include</i> | <ul style="list-style-type: none"> • referrals to prosecution organisations • completion of documentation • referral for recovery action, which may be accompanied by liquidity analysis • reporting results to superiors |

RANGE STATEMENT

- updating files

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG419A Finalise and report on investigations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for completing investigations, reviewing the process and reporting results. It includes finalising the investigation, handling complaints and appeals, preparing an investigation report and using investigation outcomes.

In practice, finalising and reporting on investigations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, etc.

There is multi unit equivalence between this unit and *PSPFRAU405A Evaluate progress of investigation* which has been split into two units:

PSPREG418A Advise on progress of investigation +
PSPREG419A Finalise and report on investigations
= PSPFRAU405A Evaluate progress of investigations

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Finalise investigation	<p>1.1 <i>Administrative requirements</i> for finalising the investigation are completed in accordance with organisational policy and procedures</p> <p>1.2 <i>Investigative requirements</i> for finalising the investigation are undertaken in accordance with <i>legislation, policy and procedures</i> and <i>public sector standards</i></p> <p>1.3 Recovery action is considered and the decision is recorded in accordance with organisational policy and procedures</p> <p>1.4 Management is advised on the outcome of the investigation</p> <p>1.5 Confidentiality of information gathered in the investigation process is maintained where appropriate</p>
2. Handle complaints and appeals	<p>2.1 Complaints and appeals are received and dealt with in accordance with legislation, organisational policy and procedures for complaint handling</p> <p>2.2 Legislation relating to complaints and appeals and the potential role of the ombudsman are considered, and responses are timely and provided in accordance with their requirements, when applicable</p>
3. Prepare an investigation report	<p>3.1 A finalisation <i>report</i> is prepared in relation to the findings and submission of evidence</p> <p>3.2 The report is prepared with <i>recommendations</i> for subsequent action, if relevant</p> <p>3.3 The report is prepared in accordance with organisational requirements for content and format, and is referred to management and media liaison in accordance with organisational policy and procedures</p> <p>3.4 Self-assessment of the conduct of the investigation is undertaken and verbal and written briefings are provided in accordance with organisational requirements, highlighting successful processes and outcomes and suggesting future improvements</p>
4. Use investigation outcomes	<p>4.1 External organisations are informed of outcomes if applicable and this action documented</p> <p>4.2 Organisational systems are updated regularly to contribute investigation results to statistics, trends and precedents</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and problem-solving
- engaging in exchanges of sometimes complex oral information
- varying style and language during briefings to suit a range of audiences
- responding to diversity, including gender and disability
- writing summaries, briefing papers and reports requiring clarity, accuracy and formality of structure and language
- applying public sector standards and legislation such as occupational health and safety and environment in the context of investigations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the offences under investigation
- procedures for investigation
- administrative legislation relating to the organisation
- organisational guidelines for reporting and information management
- legal and organisational requirements for documentation
- ethical standards
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the conduct of investigations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

PSPREG404C Investigate non-compliance

PSPREG412A Gather and manage evidence

PSPREG418A Advise on progress of investigations

PSPREG420A Plan and implement recovery action

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- finalisation of investigations and reports in a range of (3 or more) contexts (or occasions, over time)

These resources include:

Resources required to carry out assessment

- legislation, policy, procedures and protocols relating to investigations
- reporting formats
- case studies and workplace scenarios to capture the range of situations likely to be encountered when finalising and reporting on investigations

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

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work practice and replicates the range of conditions likely to be encountered when finalising and reporting on investigations, including coping with difficulties, irregularities and breakdowns in routine

- finalisation of investigations and reports in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Administrative requirements for finalising investigations may include</i> | <ul style="list-style-type: none"> • recording: • name of deciding authority (judge/magistrate) • final jurisdiction (court) • decision and final comments of court result • penalty orders/compensation • case management system check list • referral for national or regional review • acquittal of exhibit register • feedback to director of public prosecutions |
| <i>Investigative requirements for finalising investigations may include</i> | <ul style="list-style-type: none"> • disposal/return of exhibits • filing of evidence • meeting forfeiture requirements • filing/storage of items such as: • brief of evidence • original statements • original tapes |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • enabling and related legislation • privacy legislation/instructions • organisational procedures and protocols • occupational health and safety legislation • standard operating procedures • Australian Government Investigation Standards (AGIS) |
| <i>Public sector standards may include</i> | <ul style="list-style-type: none"> • code/s of conduct • ethics standards • confidentiality and privacy requirements • equity and diversity considerations • equal employment opportunity • anti-discrimination requirements |
| <i>Investigation report will</i> | <ul style="list-style-type: none"> • have: • a logical sequence • internal consistency • recommendations for further action, if appropriate |

RANGE STATEMENT

be:

Recommendations may include

- factual
- unbiased
- objective
- readable to someone who doesn't know the case
- support the conclusion and outcomes of the investigation
- recovery of debt
- dismissal of employee
- disciplinary action
- waiving of debt

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG420A Plan and implement recovery action

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers recovery actions as a result of a successful investigation/prosecution. It includes assessing the potential for recovery action, gaining approvals and implementing the action.

In practice, planning and implementing a recovery action may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, advising on and finalising investigations, etc.

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess potential for recovery action	<p>1.1 Information is collected and analysed to determine the potential for recovery action</p> <p>1.2 <i>Assets or proceeds of crime</i> are identified and values are estimated in accordance with organisational policy and procedures</p> <p>1.3 Financial circumstances are reviewed and debt recovery procedures are instigated in accordance with organisational policy and procedures</p> <p>1.4 <i>Liaison</i> is undertaken with respect to recovery action in accordance with legislation, policy and procedures</p> <p>1.5 Approval/decision to proceed with recovery action is obtained/made in accordance with organisational policy and procedures</p>
2. Implement recovery action	<p>2.1 <i>Recovery action</i> is implemented in accordance with legal and organisational requirements</p> <p>2.2 Where relevant, affidavits are sought restraining action</p> <p>2.3 Recovery action is <i>referred</i> for decision and execution in accordance with <i>legislation, organisational policy and procedures</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and analysis with regard to recovery actions
- engaging in negotiation requiring exchanges of sometimes complex oral information
- determining the value of assets or proceeds of crime and comparing to debt/s and charges raised
- responding to diversity, including gender and disability
- referring recovery action for decision requiring clarity, accuracy and formality of structure and language
- recording of actions/agreements made, in relevant recording systems
- applying public sector standards and legislation such as occupational health and safety and environment relating to recovery actions

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating recovery actions
- organisational guidelines and procedures for recovery
- legal and organisational requirements for liaison and referral
- ethical standards
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the recovery actions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPREG401C Exercise regulatory powers

PSPREG418A Advise on progress of investigations

PSPREG419A Finalise and report on investigations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- planning and implementation of recovery actions in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to recovery actions
- case studies and workplace scenarios to capture the range of situations likely to be encountered when planning and implementing recovery actions

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when planning and implementing recovery actions,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- planning and implementation of recovery actions in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace (subject to complying with privacy requirements) and/or training courses

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

For consistency of assessment

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Assets or proceeds of crime may include</i>	<ul style="list-style-type: none"> • physical/actual property • anything derived from/used in an illegal activity, such as: • money • property • vehicles • other assets
<i>Liaison may occur with</i>	<ul style="list-style-type: none"> • legal counsel • director of public prosecutions
<i>Recovery action may include</i>	<ul style="list-style-type: none"> • forfeiture • pecuniary penalty • debts • charges
<i>Referral may be to</i>	<ul style="list-style-type: none"> • director of public prosecutions • Australian Federal Police
<i>Legislation, policy and procedures may include</i>	<ul style="list-style-type: none"> • proceeds of crime legislation • public service Acts • administrative decisions (judicial review) Acts • Crimes Act 1914 and Criminal Code Act 1995 • criminal code • case law • administrative law • public sector standards • organisational policy and procedures

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG421A Take custody of and store weapons

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge to enable officers to correctly and safely take custody of and store firearms and other weapons to ensure compliance with legislation, policy and official directions. It includes handling, securing and maintaining weapons.

In practice, handling and storing weapons may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, acting on non-compliance, complying with legislation, applying government processes, etc.

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Take custody of weapons

- 1.1 Safe handling, storage and security requirements for *firearms, ammunition and other weapons* are identified and applied
- 1.2 Procedures for making firearms and other weapons safe for processing, transportation or storage are identified and applied
- 1.3 *Personal safety* is maintained in relation to handling firearms and other weapons
- 1.4 *Standing procedures* relating to accidental discharge of firearms and incidents involving other weapons are identified and followed as required
- 1.5 Up-to-date knowledge of procedures for reporting and dealing with injury is maintained and applied
- 1.6 Situations requiring assistance are identified and support is promptly requested in accordance with organisational policy and procedures

2. Secure and maintain weapons

- 2.1 Weapons are secured in accordance with legislation, organisational policy and procedures
- 2.2 Care and storage requirements for firearms, ammunition and other weapons are identified and followed
- 2.3 Weapons are maintained or disposed of in accordance with organisational procedures and legislative requirements
- 2.4 *Reporting and recordkeeping procedures* for firearms, ammunition and other weapons are followed
- 2.5 Procedures for reporting loss, damage or theft of firearms, ammunition or other weapons are identified and followed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- rendering safe a variety of weapons and firearm types
- undertaking safe handling, transportation and storage of firearms, ammunition and other weapons
- applying regulations and codes of practice
- reading and applying complex information from legislation and procedures
- using communication to confirm information and requirements and seek assistance
- responding to diversity, including gender and disability
- recording and reporting weapon movement

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- a variety of weapons, firearm types and munitions
- requirements for handling firearms and other weapons
- State/Territory and Commonwealth legislation relating to firearms and other weapons
- public sector legislation, standards and codes of conduct
- safety and environmental procedures relating to firearms, ammunition and other weapons
- responsibility as first on the scene for seeking assistance and rendering first aid in the event of incidents causing injury

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- taking custody and storage of weapons in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to handling and storage of weapons
- case studies and workplace scenarios to capture the range of situations likely to be encountered when taking custody and storing of weapons

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling and storing weapons, including coping with difficulties, irregularities and breakdowns in routine

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- taking custody and storage of weapons in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Firearms may include*
- rifles
 - handguns
 - shotguns
 - air firearms
- Ammunition may include*
- centre fire and rim-fire small arms ammunition
 - shotgun cartridges
 - air pellets
- Other weapons may include*
- knives
 - swords
 - bows
 - crossbows
 - batons
 - blowguns and darts
 - box cutters
 - wire cutters
 - scissors
 - spikes
 - syringes
 - skewers
 - improvised weapons
 - explosives and improvised explosive devices (rendered safe)
- Personal safety issues may include*
- where weapons are encountered
 - whether weapons are legal/licensed
 - using safe procedures for unloading firearms
 - the state of firearm readiness in which the firearm is presented for examination
 - knowledge of firearm safety rules
 - the provision or creation of a safe direction in which to conduct firearm safe handling procedures
 - personal protective equipment
- Standing procedures may include*
- first aid treatment for gunshot wounds and other injuries
 - preserving a crime scene in an incident involving the discharge or theft of a firearm, or ammunition

RANGE STATEMENT

*Reporting and
recordkeeping procedures
may include*

- procedures for unloading and making firearms safe
- procedures for transferring weapons or referring their detection to others

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG501B Conduct prosecutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers review of a brief of evidence and prosecution of offences (while acting as the prosecutor in court). It includes preparing for a prosecution, and conducting the prosecution.

In practice, conducting a prosecution may overlap with other public sector work activities such as promoting ethical practice and compliance with legislation, undertaking research and analysis, etc.

This unit replaces and is equivalent to *PSPREG501A Conduct prosecutions*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for prosecution

- 1.1 *Brief* of evidence is reviewed and clarified with the apprehending officer, where necessary, prior to court proceedings
- 1.2 Precedents are identified as relevant
- 1.3 Questions are prepared to address the facts of the brief
- 1.4 Personnel involved are fully briefed in accordance with legal and organisational requirements
- 1.5 Parameters for negotiating out of court are agreed prior to prosecution with authorised organisational personnel

2. Conduct a prosecution

- 2.1 *Evidentiary procedures* are followed and prosecution is conducted according to court processes, *protocols* and organisational instructions
- 2.2 Personal presentation is maintained in accordance with organisational requirements
- 2.3 File endorsements are completed in accordance with legislative and organisational requirements
- 2.4 *Matters* arising from proceedings are followed up/completed in accordance with legislative and organisational requirements
- 2.5 The outcome of the prosecution is reviewed to provide timely input/recommendations for handling future *cases*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- making presentations including participating in complex oral exchanges in briefing sessions and in court
- reading complex, lengthy documents to ascertain key elements
- undertaking research to identify precedents
- compiling and putting questions
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of prosecuting duties

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- court prosecution process, procedures and protocols
- court conduct
- enabling legislation and offences
- sections of the Evidence Act
- types of evidence
- rules of evidence
- possible defences
- burden of proof
- role of expert witnesses
- hearsay
- equal employment opportunity, equity and diversity principles
- public sector legislation relating to occupational health and safety and environment in the context of conducting prosecutions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- conduct of prosecutions in a range of (3 or more) contexts

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to prosecution of offences
- the organisation's enabling legislation and offences
- case studies and workplace scenarios to capture the range of prosecution situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting prosecutions, including coping with difficulties, irregularities and breakdowns in routine
- conduct of prosecutions in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Briefs may include

- evidence records
- investigators' reports
- witness statements
- precedents
- recommended actions

Proceedings may include

- court hearings
- tribunals
- trials

Evidentiary procedures may include

- aspects of evidence in chief, cross-examination and re-examination

Protocols may include

- court proceedings
- standards of dress
- forms of address

Matters arising may include

- completing documentation/reports
- dealing with exhibits
- notifying outcomes
- arranging for witness fees
- appeal proceedings

Cases may include

- ex parte
- plea of guilty
- argued matters

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG502A Coordinate investigation processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the effective coordination of the investigative process, conducted internally, with or by an outside organisation. It includes planning and preparing for the investigation, leading and supporting the investigation team, monitoring progress of the investigation, finalising and reporting on the investigation and conducting a debriefing.

In practice, coordinating investigations may overlap with other public sector work activities such as promoting ethical practice and compliance with legislation, coordinating resources, research and analysis, etc.

This unit replaces and for qualification purposes only, is equivalent to *PSPFRAU503A Coordinate investigations*. The unit is no longer restricted to fraud investigations.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan investigation	<p>1.1 Objectives and desired outcomes of the <i>investigation</i> are identified, documented and communicated to investigation team</p> <p>1.2 Relevant legislation is reviewed and <i>stakeholders</i> are consulted to ensure sound preparation for the investigation</p> <p>1.3 Resource requirements are identified and authorised after considering other organisational needs</p> <p>1.4 Communications strategy is established in consultation with team</p> <p>1.5 Continuous review mechanisms are put in place to monitor the progress of the investigation</p> <p>1.6 <i>Investigation management system</i> is used to develop investigation plan, allocate resources and provide for systematic recording of investigation decisions</p>
2. Prepare for investigation	<p>2.1 An evidence matrix is developed and updated as required</p> <p>2.2 Assessment is made of possible avenues of enquiry</p> <p>2.3 Elements/proofs of the offence are determined and witnesses are identified</p> <p>2.4 Consultation is conducted with other organisations when investigation impacts on their organisation</p> <p>2.5 Potential for recovery action is assessed and liaison occurs with appropriate authorities to determine when recovery action should begin and what is involved</p>
3. Lead and support investigation team	<p>3.1 Personnel are allocated to the investigation based upon their skills, knowledge and abilities in relation to the requirements of the investigation</p> <p>3.2 Specialist resources are located internally and externally to facilitate successful outcome</p> <p>3.3 Administrative support is organised from commencement of investigation</p> <p>3.4 Ongoing advice and support are provided to the team in accordance with the requirements of the investigation</p> <p>3.5 Investigation plan is revised as required in response to <i>contingencies</i> in consultation with investigative team, and incorporating suggestions where practicable</p>
4. Monitor progress of investigation	<p>4.1 Investigation is monitored against the requirements of the continuously updated investigation plan</p> <p>4.2 Evidence collection and handling of witnesses/alleged offenders is monitored to ensure conduct is in accordance with rules of evidence and procedural fairness considerations</p> <p>4.3 Team members are regularly consulted on progress of the</p>

ELEMENT**PERFORMANCE CRITERIA**

investigation in both informal situations and scheduled reviews

- 4.4 Obstacles encountered during the investigation are discussed and solutions found
- 4.5 *Key tasks*, deadlines and timelines are monitored, risks anticipated and extra resources and/or external expertise authorised as required in accordance with the investigation are plan
- 4.6 Requirement for specialists is monitored to ensure their cost-effective use
- 5. Finalise and report on investigation**
- 5.1 Final stage of investigation is supervised to ensure conclusion in court or other body if appropriate
- 5.2 Investigation is finalised within (revised) budget and time restrictions and results are recorded in accordance with legislative and organisational requirements
- 5.3 Administrative/recovery actions are initiated where appropriate
- 5.4 Witnesses, alleged offenders and other persons/organisations affected by the investigation are provided with sufficient information about the outcome
- 5.5 If planned outcome is not achieved, follow-up actions are planned to progress to next stage or to take no further action
- 5.6 Reports are made to management on outcomes relevant to future compliance activities particularly on how organisational procedures assisted or impeded investigation
- 6. Conduct debriefing**
- 6.1 Activities are reviewed against objectives and outcomes of the investigation
- 6.2 Strengths and weaknesses in investigation process are highlighted for future investigations
- 6.3 Precedents and problems are noted for future investigations
- 6.4 Achievements are acknowledged through formal and informal means
- 6.5 *Debriefing report* is prepared in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- managing the ongoing process of the investigation, particularly for compliance with legislative, judicial and agency requirements
- undertaking project management that contributes to achieving stated objectives of the investigation and effective utilization of resources
- managing contracted services and specialist staff where required
- writing reports requiring formal language and structure and precision of expression
- using communication to suit a range of audiences
- conducting complex oral exchanges in briefing sessions and team meetings
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of investigations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the role of investigations in achieving the organisation's strategic compliance objectives
- Australian Government Investigation Standards (AGIS)
- legislative and jurisdictional requirements
- organisational policy and procedures
- aspects of criminal, civil or administrative law as apply in that jurisdiction, such as:
 - Part 1C of the Crimes Act 1914
 - Judges Rules
 - Anunga Rules (Commonwealth jurisdiction)
- investigation methodology and techniques
- powers and restrictions to investigate
- rules and types of evidence
- report procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues
- procedures re lines of reporting
- storage of evidence
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of investigations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPFRAU502B Anticipate and detect possible fraud activity

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- investigations coordinated in a range of (3 or more) contexts (or occasions, over time)

These resources include:

Resources required to carry out assessment

- legislation, policy, procedures and protocols relating to investigation
- Australian Government Investigation Standards
- the organisation's enabling legislation and offences
- case studies and workplace scenarios to capture the range of investigation situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when coordinating investigations, including coping

EVIDENCE GUIDE

with difficulties, irregularities and breakdowns in routine

- investigations coordinated in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Investigations may include

- complete investigations
- joint investigations with other agencies
- parts of investigations carried out in-house
- outsourced investigations
- those referred to other relevant law enforcement agencies (for example police, Independent Commission against Corruption, Criminal Justice Commission)
- formal enquiries that do not proceed to investigation

Stakeholders may include

- law enforcement agencies
- standards setting organisations

Investigation management system allows for

- development of investigation plan
- systematic recording of decisions
- regular review process
- level of financial and human resources required

Contingencies may include

- receipt of new information
- changes in:
 - times
 - budgets
 - plans
 - staff

Key tasks may include

- authorities, powers and limitations on those monitoring the collection and handling of evidence which is vital to the outcome of investigation
- updating information systems and recording

Debriefing report includes

- whether desired result was achieved
- why the investigation succeeded or failed
- aspects to be used/avoided in the future
- details of issues and recommendations

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG503A Supervise and carry out complex inspections and monitoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to supervise and undertake detailed, complex inspections and monitoring in accordance with relevant Acts and regulations.

Typically work will be at an experienced, unsupervised level with responsibility in a defined area. It includes planning and coordinating of inspection and monitoring programs, supervising and carrying out of complex inspections and monitoring, acting on non-compliance relating to complex inspections and monitoring, and providing reports, information and training.

In practice, supervision and carrying out of complex inspections and monitoring may overlap with other public sector generalist and specialist work activities such as promoting ethical practice and compliance with legislation, coordinating resources, undertaking research and analysis, etc.

This unit is one of five units in the *Regulatory Competency* field that deal with inspection and monitoring. Related units are:

PSPREG201A Carry out inspections and monitoring under guidance

PSPREG301A Undertake routine inspections and monitoring

PSPREG413A Undertake inspections and monitoring

PSPREG603A Manage and lead inspection and monitor

This is a new unit of competency, added to the *Regulatory Competency* field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and coordinate inspection and monitoring programs	<p>1.1 Outputs and performance indicators for defined area of responsibility are identified and inspection and monitoring <i>activities</i> and responsibilities are assigned in accordance with organisational requirements</p> <p>1.2 <i>Procedures, timeframes, resources and equipment</i> requirements for defined area of responsibility are determined in accordance with organisational and task requirements</p> <p>1.3 Required resources/equipment are made available and the access/preparation of these is supervised in accordance with organisational and task requirements</p> <p>1.4 <i>Legislation</i> and regulations are interpreted and input is provided into technical protocols and operational procedures as required</p> <p>1.5 Risk management practices, occupational health and safety and environmental requirements are interpreted and explained to staff as required</p>
2. Supervise and carry out complex inspections and monitoring	<p>2.1 Leadership is provided to deliver agreed outputs in accordance with the organisation's business requirements</p> <p>2.2 <i>Inspections and monitoring</i> activities are planned and supervised, and program performance, resources and expenditure are monitored in accordance with organisational requirements</p> <p>2.3 <i>Compliance programs</i> are planned, implemented and coordinated as required in accordance with set procedures and timelines</p> <p>2.4 Assessments and performance management of inspection/monitoring staff are conducted in accordance with organisational policies and procedures</p> <p>2.5 Complex inspections and monitoring are carried out under general direction and contingencies are dealt with in accordance with organisational policies and procedures</p> <p>2.6 Legislative requirements, risk management practices, occupational health and safety and environmental requirements are applied in accordance with organisational requirements</p>
3. Act on non-compliance relating to complex inspections and monitoring	<p>3.1 Advice is provided on serious or complex matters referred by others, or situations resolved in accordance with organisational policy and procedures</p> <p>3.2 Information/education is provided to achieve client compliance in accordance with organisational guidelines and legislative requirements relating to the seriousness of the possible breach</p> <p>3.3 Further <i>action</i> is taken as a result of the failure to achieve compliance, in accordance with organisational guidelines and</p>

ELEMENT

PERFORMANCE CRITERIA

	legislative requirements relating to the seriousness of the possible breach
	3.4 Contraventions of relevant legislation are reported and recommendations for prosecutions are made in accordance with organisational policy and procedures
	3.5 When required, court attendance and conduct requirements are fulfilled in compliance with organisational guidelines
4 Provide reports, information and training	4.1 <i>Records</i> are maintained and correspondence, submissions and reports are prepared in accordance with organisational requirements
	4.2 Legislation and regulations are interpreted and information and advice are provided on policies, procedures, guidelines, technical and operational matters
	4.3 On-the-job inspection/monitoring training is supervised and provided in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- demonstrating leadership and team management in the context of inspection and monitoring
- undertaking observation and analysis
- communicating with a diverse range of clients and staff
- writing correspondence, submissions and reports, requiring discretion to determine appropriate content and style
- dealing with referrals from other staff on matters that are more difficult, or of potential interest to external parties such as the media, public, political parties etc
- using computers for word processing and manipulation of statistical data
- operating workplace equipment
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of complex inspection and monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation including occupational health and safety, environment, privacy etc
- organisational policy and procedures
- inspection procedures
- monitoring procedures
- relevant responses to complex/serious non-compliance
- enabling legislation
- elements of an offence
- equity and diversity principles
- workplace and industry environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503A Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- performance at an experienced, unsupervised level with responsibility for supervision in a defined area for inspections and monitoring undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to inspection and monitoring
- case studies and workplace scenarios to capture the range of complex inspection and monitoring situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supervising and carrying out complex inspections and monitoring, including coping with difficulties, irregularities and

EVIDENCE GUIDE

breakdowns in routine

- performance at an experienced, unsupervised level with responsibility for supervision in a defined area for inspections and monitoring undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Activities may include*
- inspections/examinations
 - monitoring
 - surveillance
 - focused and benchmark audit activities
 - remote monitoring
 - other compliance assurance activities
- Procedures may include*
- observation
 - handling procedures
 - sampling procedures
 - rejection procedures
 - storage procedures
 - disinfection procedures
 - treatment procedures
 - organisational guidelines and code of conduct
 - incident reporting procedures
 - safety procedures
 - emergency procedures
 - evacuation procedures
- Resources and equipment may include*
- inspection equipment
 - maps, plans
 - satellite imagery
 - aerial photographs
 - survey plans
 - spatial data and information
 - cameras
 - personal protective equipment - respirators, gloves, overalls, boots, hearing protection, goggles, masks etc
 - test kit equipment
 - recording equipment
 - measuring equipment
 - storage equipment/facilities
 - entry authority/warrant
 - Global Positioning System (GPS) equipment

RANGE STATEMENT

- compass
 - communication equipment
 - computers
 - vehicles - 2 or 4 wheel drive
- Legislation may include*
- Commonwealth legislation and regulations, for example:
 - Commonwealth Quarantine Act 1908, proclamations and regulations
 - Crimes Act 1914 and Criminal Code Act 1995
 - Customs Act 1901 and regulations
 - Wildlife Protection Act 1982
 - Export Control Act 1982
 - Imported Foods Act 1996
 - Occupational Health and Safety Act 1988
 - State/Territory and Local Government legislation and regulations, such as those relating to:
 - agriculture
 - horticulture
 - conservation and land management
 - fisheries
 - environmental protection
 - building
 - water
 - emergencies
 - international legislation/codes of behaviour
- Inspections and monitoring activities may relate to*
- aircraft
 - airfreight
 - animal products
 - animals
 - cargo
 - cereals
 - collection of biological specimens
 - disposal of organic waste
 - fresh produce
 - goods
 - land condition, such as:
 - topography
 - salinity
 - erosion
 - weed infestation
 - vermin infestation

RANGE STATEMENT

- fire hazard
- over grazing
- land improvements, such as:
- fences
- buildings
- sporting or playground equipment
- irrigation infrastructure
- sewerage infrastructure
- waterfront occupations
- community structures
- land usage
- leases and other tenures, to ensure compliance with conditions
- licence/permit compliance (eg vegetation clearing)
- live fish
- livestock
- mail
- mineral samples
- passenger baggage
- people
- pests
- plant products
- plants
- premises
- properties
- reserves and their use/s
- survey activities to maintain readiness for district emergency plans
- vector monitoring
- vessels
- audit
- monitoring
- treatment
- containment
- control
- eradication
- destruction
- both routine and non-routine matters of a more complex or detailed nature, with discretion to determine appropriate action
- referrals from other staff of matters that are more difficult, or of potential interest to external parties such as the media, public, political parties etc

Compliance programs may include

Non-compliance may include

RANGE STATEMENT

Action may include

- advice
- warning
- formal notification of intent
- infringement notices
- on-the-spot fines
- court prosecution

Records may include

- notes
- case files
- statistics
- forms (application forms, disease notification forms, etc)
- notices (seizure notice, infringement notice, etc)
- invoices
- receipts
- commercial documentation such as bills of lading, airway bills

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG504A Manage plant movement health risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assessment of plant movement health risk and the development, implementation and monitoring of strategies to manage that risk.

It includes the specialist knowledge and skills on plants and plant products required by those involved in the inspection, monitoring and certification of plants and plant products moving intrastate and interstate within Australia; the monitoring and controlling of specific plant pests and diseases; and the provision of information on, and facilitation of interstate and international market access.

In practice, managing plant movement health risk may overlap with other public sector generalist and specialist work activities such as promoting ethical practice, compliance with legislation, coordinating risk management, undertaking negotiations, managing conflict, etc.

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and control plant movement health risk	<p>1.1 The health and certification of <i>plants and plant products</i> moving into the country, state or territory are verified as meeting all commonwealth, state or territory requirements</p> <p>1.2 The health of plants and plant products is certified for international, interstate and/or intrastate movement in accordance with certification requirements</p> <p>1.3 Plants and plant products are inspected for pest and disease infestation and necessary <i>treatments</i> are recommended and monitored in accordance with organisational policy and procedures</p> <p>1.4 <i>Clients</i> are provided with timely and accurate information and training on <i>requirements</i> in relation to the movement of plants and plant products</p> <p>1.5 Compliance/accreditation/interstate certification agreements are entered into where appropriate and audited in accordance with organisational policy and procedures</p>
2. Identify potential risks associated with the movement of plants and plant products	<p>2.1 <i>Common risks</i> associated with the interaction of production location, crop and plant pests and diseases are identified</p> <p>2.2 The implications of <i>pre-harvest</i> and <i>post-harvest preventative and disinfection methods</i> for plant and plant product health, human health and the environment are analysed</p> <p>2.3 The implications of <i>packaging types and technologies, storage conditions</i> and <i>production techniques</i> for plant and plant product health are analysed</p>
3. Participate in the development of strategies to manage plant movement health risk	<p>3.1 <i>Statistical information on plants and plant products</i> is accessed and used in the development of risk management strategies</p> <p>3.2 Plant and plant product sector <i>quality standards and principles</i> are identified and applied</p> <p>3.3 Existing <i>strategies</i> to manage plant and plant product movement health risk are reviewed and updated in response to industry developments and needs</p> <p>3.4 New strategies to manage plant and plant product movement health risk are developed where necessary in accordance with organisational policy and procedures</p>
4. Implement strategies to manage plant movement health risk	<p>4.1 Strategies to manage plant and plant product movement health risk are implemented in consultation with relevant industry and government bodies</p> <p>4.2 Information to facilitate compliance with risk management strategies is provided to clients in accordance with their needs in terms of its range, depth and form of presentation</p>

ELEMENT

PERFORMANCE CRITERIA

5. Monitor the outcomes of strategies to manage plant movement health risk

5.1 Processes to monitor the required outcomes of strategies to manage plant and plant product movement health risk are developed in accordance with organisational policy and procedures

5.2 The outcomes of strategies to manage plant and plant product movement health risk are monitored and recommendations made where possible for continuous improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

identifying commonly encountered varieties of fruits, vegetables, field crops, grain products, nursery stock, cut flowers and cut foliage
recognising pest and disease infestation
accessing and using statistical information on plants and plant products
analysing and managing risk related to plant movement health risk
reading complex and formal documents such as legislation, policy and procedures and applying them to work practices
presenting information
adjusting communication to suit different audiences
responding to diversity, including gender and disability
applying public sector legislation such as occupational health and safety and environment in the context of managing plant movement health risk

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

public sector legislation including occupational health and safety, environment, privacy etc
enabling legislation
organisational policy and procedures
horticultural classifications and families of plants:
pome
stone
solanaceae
curcurbits
crucifers
citrus
berries
cereals
pulses
basic physiology of fruits and vegetables:
photosynthesis
respiration
ripening

REQUIRED SKILLS AND KNOWLEDGE

basic structures of fruits and vegetables

plant and plant products sector:

production location of plants and plant products within Australia and internationally

seasonality of plants and plant products within Australia and internationally

major movement of plants and plant products within Australia and internationally

growers/packers of plants and plant products and their needs

interstate importers and exporters of plants and plant products and their needs

wholesalers of plants and plant products and their needs

retailers of plants and plant products and their needs

transporters of plants and plant products and their needs

treatment providers (eg fumigators) of plants and plant products and their needs

travellers and their needs

human health and environmental effects of disinfestation methods for fruits,
vegetables, field crops, grain products, nursery stock, cut flowers and cut foliage

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV517A Coordinate risk management

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

RUHHRT529A Manage weed, pest and disease infestations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of plant movement health risk in a range of (3 or more) contexts (or occasions, over time) relating to plants and plant products that include:
 - fruits
 - vegetables
 - field crops
 - grain products
 - nursery stock, including whole plants and propagating material
 - cut flowers and cut foliage

EVIDENCE GUIDE

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures, protocols and standards relating to inspection and monitoring
- certification requirements
- statistical information
- sample plants and plant products, both healthy and infested
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing plant movement health risk

Where and how to assess evidence

Valid assessment of this unit requires:

- an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing plant movement health risk, including coping with difficulties, irregularities and break downs in routine
- management of plant movement health risk in a range of (3 or more) contexts (or occasions, over time) such as those relating to fruits, vegetables, field crops, grain products, nursery stock, cut flowers and cut foliage

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

EVIDENCE GUIDE

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Plant movement health risk may include:*
- spread of plant pests, diseases and weeds
 - negative impacts on market access for the Australian plant and plant products sectors
 - increased costs of production within the Australian plant and plant products sectors
 - negative environmental and social impacts
- Plants and plant products may include:*
- fruits
 - vegetables
 - field crops
 - grain products
 - nursery stock, including whole plants and propagating material
 - cut flowers and cut foliage
 - seeds
 - tissue culture
- Treatments may include:*
- chemical (insecticides, fungicides, fumigation etc)
 - physical (heat, cold treatment, physical containment or exclusion etc)
 - irradiation
 - surveys
 - inspection and certification
- Clients may include:*
- growers/packers of plants and plant products
 - interstate importers and exporters of plants and plant products
 - wholesalers of plants and plant products
 - retailers of plants and plant products
 - transporters of plants and plant products
 - treatment providers (eg fumigators) of plants and plant products
 - travellers
- Requirements in relation to the movement of plants and plant products include:*
- relevant state and territory government acts and regulations on plants and plant products
 - interstate plant and plant products import requirements
 - relevant pest, disease and weed protocols, procedures and contingency plans
- Common risks may*
- quarantine risks associated with the production location,

RANGE STATEMENT

- include:* pre-harvest and post-harvest treatment and handling, storage, transport and intrastate and interstate movement of plants and plant products
- Pre-harvest preventative and disinfestation methods may include:*
- physical barriers (eg fruit bagging, netting, insect-free glasshouses)
 - biological control
 - use of resistant varieties
 - root stock
 - integrated pest management
 - chemical methods (for non-organics)
- Post-harvest preventative and disinfestation methods may include:*
- physical barriers (eg sealed packages and containers, shrink wrapping, insect-proof cartons, storage facilities)
 - maturity at harvest
 - unbroken skin at harvest
 - cold storage
 - hot water treatment
 - fumigation for non-organics
 - fumigation for organics
 - chemical dips and sprays (for non-organics)
 - irradiation (for non-organics)
- Packaging types and technologies (for fruits, vegetables and cut flowers) may include:*
- main types of packages
 - sulphur pads
 - ethylene absorbers
 - foam padding and other methods of preventing mechanical injuries
 - re-used and recycled packaging
- Storage conditions (for fruits, vegetables and cut flowers) may include:*
- humidity
 - temperature
 - modified atmosphere
 - controlled atmosphere
 - special or specific packaging
 - fumigation and other treatments
 - consideration of storage life
 - consideration of shelf life
 - chilling injury
 - high temperature injury
 - onset of post harvest disorders
- (Basic nursery and cut flower) production techniques may include:*
- propagation
 - watering
 - fertilising

RANGE STATEMENT

- glasshouse cultivation
 - hydroponics
 - re-potting
 - growing media
- Participation in the development of strategies may include:*
- membership of work teams or project teams that review, develop, implement and monitor risk management strategies
 - consultation and liaison with relevant industry and government bodies
- Statistical information on plants and plant products may include:*
- Australian Bureau of Statistics data on plants and plant products production and value
 - Horticulture Australia Limited data on plants and plant products production and value
 - relevant internal organisational data on plants and plant products
- Quality standards and principles may include:*
- accreditation processes for organic fruits, vegetables and grain products
 - Safe Quality Food 2000 and/or equivalent systems
 - Safe Quality Food 1000 for some horticulture produce particularly at grower level
 - Freshcare
 - AS/NZS ISO 9001:2000
 - Government programs to promote 'clean and green' produce
 - Government programs to promote sustainable agriculture
- Strategies to manage plant and plant product movement health risk may include:*
- changes to state and territory government acts and/or regulations on plants and plant products
 - development or alteration of interstate plant and plant products import requirements
 - development or alteration of pest, disease and weed protocols, procedures and contingency plans
 - development or alteration of plant and plant product sector client service, communication, training or compliance programs

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG505A Conduct measurement licensee audit

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to undertake quality and performance audits of organisations and individuals operating under the scope of a licence for performing measuring activities. It includes planning, organising and undertaking an audit; and evaluating, recording and providing advice on audit results.</p> <p>In practice, auditing may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, and managing evaluations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit of competency applies to public officers appointed under legislation to complete quality documentation and performance audits of organisations and individuals licensed under legislation to perform measurement activities.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for audit.</p>	<p>1.1. Establish audit scope in accordance with legislative requirements and organisational procedures.</p> <p>1.2. Identify and access activity specialists to support audit as required.</p> <p>1.3. Access and review licensee history.</p> <p>1.4. Access and interpret <i>information appropriate</i> to the audit.</p> <p>1.5. Make arrangements with licensee for a quality or observation audit.</p> <p>1.6. Identify and access <i>test equipment</i>, products and consumables required for the audit.</p> <p>1.7. Ensure required test equipment is fit for purpose in accordance with applicable <i>legislation</i> and organisational procedure.</p> <p>1.8. Plan activities to meet audit objectives and minimise disruption to business operations.</p>
<p>2. Conduct a quality audit.</p>	<p>2.1. Schedule entry meeting to confirm audit scope and objectives.</p> <p>2.2. Confirm operational procedures and assessment methods for the audit with appropriate personnel.</p> <p>2.3. Collect information that is adequate, representative and meets audit requirements.</p> <p>2.4. Use audit methods and techniques to evaluate <i>relevant information</i>.</p> <p>2.5. Review documentation and procedures relating to the licence and associated activities for compliance with regulatory requirements.</p> <p>2.6. Identify and report patterns, trends and areas of risk.</p> <p>2.7. Maintain the rights of the licensee at all times.</p>
<p>3. Conduct a performance audit.</p>	<p>3.1. Identify the scope of the activity being audited and the expected outcomes.</p> <p>3.2. Identify relevant local workplace, health and safety issues and implement appropriate control strategies.</p> <p>3.3. Evaluate the skills and knowledge of authorised person completing the licensed activity.</p> <p>3.4. Inspect result of the licensed activity for compliance with legislative requirements.</p> <p>3.5. Assess performance audit outcomes against expected outcomes.</p>

ELEMENT	PERFORMANCE CRITERIA
	3.6. Maintain the rights of licensee at all times.
4. Analyse and report audit results.	<p>4.1. Examine information, test results and observations against audit objectives and <i>prescribed performance criteria</i>.</p> <p>4.2. Analyse audit data for isolated and systemic quality and performance issues.</p> <p>4.3. Complete inspection documentation, including recommendations for improvement, in accordance with legislative requirements and organisational procedures.</p> <p>4.4. Communicate inspection results within specified time and according to organisational guidelines.</p> <p>4.5. Recommend follow-up actions as appropriate.</p>
5. Act on non-compliance.	<p>5.1. Select applicable <i>remedial</i> or <i>enforcement action</i> for the non-compliance in accordance with legislative requirements, and organisational policy and procedures.</p> <p>5.2. Inform licensee of non-compliance and consequences of failing to have it corrected.</p> <p>5.3. Implement enforcement action in accordance with legislative requirements, and organisational policy and procedures.</p> <p>5.4. Maintain the rights of the licensee at all times.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to access, read and interpret:
 - complex and formal documents
 - technical data
 - regulatory requirements
 - organisational policies and procedures
- numeracy skills to analyse test results
- initiative and enterprise skills to:
 - identify and resolve potential problems and seek out information
 - apply risk management principles to local workplace OHS issues and control strategies
- self-management skills to:
 - modify activities to cater for variations in workplace contexts and environment
 - demonstrate attention to detail
- technology skills to:
 - select and apply appropriate technology, information systems and procedures
 - use recording, testing and specialised evidence collection equipment
- interpersonal skills to:
 - respond to diversity, including disability and gender
 - relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- communication skills to:
 - justify or explain the assessment decision and recommended corrective action
 - listen and question in complex exchanges of oral information
- teamwork skills to work with a variety of professionals
- organisational and planning skills to:
 - implement methodical and systematic approaches
 - prioritise work and coordinate self and others in relation to workplace activities
- time-management skills to:
 - plan for licensee's operation schedules and keep downtime to a minimum and use of travel time effective
 - ensure corrective actions are dealt with in a timely manner

Required knowledge

- auditing systems

REQUIRED SKILLS AND KNOWLEDGE

- risk management principles
- hazards that may exist when conducting an audit and ways of controlling risks involved
- national measurement and OHS legislation
- powers of inspectors
- use of audit/assessment tools
- industry practices and procedures relating to measurement process and verification of measuring instruments
- organisational reporting procedures relating to quality audits
- legal issues and terminology relating to quality audits
- audit methods and techniques
- codes of practice, regulations and standards, such as:
 - ISO 9000:2000 Quality management Systems - Fundamentals and Vocabulary
 - ISO 19011:2003 Guidelines for Quality and/or Environmental Management Systems Auditing
 - AS17025 General requirements for the competence of testing and calibration laboratories
- product and service knowledge relating to measurement process and verification of measuring instruments
- quality principles and techniques relating to measurement process and verification of measuring instruments
- current audit practices

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to perform quality and performance audits on a range of licensed trade measurement activities.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of weighing instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data according to organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • computer and relevant software and/or organisation information management systems • licence conditions • national measurement legislation • audit procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, trader obligations and remedial actions • review of weighbridge tickets prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to conduct weighbridge operations in accordance with

EVIDENCE GUIDE	
	<p>legislative and organisational procedures</p> <ul style="list-style-type: none"> • observation of the candidate conducting a quality and performance audit. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These can be sourced from the National Measurement Institute.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Appropriate information</i> may include:</p> <p>Note: Where reference is made to information, it is expected the most up-to-date information will be used.</p>	<ul style="list-style-type: none"> • reference standard • certificates of verification • certificates of approval for measuring instruments • test procedures for measuring instruments • organisational test reports • organisational procedures, such as those found in company quality assurance manuals • national measurement legislation • OHS regulations, guidelines and procedures • material data safety sheets (MSDS) • equipment manuals and warranties • supplier catalogues and handbooks.
<p><i>Test equipment</i> may include:</p>	<ul style="list-style-type: none"> • reference standards of measurement • equipment, such as: <ul style="list-style-type: none"> • control instruments • weighing instruments • pumping units • two-way communication • hoses and fittings • rail wagons, trains and tankers • LPG cylinders.
<p><i>Legislation</i> may include:</p>	<ul style="list-style-type: none"> • national measurement legislation • applicable commonwealth, state and territory OHS legislation.
<p><i>Relevant information</i> may include:</p>	<ul style="list-style-type: none"> • test reports • safety procedures • history of equipment calibration and test results.
<p><i>Prescribed performance criteria</i> for instruments may include:</p>	<ul style="list-style-type: none"> • criteria described in national measurement legislation • certificates of approval • national test procedure • organisational policy and procedures.
<p><i>Remedial action</i> may</p>	<ul style="list-style-type: none"> • rectification advice.

RANGE STATEMENT	
include:	
<i>Enforcement action</i> may include:	<ul style="list-style-type: none"> • formal warnings • infringement notices • formal undertakings • injunctions • prosecution • varying, suspending or cancelling a licence.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulatory
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Co-requisite units

Co-requisite units	
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PSPREG601B Manage regulatory compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of regulatory compliance - a management role with responsibility for regulatory officers who enforce and promote compliance with legislation. It includes interpreting and advising on enabling and related legislation; developing and implementing strategies to promote long-term voluntary compliance and develop a culture of compliance in the community; and providing strategic advice on compliance matters.

In practice, managing regulatory compliance may overlap with other public sector work activities such as managing ethical behaviour; managing diversity, risk, resources; persuading and influencing opinion, etc.

This unit replaces and is equivalent to *PSPREG601A Manage regulatory compliance*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and advise on enabling and related legislation	<p>1.1 Non-routine or <i>complex matters</i> related to enabling and related <i>legislation</i> are resolved or referred in accordance with organisational procedures</p> <p>1.2 Advice is provided to clients and staff that is timely, consistent and constructive, and within level of authority</p> <p>1.3 Feedback is obtained on client level of understanding, and additional information or explanation is provided to clarify issues</p> <p>1.4 Staff understanding of legislation and procedures is monitored and action to address professional development needs is timely and in accordance with organisational procedures</p>
2. Develop and implement compliance strategies	<p>2.1 <i>Strategies</i> and <i>measures</i> to influence long-term voluntary compliance are identified and implemented to suit the audience and the context</p> <p>2.2 Information that is current and promotes the benefits of compliance is provided to clients</p> <p>2.3 Strategies are developed in accordance with government and organisational policy and practice</p> <p>2.4 Information and strategies are adjusted in response to feedback gathered from a range of stakeholders</p>
3. Provide strategic advice on compliance matters	<p>3.1 Client/government information requirements are confirmed</p> <p>3.2 Advice is provided based on current information and meets the specific needs of clients in its range, depth and form of presentation</p> <p>3.3 Presentation standards are maintained in accordance with organisational guidelines</p> <p>3.4 Feedback is obtained on how well the advice/information suits its purpose and audience, and is used to recommend further action</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking planning and information analysis

engaging in mentoring and coaching

interpreting complex written materials

preparing written reports requiring formal structure and language

providing oral advice to a range of audiences requiring adaptation of style and language

using active listening and questioning to confirm understanding

responding to diversity, including gender and disability

applying occupational health and safety and environment legislation in the context of regulatory compliance management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

enabling legislation

aspects of common law

strategic management of regulatory compliance

equal employment opportunity, equity and diversity principles

organisational reporting procedures

public sector policy and legislation including occupational health and safety and environment relating to the management of regulatory compliance

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPREG602B Evaluate regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of regulatory compliance in a range of (3 or more) contexts (or occasions over time)

These resources include:

Resources required to carry out assessment

- legislation, policy, procedures and protocols relating to regulatory compliance in the public sector
- enabling legislation
- relevant aspects of common law
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing regulatory compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when managing regulatory compliance, including coping with difficulties, irregularities and breakdowns in routine

- management of regulatory compliance in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Complex matters may include

- conflicting legislation
- unclear or ambiguous guidelines
- use of legal precedents
- regional or national issues
- issues not previously encountered
- 'red herring' issues

Legislation may include

- enabling legislation, such as that dealing with:
- audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
- public sector management, financial management
- auditor general
- planning, construction, transport, energy, mining, resource management, communications
- family services, employment, equal employment opportunity and anti-discrimination
- aspects of common law
- contract law
- administrative law
- equal employment opportunity and anti-discrimination law

Strategies may include

- public education campaigns
- culture change programs
- redesign of organisational documents
- incentive programs
- web site
- help desk
- staff training
- policy changes
- awareness-raising consultations with client groups

Measures may include

- evaluation criteria against strategic goals/targets/required policy outcomes
- quantitative, such as:
- reported injuries/deaths, workers compensation claims and premiums (workplace safety)
- illegal imports (customs)
- exotic diseases (quarantine)
- amount of land affected by salinity (land management)
- qualitative, such as:
- client satisfaction (relevant to all regulatory areas)

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG602B Evaluate regulatory compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers evaluation of compliance outcomes, and review of regulatory policies, procedures and legislation to improve compliance outcomes. This is typically performed by a manager with responsibility for regulatory officers who enforce and promote compliance with the organisation's enabling legislation (such as customs, quarantine, workplace safety, equal employment opportunity, agriculture, environmental protection, etc). It includes developing compliance measures/targets, evaluating the extent of compliance, reviewing procedures and guidelines to improve compliance, and contributing to new legislation or the review of existing legislation.

In practice, evaluation of regulatory compliance may overlap with other public sector work activities such as managing ethical behaviour and compliance with public sector legislation, managing diversity, risk, resources, etc.

This unit replaces and is equivalent to *PSPREG602A Evaluate regulatory compliance*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop compliance measures/targets	1.1 Compliance <i>measures</i> are developed that are valid, reliable, sufficient and both time and cost effective 1.2 Realistic measures/targets are developed underpinned by current information
2. Evaluate extent of compliance	2.1 Analysis of compliance data is valid and conclusions are unbiased and supported by evidence 2.2 Interpretation of comparative data over time is valid and reliable and outcomes are recorded in accordance with <i>legislative and policy</i> requirements 2.3 Compliance outcomes are reported in accordance with organisational and legislative requirements
3. Review procedures and guidelines to improve compliance	3.1 A variety of sources of information representing the breadth of possible <i>stakeholders</i> is drawn on to ensure review is comprehensive 3.2 Possible reasons for not meeting targets/performance indicators are identified and recommendations are made to improve long-term voluntary compliance 3.3 Adjustments of strategies and plans are made to address review recommendations in accordance with government policy requirements and resource constraints
4. Contribute to new legislation or review of existing legislation	4.1 Input is provided that supports government policy directions and relies on current information with supporting reasons and data analysis 4.2 Resource implications of legislative recommendations are made within government policy requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking information analysis
- interpreting complex written and numerical materials
- preparing written reporting requiring formal structure and language
- responding to diversity, including gender and disability
- applying occupational health and safety and environment legislation in the context of regulatory compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling legislation
- government policies
- principles of evaluation
- equal employment opportunity, equity and diversity principles
- public sector policy and legislation including occupational health and safety and environment relating to the evaluation of regulatory compliance

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

PSPREG601B Manage regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- evaluation of regulatory compliance in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to regulatory compliance in the public sector
- relevant aspects of common law
- case studies and workplace scenarios to capture the range of situations likely to be encountered when evaluating regulatory compliance

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating regulatory compliance, including coping with difficulties, irregularities and breakdowns in routine
- evaluation of regulatory compliance in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Measures may include

- evaluation against strategic goals/targets/major outcomes
- level of prosecutions, cautions or warnings
- number of people accessing organisational publications about compliance requirements
- outcomes, such as:
 - reported injuries/deaths, workers compensation claims and premiums (relevant to workplace safety)
 - illegal imports (relevant to customs)
 - exotic diseases (relevant to quarantine)
 - amount of land affected by salinity (relevant to land management)
- qualitative, such as:
 - client satisfaction (relevant to all regulatory areas)

Legislation and policy may include

- enabling legislation, such as that dealing with:
 - audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
- public sector management, financial management
- auditor general
- planning, construction, transport, energy, mining, resource management, communications
- family services, employment, equal employment opportunity and anti-discrimination
- aspects of common law
 - contract law
 - administrative law
 - equal employment opportunity and anti-discrimination law
- government policy

Stakeholders may include

- government
 - Minister
- public

RANGE STATEMENT

- staff
- victims
- offenders/alleged offenders

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG603A Manage and lead inspection and monitoring programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to manage and lead inspection and monitoring activities in accordance with relevant Acts and regulations.

Typically work is at an experienced, self-directed level with responsibility for outputs and quality improvement. It includes determining inspection and monitoring program requirements, managing and leading inspection and monitoring programs, and managing reporting systems, information and training.

In practice, managing and leading inspection and monitoring programs may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation, managing diversity, managing risk, networking, implementing policy, managing client service, managing resources, etc.

This unit is one of five units in the *Regulatory* Competency field that deal with inspection and monitoring. Related units are:

PSPREG201A Carry out inspections and monitoring under guidance

PSPREG301A Undertake routine inspections and monitoring

PSPREG413A Undertake inspections and monitoring

PSPREG503A Supervise and carry out complex inspection

This is a new unit of competency, added to the *Regulatory* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine inspection and monitoring program requirements	1.1 Outputs and performance indicators for programs, and <i>inspection and monitoring</i> responsibilities are determined in accordance with organisational requirements 1.2 Strategic, operational, technical, financial and administrative requirements are determined in accordance with organisational and task requirements 1.3 Operational and procedural assessments are undertaken in accordance with organisational policy and procedures and recommendations are made for quality improvement 1.4 <i>Legislation</i> and regulations are interpreted and recommendations are made on related policies and procedures 1.5 Risk management practices, occupational health and safety and environmental requirements are interpreted and explained to staff in accordance with their needs
2. Manage and lead inspection and monitoring programs	2.1 Leadership is provided and <i>individuals</i> are assisted to deliver agreed outputs in accordance with the organisation's business requirements 2.2 <i>Inspection and monitoring</i> programs are managed and program performance, resources and expenditure are supervised in accordance with organisational requirements 2.3 Policy and procedures are developed for dealing with non-compliance through information, development/extension activities and prosecution in accordance with organisational requirements 2.4 <i>Compliance programs</i> are managed as required in accordance with set procedures and timelines 2.5 Implementation of the performance management system for inspection/monitoring staff is managed in accordance with organisational policies and procedures 2.6 Legislative requirements, risk management practices, occupational health and safety and environmental procedures are enforced in accordance with organisational requirements
3. Manage reporting systems, information and training	3.1 <i>Records</i> management and reporting systems are managed in accordance with organisational policy and performance indicators 3.2 <i>High-level correspondence and advice</i> , submissions and reports are prepared in accordance with organisational requirements 3.3 Evidence is prepared in accordance with organisational policy and procedures for legal action under relevant legislation 3.4 Inspection/monitoring training is monitored and initiatives to improve staff performance are developed and implemented in

ELEMENT

PERFORMANCE CRITERIA

accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- demonstrating leadership and performance management in the context of inspection and monitoring
- undertaking risk management and problem solving
- communicating with a diverse range of clients and staff
- responding to diversity, including gender and disability
- writing reports, submissions and Ministerial correspondence, requiring discretion and judgment to determine content and style audience approach
- dealing with referrals from other staff on matters that are more difficult, or of potential interest to external parties such as the media, public, political parties etc
- using computers for word processing and records management
- applying public sector legislation such as occupational health and safety and environment in the context of inspection and monitoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- interpretation, application, evaluation and review of enabling legislation and regulations
- performance and procedural assessment strategies
- performance indicators
- organisational policy and procedures
- inspection procedures
- monitoring procedures
- responses to complex/serious non-compliance
- elements of an offence
- rules of evidence
- equity and diversity principles
- workplace and industry environment
- public sector legislation including occupational health and safety, environment, privacy etc

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPLEGN601B Manage compliance with legislation in the public sector

PSPGOV602B Establish and maintain strategic networks

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT606B Manage quality client service

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPREG601B Manage regulatory compliance

PSPREG602B Evaluate regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- performance at an experienced, self-directed level in managing and leading inspection and monitoring programs undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to inspection and monitoring
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing and leading inspection and monitoring programs

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing and leading inspection and monitoring programs, including coping with difficulties, irregularities and breakdowns in routine
- performance at an experienced, self-directed level in managing and leading inspection and monitoring programs undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Inspection and monitoring may include

- inspections/examinations
- monitoring
- surveillance
- audits
- remote monitoring
- other compliance assurance activities

Legislation may include

- Commonwealth legislation and regulations, for example:
- Commonwealth Quarantine Act 1908, proclamations and regulations
- Crimes Act 1914 and Criminal Code Act 1995
- Customs Act 1901 and regulations
- Wildlife Protection Act 1982
- Export Control Act 1982
- Imported Foods Act 1996
- Occupational Health and Safety Act 1988
- State, Territory and Local Government legislation and regulations, such as those relating to:
 - agriculture
 - horticulture
 - conservation and land management
 - fisheries
 - environmental protection
 - building
 - water
 - emergencies
- international legislation/codes of behaviour

Individuals may include

- inspection/monitoring staff
- other supervised staff
- contract workers
- consultants
- service providers
- super-ordinates
- clients

RANGE STATEMENT

Inspection and monitoring activities may relate to

- members of the industry
- members of the public
- personnel from other government departments
- aircraft
- airfreight
- animal products
- animals
- cargo
- cereals
- collection of biological specimens
- disposal of organic waste
- fresh produce
- goods
- land condition, such as:
 - topography
 - salinity
 - erosion
 - weed infestation
 - vermin infestation
 - fire hazard
 - over grazing
- land improvements, such as:
 - fences
 - buildings
 - sporting or playground equipment
 - irrigation infrastructure
 - sewerage infrastructure
 - waterfront occupations
 - community structures
 - land usage
- leases and other tenures, to ensure compliance with conditions
- licence/permit compliance (eg vegetation clearing)
- live fish
- livestock
- mail
- mineral samples
- passenger baggage
- people
- pests
- plant products

RANGE STATEMENT

- plants
 - premises
 - properties
 - reserves and their use/s
 - survey activities to maintain readiness for district emergency plans
 - vector monitoring
 - vessels
 - audit
 - monitoring
 - treatment
 - containment
 - control
 - eradication
 - destruction
- Compliance programs may include*
- notes
 - case files
 - statistics
 - forms (application forms, disease notification forms)
 - notices (seizure notice, infringement notice)
 - invoices
 - receipts
- Records may include*
- input to policy reviews
 - input to legislation/regulations
 - support to senior management
 - Ministerials
- High-level correspondence and advice may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREG701A Manage investigations program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of an organisation's investigations program where investigations may be conducted internally, externally or referred to other law enforcement agencies. It includes articulating and authorising an investigations strategy, evaluating investigation processes and the outcomes of investigations, handling complaints, authorising investigations, changing the strategic direction of investigations, and building links at policy level with other organisations and policy makers.

In practice, managing investigations may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation, managing diversity, managing risk, networking, implementing policy, managing client service, directing project activities, managing resources, etc.

This unit replaces and is equivalent to PSPFRAU604A Manage fraud investigations program.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Articulate and authorise investigations strategy	<p>1.1 Investigations strategy is linked to objectives of the organisation's overall compliance strategy</p> <p>1.2 Strategy is used to communicate the roles of staff in investigations including their functions, responsibilities and rights</p> <p>1.3 Policy and procedures are developed to enable staff to conduct successful investigations and meet organisational objectives</p> <p>1.4 Guidelines are developed to assist decision making on whether particular investigations should be conducted in-house or <i>through other avenues</i></p> <p>1.5 Documented organisational procedures for handling investigations are included in guidelines</p> <p>1.6 Staff training and maintenance of standards are addressed in the development of the guidelines</p>
2. Evaluate process of investigations	<p>2.1 Scheduled times for evaluation and review are established in accordance with organisational policy and procedures</p> <p>2.2 Consultation, review and development processes are developed and communicated in accordance with organisational policy and procedures</p> <p>2.3 Quality assurance review programs are established to ensure the integrity of policy and procedures is maintained or enhanced</p> <p>2.4 Data from performance measures is used to validate investigation processes against best practice, noting areas where improvements are needed as part of quality implementation</p> <p>2.5 Recommendations to improve organisational <i>guidelines</i> are compared with legislative and judicial standards, to improve consistency with external benchmarks</p> <p>2.6 Statutory reporting obligations are managed in accordance with organisational policy and procedures</p>
3. Evaluate outcomes of investigations	<p>3.1 Resolution rate of investigations, reasons for lack of resolution and time taken to complete investigations are reported on and analysed for improvement</p> <p>3.2 Strategic directions are amended where necessary to improve the rate of investigation resolution and the time taken for investigations to be completed</p>
4. Handle complaints	<p>4.1 Strategies are established to handle a range of situations that may impact on the reputation of the organisation</p> <p>4.2 Policy and procedures are implemented to facilitate the timely reporting to senior management of potentially serious situations</p>
5. Authorise	<p>5.1 Authority levels are determined to reflect structure and</p>

ELEMENT	PERFORMANCE CRITERIA
investigations	<p>reporting lines within the organisation, jurisdictional and legislative requirements</p> <p>5.2 Decisions regarding the allocation of investigative tasks to internal or external investigation personnel are based on organisational guidelines</p> <p>5.3 Any request for authorisation by senior management is accompanied by sufficient information to facilitate effective and timely decision making</p>
6. Change strategic direction of investigations	<p>6.1 Broader policy directives are balanced with needs and demands within the organisation</p> <p>6.2 Any exemptions to established policy are authorised after full consideration of impact on the organisation, legal ramifications and reasons for exemption</p>
7. Build links at policy level with other organisations and policy makers	<p>7.1 Opportunities for liaison with other investigations managers are used to extend knowledge and improve links within the profession</p> <p>7.2 Staff are encouraged to build relationships with peers in other organisations</p> <p>7.3 Opportunities are taken to promote the organisation and the investigations profession with policy makers and the public</p> <p>7.4 Relationships with other key law enforcement agencies and standards setting organisations are established and maintained</p> <p>7.5 Relationships with other relevant stakeholders are established and maintained</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

managing projects

managing systems and processes for effective investigation processes and outcomes

liaising and managing investigations with outside agencies where, for example, investigations are conducted jointly or referred to a police service or contracted to an outside body

undertaking analysis and problem solving, especially when dealing with complaints

using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

applying occupational health and safety and environmental procedures in the context of investigation management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

agency investigation/compliance strategy

agency structure and core business

investigation techniques

an understanding of the relationship of the investigation strategy to the agency's overall strategy and jurisdictional policy and legislative requirements

relevant legislation and policy covering the conduct of investigations, as well as the procedural and offence provisions of specific legislation

legislative reporting requirements to standards setting organisations

public sector legislation relating to investigations management including anti-discrimination and diversity legislation, occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPHR703A Provide leadership in strategic human resource management

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- managing investigations programs relating to a range of (3 or more) contexts

Resources required to carry out assessment

These resources include:

- the organisation's enabling legislation, policy and procedures that provide investigation powers
- investigation guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing investigations programs

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing investigations programs, including

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coping with difficulties, irregularities and breakdowns in routine

- managing investigations programs relating to a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Other avenues for conducting investigations may include*
- joint operations
 - referral to other agencies
 - private investigators
- Guidelines may include*
- those produced by standards setting organisations relevant to the jurisdiction

Unit Sector(s)

Not applicable.

Competency field

Competency field Regulatory

PSPREV401A Identify and apply statute law

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the identification of statute law and how it applies to a range of situations affecting customers.

In practice, applying statute law overlaps with other generalist or specialist work activities, such as acting ethically; undertaking legislative decision making; dealing with legal entities, relationships and property; assessing applications for grants, subsidies and rebates; and delivering client service. Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff must be able to identify and apply the statute law applicable to a range of situations affecting customers. Staff may develop a good understanding of the way laws are created, enacted, amended and interpreted within parliament and the courts in order to apply them to their work.

Knowing the structure and purpose of the different components of an Act allows staff to navigate efficiently to find the specific information they require. In complex situations they must be able to use explanatory statements to determine the intent of parliament with regard to the interpretation of particular statutes. The principles governing the interpretation of statutes are important, as are the use of precedents, rulings, Commissioner's practices and the relevant Interpretation Act.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT

PERFORMANCE CRITERIA

1. Identify applicable statute law

- 1.1 *Principal rules* governing the interpretation of statutes are applied.
- 1.2 Statutes are analysed to identify *components* applicable to the *situation* at hand.

2. Apply statute law

- 2.1 Information on the creation, amendment and interpretation of laws is used to assist in identifying applicable bills, Acts and subordinate legislation.
- 2.2 Interpretation Act is used in accordance with its purpose.
- 2.3 Statutes are interpreted and applied in accordance with precedents, *rulings* and *Commissioner's practices*.
- 2.4 *Explanatory statements* are used to assist in determining the intent of Parliament when interpreting complex statutes that apply to particular situations.
- 2.5 Reference is made to relevant case law and other *extraneous material* as required.
- 2.6 Records that cite applicable statute law are completed using *commonly accepted practices* and *abbreviations* in accordance with organisational policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- searching for and identifying applicable statute laws, rulings, precedents and Commissioner's practices
- reading, analysing and interpreting complex, formal documents, such as legislation, regulations, explanatory statements, rulings and Commissioner's practices and applying them to work situations
- recording references to statutes using commonly accepted practices and abbreviations
- communicating with others involving exchanges of complex oral and written information
- responding to diversity, including gender and disability
- using technology to access applicable statutes and record outcomes
- applying environmental, sustainability and occupational health and safety procedures to administrative and IT-related work.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- law-making processes in Australia
- structure and components of an Act
- primary and secondary sources of law
- principal rules governing the interpretation of statute law
- the doctrine of precedent
- purpose and use of Interpretation Act
- abbreviations and commonly accepted practices used in citing statute law.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

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Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPREV402A Undertake legislative decision making
- PSPREV403A Manage information on legal entities, relationships and property
- PSPREV405A Assess applications for grants, subsidies and rebates
- PSPGOV402B Deliver and monitor service to clients.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- government legislation, regulations, rulings, Commissioner's practices and other applicable case law
- organisational procedures and protocols relating to the application of statute law
- scenarios and case studies to capture the range of situations likely to be encountered when applying statute law
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying statute law, including coping with difficulties, irregularities and breakdowns in routine
- applying statute law in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays

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- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

Components of statutes may include

- long and short titles
- commencement date
- end date
- preambles
- definitions
- head notes and headings
- parts
- divisions
- chapters
- sections
- subsections
- paragraphs
- subparagraphs
- historical notes
- clause notes
- editorial and explanatory notes
- schedules
- statutory regulations
- amendment information
- amending Acts
- version or reprint number
- nexus

Situations may include

- assessment of applications for grants, subsidies or rebates
- assessment of tax liability
- issue and enforcement of fines
- legislative decision making
- providing customers with information and assistance

Principal rules may include

- literal
- golden
- mischief
- spirit (intent) of the legislation

Interpretation Act

- will be the relevant legislation in the applicant's jurisdiction and will be the Commonwealth Act or the state or territory Act

Rulings may include

- revenue rulings
- tax rulings
- public rulings
- circulars
- Commissioner's determinations

Commissioner's practices

- practices designated by Commissioner of Revenue or Australian Taxation Commissioner

RANGE STATEMENT*may include*

- Commissioner's Guidelines and Circulars
- Practice Directions
- public guidelines
- public practices
- Treasurer's directions
- business rules
- circulars
- operating policies
- technical and procedural instructions

*Explanatory statements
may include*

- explanatory memoranda
- clause notes
- explanatory notes

*Extraneous materials
may include*

- rulings
- published practices
- circulars
- revenue circulars
- public rulings
- case transcripts
- regulations
- precedent databases
- technical and procedural instructions
- operating policies and procedures
- internal procedures
- forms and brochures
- fact sheets
- organisational alerts
- training materials
- readings in Parliament
- subordinate legislation
- disallowable and notifiable instruments
- legislation register
- other relevant legislation

*Commonly accepted
practices use*

- consecutive numbering for sections of an Act - no brackets
- consecutive numbering in brackets for subsections
- lower case alphabetical order in brackets for paragraphs
- consecutive numbering using lower case Roman numerals in brackets for subparagraphs

*Abbreviations may
include*

- sec., s. and s for section
- subsec., ss. and ss for subsection
- para for paragraph

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV402A Undertake legislative decision making

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the application of a legislative decision making process to make and justify legislatively-based decisions.

In practice, undertaking legislative decision making overlaps with other generalist or specialist work activities, such as acting ethically; applying statute law; dealing with legal entities, relationships and property; assessing applications for grants, subsidies or rebates; and delivering client service.

Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff are required to undertake legislative decision making that is consistent, defensible and well documented to provide grounds for assessment where decisions are subject to review and where disputes may arise. Typically, the decision making process is, or will become, integrated into work practices as a normal way of working when legislative decisions need to be made, even when those decisions do not require formal documentation.

Staff must be able to use a legislative decision making process to undertake required research and make and record decisions that meet the public sector's requirements for consistency and legislative defensibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT**PERFORMANCE CRITERIA****1. Identify requirements for legislative decision making**

- 1.1 Purpose and key elements of legislative decision making process are identified and clarified to ensure its consistent application in accordance with organisational and legislative requirements.
- 1.2 Record-keeping procedures relating to legislative decision making are identified in accordance with organisational procedures and legislative requirements.

2. Complete required research

- 2.1 Situation or event requiring a decision is identified and clearly outlined in accordance with organisational and legislative requirements.
- 2.2 Applicable statute law is determined and sections of the Acts that link to the decision are identified and recorded.
- 2.3 Relevant case law and other *extraneous material* are identified.
- 2.4 *Evidence* to support situation or event is recorded and analysed with respect to applicable law.
- 2.5 Conclusions are drawn as to whether required facts have been established by available evidence and are recorded.
- 2.6 Statute law is applied using precedents, *rulings*, *Commissioner's practices*, internal advice, other legislation and advice from senior and specialist staff when required.

3. Carry out the decision making phase

- 3.1 Delegation to make the decision is confirmed or decision is referred according to organisational delegation protocols.
- 3.2 Based on research outcomes and established facts, decision is made and supported by explanation and justification.
- 3.3 Decision is documented in accordance with organisational and legislative requirements.
- 3.4 *Actions* as a result of the decision are carried out and recorded in accordance with organisational and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- researching information and establishing relevant facts
- identifying and interpreting applicable statute law
- navigating complex and formal documents, such as legislation and related materials to use in legislative decision making
- analysing evidence to ensure it supports the situation or event being considered
- communicating with others involving exchanges of complex oral and written information
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability, when requesting information or notifying decisions
- applying environmental and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- purpose and key elements of a legislative decision making process
- components and structure of statutes
- interpretation of statutes
- use of precedents, rulings and Commissioner's practices
- exercise of delegations in relation to undertaking legislative decision making.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPREV401A Identify and apply statute law
- PSPREV403A Manage information on legal entities, relationships and property
- PSPREV405A Assess applications for grants, subsidies and rebates
- PSPGOV402B Deliver and monitor service to clients.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislative decision making process
- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to legislative decision making
- organisational procedures and protocols relating to legislative decision making
- scenarios and case studies to capture the range of situations likely to be encountered when undertaking legislative decision making
- access to relevant systems.

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking legislative decision making, including coping with difficulties, irregularities and breakdowns in routine
- undertaking legislative decision making in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or

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more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

Extraneous material may include

- published practices
- circulars
- revenue circulars
- public rulings
- case transcripts
- regulations
- judicial decisions
- precedent databases
- technical and procedural instructions
- operating policies and procedures
- internal procedures
- forms and brochures
- fact sheets
- organisational alerts
- training materials
- readings in Parliament
- subordinate legislation
- disallowable and notifiable instruments
- legislation register
- other relevant legislation

Evidence may include

- documents received from the customer to support the situation or event, for example:
- stamp duties:
- offer and acceptance documents
- property purchase applications or offers
- contracts
- mortgage documents
- deeds
- trust deeds
- notices of acquisition
- certificates of title
- court orders
- statutory declarations
- financial statements
- minutes of directors' meetings
- written communication, e.g. forms, letters or emails
- payroll tax:
- financial statements
- written communication, e.g. forms, letters or emails
- trust documents

RANGE STATEMENT

- partnership agreements
 - employment contracts
 - details of share ownership
 - group structure documents
 - constitutions
 - minutes of director's meetings
 - land tax:
 - written communication, e.g. forms, letters or emails
 - tax enquiries
 - evidence of usage
 - certificates of title
 - constitutions
 - notices of acquisition
 - valuation details
 - evidence of ownership (e.g. trust deeds)
 - publications gazetted
 - First Home Owner Grant:
 - offer and acceptance documents
 - property purchase applications or offers
 - contracts
 - certificates of title
 - financial statements
 - written correspondence, e.g. letters, forms or emails
 - applicant identification documents
 - evidence of residence
 - fines:
 - statement of financial circumstances
 - medical reports
 - statutory declarations
 - written correspondence
 - resident or nationality status
 - proof of employment
 - tickets or receipts
 - revenue rulings
 - tax rulings
 - public rulings
 - circulars
 - Commissioner's determinations
- Rulings may include***
- practices designated by Commissioner of Revenue or Australian Taxation Commissioner
- Commissioner's practices may include***

RANGE STATEMENT

- Commissioner's Guidelines and Circulars
 - practice directions
 - public guidelines
 - public practices
 - Treasurer's directions
 - business rules
 - circulars
 - operating policies
 - technical and procedural instructions
- Actions may include*
- notification to the customer of the decision, including reasons for the decision and any rights of review
 - issue or withdrawal of assessments
 - documents embossed or stamped
 - referral to another area for further information or advice
 - request for more information

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV403A Manage information on legal entities, relationships and property

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the application of the legal principles that apply to legal entities, relationships and property.

In practice, dealing with legal entity, relationship and property issues overlaps with other generalist or specialist work activities, such as acting ethically; undertaking legislative decision making; assessing applications for grants, subsidies or rebates; and delivering client service. Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff typically develop sound knowledge of the legal principles that apply to legal entities, relationships and property. They use this knowledge to map the property/assets and interrelationships of legal entities in order to make and justify decisions on liability and compliance.

They must be able to determine the legal entities involved in transactions, identify legal relationships and responsibilities, and determine ownership of property and assets and the interrelationships between property and asset owners.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Determine legal entities	<p>1.1 Types of <i>legal entities</i> are identified and <i>features</i> of each confirmed.</p> <p>1.2 <i>Transactions</i> are analysed to determine the legal entities involved.</p> <p>1.3 Liabilities of legal entities are determined in accordance with the particular transactions.</p>
2. Identify and apply information relating to legal relationships	<p>2.1 Formation, type and nature of the <i>legal relationships</i> involved in transactions are identified.</p> <p>2.2 Interrelationships involved in transactions are mapped to guide decision making.</p> <p>2.3 Legal responsibilities of particular relationships are identified in accordance with the particular transactions.</p> <p>2.4 Decisions are made and liabilities determined in accordance with the interrelationships and responsibilities determined.</p>
3. Identify and apply information relating to property and assets of legal entities	<p>3.1 Nature and <i>legal types of property</i>, and the principles relating to them are clarified.</p> <p>3.2 Principles relating to real and personal property, leases, licences and assignment of property are used to map the property and assets of legal entities.</p> <p>3.3 Value of property and nature of <i>ownership</i> are identified.</p> <p>3.4 Mortgages, easements, memorials, restrictive covenants and other relevant documents are identified and analysed for their effect on property ownership.</p> <p>3.5 Property and assets of legal entities are mapped and their interrelationships examined and recorded.</p> <p>3.6 Decisions are made and liabilities determined in accordance with the property and assets of, and relationships between, the legal entities.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- reading and analysing complex and formal documents, such as contracts, legislation and related materials, to assist in decision making
- explaining differences between different legal entities and impact of those differences on the determination of a tax or duty liability
- communicating with others involving exchanges of complex information when determining legal entities, relationships and property ownership
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- general features and underlying principles of legal entities and legal relationships
- fundamental nature of property and principles relating to personal or real property, leases, licences and assignment of property
- mortgages, easements, charges, memorials and restrictive covenants
- sources of property law
- features of a partnership
- business processes.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

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Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPREV401A Identify and apply statute law
- PSPREV402A Undertake legislative decision making
- PSPREV405A Assess applications for grants, subsidies and rebates
- PSPGOV402B Deliver and monitor service to clients.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

These resources include:

- examples of legal entity, relationship and property issues
- government legislation, regulations, rulings, Commissioner's practices and other applicable case law that refer to legal entity, relationship and property issues
- organisational procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when dealing with legal entity, relationship and property issues
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when legal entities, relationships and property, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- dealing with legal entities, relationships and property issues in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

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- case studies and scenarios
- portfolios
- questioning
- simulation or role plays.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

Legal entities may include

- the Crown
- corporations
- trustees
- incorporated associations
- cooperatives

Features of legal entities may include

- natural persons:
- ownership of property
- liabilities
- directors
- shares
- bankruptcy
- role of executors and trustees
- minors
- corporations:
- nature
- types
- governing bodies
- process of formation
- liabilities
- receivership
- voluntary and involuntary wind-up

Transactions may include

- purchases and sales of personal and real property
- voluntary dispositions
- transfers of real estate
- transfers of businesses
- transfers of statutory licences
- creation and dissolution of partnerships
- creation and variation to trust deeds
- financial transactions
- charges and discharges
- settlement undertakings
- payment of wages
- leases

Legal relationships may include

- partnerships
- joint ventures
- associations
- trusts
- agencies
- sole traders
- employers and employees

RANGE STATEMENT

- franchisors and franchisees
 - principals and contractors
 - lessors and lessees
 - subsidiaries
 - insolvency practitioners
- Legal types of property may include*
- real property
 - personal property
 - leasehold land
 - freehold land
 - Crown land
 - statutory licences
 - intellectual property
 - goodwill
- Ownership may include*
- as an individual
 - as a corporation
 - as a beneficiary
 - as trustee
 - as joint tenant
 - as tenant in common
 - as lessee
 - as partner
 - legal, beneficial and equitable ownership
 - life tenancy
 - under a Crown lease

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV404A Interpret and assess contracts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the interpretation and assessment of contracts to determine their legal effect, identifying the parties involved and the responsibilities of those parties in order to make decisions regarding liability or compliance.

In practice, interpreting and assessing contracts overlaps with other generalist or specialist work activities, such as acting ethically; applying statute law; undertaking legislative decision making; dealing with legal entities, relationships and property; assessing applications for grants, subsidies or rebates; and delivering client service. Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff typically interpret and assess contracts and identify the parties involved and the capacity in which they act, in order to determine their compliance with eligibility criteria for government grants, subsidies or rebates or to determine liability for taxation and duty.

Staff must be able to access and use the principles of contract law to identify the legal nature and elements of a contract as well as its terms and obligations. They also need to apply a sound knowledge of the way contracts are developed, terminated or assigned, to identify the parties involved and their rights and obligations under the contract to make decisions regarding liability.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT

PERFORMANCE CRITERIA

1. Identify key features of contracts

- 1.1 Contracts are analysed and parties involved in each contract are identified.
- 1.2 Legal nature and *elements of contracts*, terms and obligations are identified in accordance with contract law.
- 1.3 *Conditions, warranties and contingencies* identified in the contract are differentiated.
- 1.4 Circumstances and consequences of terminating contracts are identified.
- 1.5 If contractual rights have been assigned, assignment is confirmed as valid in accordance with applicable legal principles.

2. Assess contracts for eligibility and liability

- 2.1 Contracts are analysed in accordance with criteria using a legislative decision making process.
- 2.2 Eligibility or liability of contracts is confirmed or denied in accordance with applicable statute law and case law.
- 2.3 Decisions are made and notified to customers in accordance with organisational policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- reading and analysing complex and formal documents, such as contracts, legislation and related materials and applying them to work situations
- communicating with others involving exchanges of complex information when gathering information and notifying customers of decisions relating to obligations that have arisen in relation to contracts
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability, when dealing with customers
- applying environmental and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- sources of contract law
- rules of construction of contracts
- privacy doctrine of contracts
- what may constitute a breach of contract
- termination of contract, e.g. by consent, by frustration, etc.
- legislative decision making process
- principles applicable to assignment of contractual rights
- confidentiality provisions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPREV401A Identify and apply statute law
- PSPREV402A Undertake legislative decision making
- PSPREV403A Manage information on legal entities, relationships and property
- PSPREV405A Assess applications for grants, subsidies and rebates
- PSPGOV402B Deliver and monitor service to clients.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- legislative decision making process
- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to contracts
- organisational procedures and protocols relating to interpretation and assessment of contracts
- scenarios and case studies to capture the range of situations likely to be encountered when interpreting and assessing contracts
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when interpreting and assessing contracts, including coping with difficulties, irregularities and breakdowns in routine
- interpretation and assessment of contracts in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might

EVIDENCE GUIDE

be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

Elements of a contract include

- parameters of agreement
- consideration
- intention to create legal relations
- impartiality

Conditions are

- important contractual terms in a contract where a breach deprives the innocent party of substantially the whole intended benefit from the contract, and allows the party to terminate the contract and sue for damages

Warranties are

- less important terms in a contract where a breach will not deprive the innocent party of substantially the whole intended benefit from the contract, and will only entitle the innocent party to sue for damages

Contingencies are

- obligations that are conditional upon the happening of a prescribed event

Unit Sector(s)

Not applicable.

Competency field

Competency field

Revenue Administration

PSPREV405A Assess applications for grants, subsidies and rebates

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the explanation and assessment of applications for government grants, subsidies and rebates.

In practice, assessing applications for grants, subsidies and rebates overlaps with other generalist or specialist work activities, such as acting ethically, applying government processes, communicating, delivering client service, and gathering and analysing information. Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff typically explain the purpose and key features of grants, subsidies and rebates. They must have a good understanding of eligibility criteria, both for applicants and for the transactions to which grants, subsidies and rebates apply. They must evaluate completed applications and supporting evidence. Explaining the process, penalties for false or misleading information, and the reasons for decisions or outcomes is also important in the application of the unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT**PERFORMANCE CRITERIA****1. Explain grant, subsidy and rebate requirements**

- 1.1 Current and comprehensive information is accessed to clarify legislative, regulatory and procedural requirements of *grants, subsidies and rebates*.
- 1.2 Purpose and *key features* of each grant, subsidy or rebate are explained, tailoring communication to suit diverse customer needs.
- 1.3 Complex enquiries are deferred if necessary until information can be clarified, confirmed or referred to senior or specialist staff in accordance with organisational requirements.
- 1.4 Applicants are informed of any legal requirements and reasons for subjecting applications to compliance investigations, and penalties under legislation for providing false or misleading information or for subsequently failing to meet conditions specified for grant, subsidy or rebate.

2. Check grant, subsidy and rebate applications and supporting evidence

- 2.1 Applications are checked to ensure approved forms are used and required information has been provided in accordance with organisational and legislative requirements.
- 2.2 *Supporting evidence* is sighted and copies of original documents are made and certified, in accordance with organisational policy and procedures, tailoring communication to suit diverse customer needs.

3. Assess eligibility

- 3.1 *Eligibility* is explained in accordance with grant, subsidy or rebate legislation and regulations.
- 3.2 Eligibility for grant, subsidy or rebate is confirmed in accordance with organisational procedures.
- 3.3 Where eligibility is not confirmed, reasons are clearly explained and applicants' rights to review or lodge an objection are outlined in accordance with legislation and regulations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- navigating complex and formal documents, such as legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to assessment of applications
- researching information related to grants, subsidies and rebates
- analysing information against eligibility criteria
- communicating with others involving the explanation of complex information relating to applicant and transaction eligibility (this may involve accessing interpreter services if necessary)
- numeracy to confirm accuracy of applications
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability
- applying environmental, sustainability and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- purpose and key features of grants, subsidies and rebates
- applicant eligibility criteria
- transaction eligibility criteria
- legislative decision making process
- confidentiality provisions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV422A Apply government processes
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to grants, subsidies and rebates
- organisational procedures and protocols relating to government grants, subsidies and rebates
- legislative decision making process
- scenarios and case studies to capture the range of situations likely to be encountered when assessing applications for grants, subsidies and rebates
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing applications for grants, subsidies and rebates, including coping with difficulties, irregularities and breakdowns in routine
- assessment of applications for grants, subsidies and rebates in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

EVIDENCE GUIDE

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

Grants, subsidies and rebates may include

- First Home Owner Grant
- First Home Owner Concession
- First Home Owner Bonus
- principal place of residence rebate
- various fuel subsidies
- thermo-regulatory dysfunction subsidy
- life support equipment subsidy
- public swimming pool subsidy
- pensioner rebates
- payroll tax subsidies and rebates, e.g. trainee and apprenticeship schemes
- first home owner duty concession on vacant land
- pensioner and first home buyer duty concessions
- water and sewerage rebates
- general duty concession schemes
- other government grants, e.g. building, childcare and arts
- stamp duty loans
- IT grants
- inner city rebates
- ex-serviceperson's concession

Key features may include

- eligibility criteria
- amount of grant, subsidy or rebate
- commencement and end dates
- whether grant, subsidy or rebate is means tested
- whether other grants, subsidies and rebates may be accessed in conjunction
- limits and constraints
- timing of payment
- deferment of payment
- licensing requirements
- record-keeping requirements

Supporting evidence may include

- application forms
- proof of identity:
- birth certificates
- passports
- permanent resident visa or special category visa
- transaction contracts
- evidence of usage
- proof of occupancy
- evidence of current address

RANGE STATEMENT

Eligibility may include

- completion of transaction
- for First Home Owner Grant applicants:
 - 18 years of age or over
 - at least one applicant is an Australian citizen or permanent resident
 - no previous receipt of a grant or subsidy in any other state or territory
 - ownership restrictions
 - compliance with grant, subsidy or rebate conditions, e.g. use of property
 - exercise of Commissioner's discretionary powers regarding use and occupation of property
 - restrictions in relation to receiving additional rebates or concessions
- for First Home Owner Grant transactions:
 - contract to purchase established or new home
 - contract to build a new home
 - construction of a new home by an owner builder
 - contract to purchase a new home off-the-plan
- for duty concessions:
 - consideration
 - purchase date
- for stamp duty loans:
 - consideration
- for inner city rebates:
 - new home unit in inner city
 - first transfer on new residential home unit
 - home unit size restriction
 - location restriction
- for ex-serviceperson's concession:
 - transferee must be:
 - a prescribed person
 - never claimed exemption before
 - must have served in one of the wars specified
 - exemption applies regardless of whether person is still serving at time of claiming exemption
 - prescribed person includes a widow of the deceased
- for payroll tax trainee wages rebate scheme:
 - trainees or apprentices who commence approved contract of training before a prescribed birthday
 - employer payroll obligations up-to-date

RANGE STATEMENT

- maximum rebate set at a fixed percentage of payroll tax on wages paid or payable in the rebate period
- applications use approved form and are lodged within prescribed time period
- for payroll tax exporters rebate scheme:
- taxpayer must be involved in producing value-added goods which are produced or processed in their final form in the location specified
- restricted to private sector producers
- for other subsidies and rebates:
- commencement and completion dates
- exceptions
- restrictions, i.e. ineligible transactions
- conditions
- usage
- record-keeping requirements

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV406A Evaluate returns-based taxes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the evaluation of returns-based taxes.

In practice, evaluating returns-based taxes overlaps with other generalist or specialist work activities, such as acting ethically, applying government processes, communicating, delivering client service, and gathering and analysing information.

Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff maintain currency in their knowledge of applicable legislation, regulations, rulings and Commissioner's practices that provide guidance on returns-based taxes. They must have a good understanding of the purpose, scope and key features of returns-based taxes. They must be able to assess returns and deal with enquiries and complaints relating to liabilities and penalties generated for late or incorrect returns. They must also identify situations where further investigation may be required and complete the formal processes for this to occur.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Confirm key features of returns-based taxes	<p>1.1 Current and comprehensive information is accessed and used to maintain knowledge and expertise in returns-based taxation matters and to ensure consistency of application.</p> <p>1.2 Purpose and scope of <i>returns-based taxes</i> are clarified in accordance with applicable legislation, regulations, <i>rulings</i> and <i>Commissioner's practices</i>.</p> <p>1.3 Registration, cancellation and maintenance of customer data are confirmed in accordance with organisational procedures and legal requirements.</p>
2. Process enquiries relating to returns-based taxes	<p>2.1 <i>Taxable items/elements, liability, exemptions</i> and <i>rebates</i> or relief are explained, tailoring communication to suit diverse customer needs.</p> <p>2.2 Taxable thresholds and current rates of taxation are identified and communicated to customers in accordance with legislation, regulations, rulings and Commissioner's practices.</p> <p>2.3 Requirements for lodgement of returns and payment of taxes are explained in accordance with legislative and procedural requirements and customer needs.</p> <p>2.4 Complex enquiries are deferred if necessary until information can be clarified, confirmed or referred to senior and specialist staff in accordance with organisational requirements.</p> <p>2.5. Clear, concise and accurate information is provided to customers to enable them to understand their tax obligations.</p>
3. Assess returns	<p>3.1 Where returns and payment are confirmed as correct, returns are dealt with in accordance with organisational procedures.</p> <p>3.2 Where <i>problems with payments</i> are identified, returns are checked for clerical or other errors and associated penalties are confirmed or remitted in accordance with legislation, regulations, rulings and Commissioner's practices.</p> <p>3.3 For returns requiring further investigation, formal <i>records</i> are obtained and completed and the matter is referred for further action in accordance with organisational procedures and legal requirements.</p> <p>3.4 Where over-payments are received, refunds are processed in accordance with organisational procedures.</p>
4. Deal with complaints	<p>4.1 Complaints by taxpayers are dealt with and decisions recorded and notified in accordance with legislation, regulations and organisational procedures.</p> <p>4.2 If taxpayers are dissatisfied with the decision, their rights to have the decision reviewed are explained in accordance with</p>

ELEMENT

PERFORMANCE CRITERIA

organisational procedures and legal requirements.
4.3 Complaints relating to deficiencies in operational systems are dealt with in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- navigating complex and formal documents, such as legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to the assessment of returns-based taxes
- researching and maintaining information related to returns-based taxes
- identifying clerical, numerical and other errors
- communicating with others involving exchanges of complex information relating to returns-based taxes
- dealing with complaints and difficult customers
- providing clear information to customers about their obligations and tax liabilities
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability, when dealing with enquiries or complaints (this may involve accessing interpreter services if necessary)
- applying environmental and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, rulings and Commissioner's practices relating to returns-based taxes
- taxable items/elements, liability, deductions or exemptions under the legislation
- taxable thresholds for returns-based tax and the application of sliding scales
- legislative decision making process
- confidentiality provisions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV422A Apply government processes
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to returns-based taxes
- organisational procedures and protocols relating to returns-based taxes
- scenarios and case studies to capture the range of situations likely to be encountered when evaluating returns-based taxes
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating returns for returns-based taxes, including coping with difficulties, irregularities and breakdowns in routine
- evaluation of returns-based taxes in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace

EVIDENCE GUIDE

and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

Returns-based taxes may include

- payroll tax
- income tax
- fringe benefits tax
- goods and services tax
- gambling tax
- racing and gaming taxes
- utilities network facilities tax
- transfer duty
- insurance stamp duty
- motor vehicle stamp duty
- parking space levy
- health insurance levy
- cottage conveyances
- taxation equivalent returns
- mineral royalties
- petroleum royalties
- mortgage duty

Rulings may include

- revenue rulings
- tax rulings
- public rulings
- circulars
- Commissioner's determinations

Commissioner's practices may include

- practices designated by Commissioner of Revenue or Australian Taxation Commissioner
- Commissioner's Guidelines and Circulars
- practice directions
- public guidelines
- public practices
- Treasurer's directions
- business rules
- circulars
- operating policies
- technical and procedural instructions

Taxable items/elements may include

- wages, salaries and allowances
- superannuation
- fringe benefits
- capital gains
- trust, partnership and company income
- termination payments
- insurance premiums

RANGE STATEMENT

- dutiable value of motor vehicles
- taxable car park spaces
- specified taxable benefits
- subcontractors
- employment agents
- when a threshold is exceeded
- when criteria are met
- annually
- periodically
- exempt organisations listed in the Act
- particular categories, e.g. of employees (for payroll tax)
- apprentices, trainees, employees absent in the Defence Force, injured employees
- charitable organisations
- exporters
- trainees
- non-payment
- under-payment
- over-payment
- late payment
- completed legislative decision making records
- financial statements
- payroll records
- motor vehicle change of ownership records
- insurance premium records
- payment summaries
- annual reconciliations
- wages records
- Australian Securities and Investments Commission (ASIC) records
- trust deeds
- dutiable instruments
- signed agreements

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV407A Determine land tax liability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assessment of liability and determination of land tax.

In practice, determining land tax liability overlaps with other generalist or specialist work activities, such as acting ethically, applying government processes, communicating, delivering client service, and gathering and analysing information.

Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff typically assess liability for land tax, applying criteria, exemptions and any concessions, rebates or relief contained in legislation, regulations, rulings and Commissioner's practices. They require knowledge of land ownership and usage requirements and the ability to apply tax-free thresholds and sliding scales of tax rates to determine land tax. In addition, they must deal with complaints and enquiries, providing information and explanation of both the assessment and any further action customers may take if dissatisfied with the decision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Confirm key features of returns-based taxes	<p>1.1 Current and comprehensive information is accessed and used to maintain knowledge and expertise in land tax matters and to ensure consistency of application.</p> <p>1.2 <i>Type of land, usage</i> and ownership are confirmed in accordance with legislation, regulations, <i>rulings</i> and <i>Commissioner's practices</i>.</p> <p>1.3 Liable owners or users are identified at the <i>date of liability</i>.</p> <p>1.4 <i>Value of land</i> is identified in accordance with relevant legislation.</p> <p>1.5 Criteria for assessing liability for land tax are identified and applied in accordance with legislation, regulations, rulings and Commissioner's practices.</p> <p>1.6 <i>Exemptions</i> and any <i>concessions, rebates or relief</i> are identified in accordance with legislation, regulations, rulings and Commissioner's practices.</p>
2. Determine land tax	<p>2.1 Liability for land-based tax is confirmed in accordance with legislation and regulations.</p> <p>2.2 Applicable land-based tax rates are identified using legislation and regulations, and applied to confirm land-based tax assessments.</p> <p>2.3 Customer information is updated in accordance with organisational procedures to indicate activities undertaken and completed.</p>
3. Assess and process enquiries and complaints	<p>3.1 Enquiries relating to payment of notices of assessment are dealt with in accordance with organisational policies and procedures.</p> <p>3.2 Payment options and due dates for notices are explained, tailoring communication to suit diverse customer needs.</p> <p>3.3 Complaints relating to payments, interest, penalties, rebates or exemptions claimed by customers are assessed and decisions recorded and notified in accordance with legislation, regulations and organisational procedures.</p> <p>3.4 If customers are dissatisfied with the decision, their rights to have the decision reviewed are explained in accordance with organisational procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- interpreting complex legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to land tax situations
- researching data sources and information related to land tax requirements
- interpreting land title searches
- numeracy to confirm accuracy of land tax assessments
- communicating with others involving exchanges of complex information relating to land tax liability and exemptions
- dealing with complaints and difficult customers
- using technology to locate land tax requirements, conduct research, make enquiries, review available data, access legislative requirements, issue assessments and record outcomes
- responding to diversity, including gender and disability, in the context of dealing with land tax requirements (this may involve accessing interpreter services if necessary)
- applying environmental and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, rulings and Commissioner's practices relating to land tax
- valuations
- land ownership, characteristics and usage requirements
- tax-free thresholds for land tax and the application of sliding scales of tax rates
- liability criteria, exemptions and rebates or relief for land tax
- legislative decision making process
- confidentiality provisions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV422A Apply government processes
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to land tax
- organisational procedures and protocols relating to land tax
- legislative decision making process
- scenarios and case studies to capture the range of situations likely to be encountered when determining land tax liability
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when determining land tax liability, including coping with difficulties, irregularities and breakdowns in routine
- determination of land tax liability in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or

EVIDENCE GUIDE

more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Type of land may include

- vacant land
- land with improvements, e.g. buildings
- residential land
- commercial land
- approved subdivision lots
- rental properties
- primary production land
- Crown land
- land leased from government
- conservation land
- heritage land
- native title land
- heritage listed land
- flood liable land
- strata title
- strata leasehold
- company title lots deemed strata
- air space and water lots
- walkways
- tunnels

Usage of land may include

- as primary or secondary residences
- as principal places of residence
- partially used as principal place of residence, e.g. shop/flat of owner
- residences not used by owners as usual place of residence
- secondary residences, such as holiday homes and hobby farms
- as future principal places of residence
- single and multi-unit dwellings
- home units
- commercial usage
- retirement villages, rest homes or nursing homes
- hospitals
- as investment properties, e.g. rentals and leases
- primary production
- as mining tenements
- educational or religious purposes
- community use
- by non-profit bodies
- for low-cost accommodation, e.g. boarding house, caravan park or camping ground
- time share
- home unit companies

- building unit plans/group title plans
 - vacant land (no usage)
- Ownership may include***
- corporation
 - the Crown
 - trustee
 - lessee
 - shareholder in a home unit company
 - shack site
 - absentee
- Rulings may include***
- revenue rulings
 - tax rulings
 - public rulings
 - circulars
 - Commissioner's determinations
- Commissioner's practices may include***
- practices designated by Commissioner of Revenue or Australian Taxation Commissioner
 - Commissioner's Guidelines and Circulars
 - practice directions
 - public guidelines
 - public practices
 - Treasurer's directions
 - business rules
 - circulars
 - operating policies
 - technical and procedural instructions
- Date of liability is***
- recorded in legislation and regulations
 - as specified in relevant Act for tax levied in respect to ownership of land for applicable taxing period
- Value of land may include***
- site value as the basis for land tax
 - valuation data from appropriate authority, such as Valuer General or municipal council
- Exemptions, concessions, rebates or relief may include***
- residential - owner's primary or principal place of residence
 - newly constructed or refurbished private residences (limited to two years)
 - newly purchased residences intended to become new principal places of residence
 - vacant land where future principal place of residence is being or will be constructed
 - contiguous principal places of residence
 - primary production
 - Crown land

- owned by a trust and used by a disabled beneficiary
- owned by an individual and used by a disabled person related to the owner
- owned by a religious body and used for religious purposes
- owned by an educational body and used for education purposes
- used for a public or religious hospital
- owned by public charitable or benevolent institutions and non-profit organisations
- owned by public charitable or benevolent institutions and non-profit organisations and used under the terms of their constitution
- used for a retirement village
- used for supported residential facilities
- used as a caravan park or camping ground
- held under an approved conservation covenant/environmentally protected land
- owned by a war widow
- owned by a beneficiary of a deceased estate
- developers constructing residences
- sporting bodies, e.g. racing clubs and sports fields
- public open space
- port authorities
- concessions for pensioners

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV408A Determine stamp duties

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the determination of stamp duties imposed on various documents ('instruments') and transactions.

In practice, determining stamp duties overlaps with other generalist or specialist work activities, such as acting ethically, applying government processes, communicating, delivering client service, and gathering and analysing information.

Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff maintain an up-to-date knowledge of the range of legislation, regulations, rulings and Commissioner's practices relating to stamp duties. They typically apply liability and eligibility criteria, exemptions, concessions, and the different rates that apply to a range of instruments and transactions, such as transfers, agreements to purchase real estate, business assets and other business properties. In assessing stamp duties, staff must apply general principles from the legislation that assist them to navigate the complexity of the stamp duties regime.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT

Elements are the essential outcomes of the unit of competency.

1. Identify legislative, regulatory and procedural requirements relating to stamp duties

2. Assess stamp duties

3. Assess and process enquiries and complaints

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1 Up-to-date knowledge is maintained of the range of legislation, regulations, rulings, *Commissioner's practices* and organisational procedures relating to *instruments and transactions* that generally attract *duties*.
- 1.2 Rates and thresholds that apply to calculation of stamp duties are located and confirmed as current, relative to the liability date.
- 1.3 Eligibility and liability criteria related to stamp duties are identified and confirmed in accordance with legislation, regulations, rulings and Commissioner's practices to ensure consistency of interpretation and application.
- 1.4 Exemptions and concessions related to instruments, transactions or organisations are identified and confirmed in accordance with legislation, regulations, rulings and Commissioner's practices.
- 2.1 Instruments and transactions liable for duty are identified in accordance with the legislation.
- 2.2 Instruments and transactions exempt from duty or eligible for concessions are identified in accordance with legislation and explained to customers in accordance with their requests.
- 2.3 *General principles* affecting stamp duties are implemented to ensure correct duty is applied.
- 2.4 Parties liable to pay duty are identified and date of liability is confirmed in accordance with legislation, regulations, rulings and Commissioner's practices.
- 2.5 Lodgement and due dates are confirmed and any interest or penalties incurred for late lodgement or payment are applied in accordance with legislation, regulations, rulings and Commissioner's practices.
- 2.6 Rates of duty are applied, assessment is confirmed and decision is recorded in accordance with legislation, regulations, *rulings* and Commissioner's practices.
- 3.1 Enquiries and complaints by taxpayers are dealt with, and decisions recorded and notified in accordance with legislation, regulations and organisational procedures.
- 3.2 If taxpayers are dissatisfied with the decision, their rights to have the decision reviewed are explained in accordance with

ELEMENT

PERFORMANCE CRITERIA

legislation and organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- interpreting complex legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to stamp duty determinations
- researching information related to stamp duties
- literacy to interpret and explain legal language
- numeracy to confirm accuracy of duties applied to various instruments and transactions
- communicating with others involving exchanges of complex information relating to stamp duties
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures to administrative work and when dealing with customers.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- range of legislation, regulations, rulings and Commissioner's practices relating to stamp duty requirements
- general principles from legislation that assist in ascertaining nature of instruments and transactions and how the stamp duty regime is to be applied
- legislative changes and why they occur
- legislative decision making process
- confidentiality provisions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV422A Apply government processes
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to stamp duties
- organisational procedures and protocols relating to stamp duties
- legislative decision making process
- scenarios and case studies to capture the range of situations likely to be encountered when determining stamp duties
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when determining stamp duties, including coping with difficulties, irregularities and breakdowns in routine
- determination of stamp duties relating to a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

EVIDENCE GUIDE

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT

- Commissioner's practices may include*
- practices designated by Commissioner of Revenue or Australian Taxation Commissioner
 - Commissioner's Guidelines and Circulars
 - practice directions
 - public guidelines
 - public practices
 - Treasurer's directions
 - business rules
 - circulars
 - operating policies
 - technical and procedural instructions
- Instruments and transactions may include*
- conveyances
 - transfers
 - leases
 - assignment of leases
 - licences
 - transfer of licences
 - insurance policies
 - sales of real and other property
 - sale of businesses
 - surrenders
 - mortgages and charges over property
 - multi-jurisdictional mortgages
 - trust deeds, partnership agreements and related dealings
 - motor vehicle registrations and transfers
 - statutory declarations
 - any other document that relates to transfer of a property (e.g. receipt)
- Duties may be levied on*
- contracts and agreements
 - land transactions
 - other property transactions
 - transfers
 - insurance
 - motor vehicles
 - statutory licences
 - partnerships and trust acquisitions
- General principles may include*
- assessment of substance rather than form of an instrument
 - contingency principle which allows tax to be levied on contingencies that have not yet occurred
 - leading and principal object rule

RANGE STATEMENT

Rulings may include

- several distinct matters principle
- aggregation of values or considerations to overcome contract splitting to reduce duty payable
- determining of value of property
- nomination of agent
- revenue rulings
- tax rulings
- public rulings
- circulars
- Commissioner's determinations

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPREV409A Administer levies, fines and other taxes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge and skills to administer levies, fines and other taxes.

In practice, administering levies, fines and other taxes overlaps with other generalist or specialist work activities, such as acting ethically, applying government processes, communicating, and gathering and analysing information. Co-assessment with units of competency addressing these other activities could be considered.

Application of the Unit

Application of the unit

In the workplace, staff typically confirm and evaluate situations where levies, fines and other taxes apply; apply criteria and exemptions contained in legislation, regulations, rulings and Commissioner's practices; and evaluate requests for exemptions, concessions, remissions and reductions if applicable.

Staff require a sound knowledge of the legislative requirements related to levies, fines and other taxes and the skill to apply rates (sliding scale or otherwise) or penalties to determine amounts payable. In addition, they must deal with complaints and enquiries, providing information and explanation of both the assessment and any further action customers may take if dissatisfied with the decision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Assess liability for payment of levies, fines and other taxes**

- 1.1 Situations that attract imposition of *levies, fines and other taxes* are identified and confirmed in accordance with legislation, regulations, *rulings* and *Commissioner's practices*.
- 1.2 *Exemptions* are identified or confirmed in accordance with legislation, regulations, *rulings* and Commissioner's practices.
- 1.3 Situations are identified where concessions, or remission of or reduction in liability may apply.
- 1.4 Facts applicable to situation are confirmed and evaluated.
- 1.5 Criteria for assessing liability are identified and applied in accordance with legislation, regulations, *rulings* and Commissioner's practices.

2. Determine amount payable

- 2.1 Information and schedules are located and consulted to determine rate, penalty or interest applicable.
- 2.2 Exemptions, *remissions or reductions* are applied in accordance with legislation, regulations, *rulings*, Commissioner's practices and relevant case law.
- 2.3 Applicable rates are applied in accordance with legislation and regulations, to confirm assessments of liability.
- 2.4 *Documentary requirements* are completed in accordance with legislation and organisational procedures.

3. Deal with enquiries and complaints

- 3.1 Enquiries are dealt with in accordance with organisational procedures.
- 3.2 Payment options, due dates and record-keeping requirements are explained, tailoring communication to suit diverse customer needs.
- 3.3 *Complaints* are dealt with and decisions recorded and notified in accordance with legislation, regulations and organisational procedures.
- 3.4 If customers are dissatisfied with a decision, their rights to have decision reviewed are explained in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- navigating complex legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to situations relating to levies, fines and other taxes
- researching information related to application of levies, fines and other taxes
- numeracy to confirm accuracy of assessments
- communicating with others involving exchanges of complex information relating to liability, exemptions, remissions and reductions
- dealing with complaints and difficult customers
- using technology to locate requirements and schedules, conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- responding to diversity, including gender and disability, in the context of dealing with requirements of levies, fines and other taxes (this may involve accessing interpreter services if necessary)
- applying environmental, sustainability and occupational health and safety procedures to administrative work and when dealing with customers

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, rulings and Commissioner's practices relating to levies, fines and other taxes
- situations where levies, fines and other taxes apply
- liability, exemptions, remissions and reductions relevant to different levies, fines and other taxes
- application of sliding scales or other structures of rates for levies, fines and other taxes
- legislative decision making process
- confidentiality provisions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

EVIDENCE GUIDE

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV422A Apply government processes
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV406B Gather and analyse information.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- government legislation, regulations, rulings, Commissioner's practices and other applicable case law relating to levies, fines and other taxes
- organisational procedures and protocols relating to levies, fines and other taxes
- scenarios and case studies to capture the range of situations likely to be encountered when administering levies, fines and other taxes
- access to relevant systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering levies, fines and other taxes, including coping with difficulties, irregularities and breakdowns in routine
- administration of levies, fines and other taxes relating to a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of

EVIDENCE GUIDE

this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

RANGE STATEMENT***Levies, fines and other taxes may include***

- community ambulance cover levy
- fire services levy
- emergency services levy
- fire and emergency services levy
- health insurance levy
- Medicare levy
- agricultural protection scheme
- parking space levy
- metropolitan regional improvement tax
- city centre marketing and improvement levy
- fuel subsidies
- speeding fines
- red light camera fines
- parking fines
- council infringement fines
- court imposed fines

Rulings may include

- revenue rulings
- tax rulings
- public rulings
- circulars
- Commissioner's determinations

Commissioner's practices may include

- practices designated by Commissioner of Revenue or Australian Taxation Commissioner
- Commissioner's Guidelines and Circulars
- practice directions
- public guidelines
- public practices
- Treasurer's directions
- business rules
- circulars
- operating policies
- technical and procedural instructions

Exemptions may include

- threshold exemptions
- pensioner exemptions
- farming shed exemptions
- pump exemptions
- exemptions under retail parking levy

Remissions or reductions may include

- land usage
- regional area
- single farming enterprise

RANGE STATEMENT

- contiguous land
 - concessions
 - business rules
 - reasonable care
 - matters beyond control of customer
 - first offence applications
 - driving offences
 - government remissions
 - record keeping
 - report writing
 - correspondence
 - approved forms
 - required supporting documentation
 - photographic evidence
 - speed and traffic light cameras
 - imaging of returns and correspondence
 - formal notices of service to produce (for court proceedings)
 - objections, e.g. those relating to community ambulance levy
- Documentary requirements may include*
- Complaints may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Revenue Administration

PSPSCI201A Contribute to the provision of scientific technical support

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of technical support in a scientific/research environment, working under direct guidance and contributing to routine technical duties such as experimental, survey, sampling and/or analytical tasks. It includes confirming and preparing for technical tasks, contributing to the collection of information and recording data.

In practice, the contribution of technical support overlaps with other generalist or specialist work activities such as acting ethically, communicating, delivering client service, accessing and using resources, handling information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Confirm and prepare for technical tasks

- 1.1 *Technical tasks* are clarified and confirmed with *other staff members* in accordance with organisational requirements
- 1.2 *Processes, resources, timelines and equipment* requirements are confirmed in accordance with organisational and task requirements
- 1.3 Risk management practices, occupational health and safety, environmental and *other legislative requirements* relating to the work are investigated and confirmed
- 1.4 Resources and equipment are obtained and prepared in accordance with organisational and task requirements

2. Contribute to the collection of information

- 2.1 Technical tasks are carried out under supervision in accordance with organisational requirements
- 2.2 Information is collected in accordance with set processes and timelines
- 2.3 Resources and equipment are used and maintained in accordance with organisational and task requirements
- 2.4 Risk management practices, occupational health and safety, environmental and other legislative requirements are followed in accordance with organisational requirements

3. Record data

- 3.1 Data is recorded in accordance with organisational and task requirements
- 3.2 Data records are maintained in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

working with mathematical data

observing and reporting

using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

reading formal documents such as legislation and workplace instructions and applying them in the workplace

using technology for word processing and data management

operating machinery and experimental equipment

applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to the provision of scientific technical support

basic experimental procedures and scientific methods

the scientific/technological area (broad understanding)

organisational code of practice

standard operating procedures and/or work instructions

working with others in a scientific/technical environment

occupational health and safety, environmental protection and other public sector legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV201B Work in a public sector environment

PSPGOV202B Use routine workplace communication techniques

PSPGOV203B Deliver a service to clients

PSPGOV204B Access and use resources

PSPGOV206B Handle workplace information

PSPOHS201B Follow workplace safety procedures

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- contribution to routine scientific technical duties in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- operating procedures/work instructions
- industry standards
- scientific/technological equipment and machinery related to the research environment
- personal protective equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the provision of scientific technical support

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when contributing to the provision of scientific technical support, including coping with difficulties, irregularities and breakdowns in routine

- contribution to routine scientific technical duties in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Technical tasks may include

- surveys
- sampling
- experiments
- trials
- tests
- assays
- surveillance
- collecting specimens
- inspections
- identification of plants or animals
- identification of pests
- operation, calibration and maintenance of experimental equipment
- diagnostic processes
- producing specimen images

Other staff members may include

- supervisors
- project managers
- line managers
- laboratory managers

Processes may include

- experimental processes
- observation
- field trials

Resources may include

- design specifications
- technical manuals
- componentry
- radioactive samples
- specimens
- plants
- seeds
- chemicals
- personal protective equipment

Equipment may include

- prototypes
- test rigs

RANGE STATEMENT

- tools
 - diagnostic instruments
 - laboratory equipment
 - experimental equipment
 - farm equipment
 - quarantine or protection requirements
 - copyright and intellectual property legislation
 - Australian standards
- Other legislative requirements may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI301A Assist with scientific technical support

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of technical support in a scientific/research environment under routine guidance, with full responsibility for delegated technical duties such as experimental, survey, sampling and/or analytical tasks. It includes identifying and organising technical duties, and assisting in the collection, recording and presentation of information.

In practice, assistance with technical support overlaps with other generalist or specialist work activities such as working effectively, acting ethically, using resources, organising information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and organise technical duties	<p>1.1 Delegated <i>technical duties</i> and responsibilities are identified and confirmed with <i>other staff members</i> in accordance with organisational requirements</p> <p>1.2 <i>Processes, resources, timelines</i> and <i>equipment</i> requirements are identified for delegated duties in accordance with organisational and task requirements</p> <p>1.3 Risk management practices, occupational health and safety, environmental and <i>other legislative requirements</i> are identified</p> <p>1.4 Resources and equipment are obtained and prepared in accordance with organisational and task requirements</p>
2. Assist in the collection and recording of information	<p>2.1 Technical duties are carried out under routine guidance in accordance with organisational requirements</p> <p>2.2 Information is collected and recorded in accordance with set processes and timelines</p> <p>2.3 Resources and equipment are used and maintained in accordance with organisational and task requirements</p> <p>2.4 Risk management practices, occupational health and safety, environmental and other legislative requirements are followed in accordance with organisational requirements</p>
3. Assist in the presentation of data	<p>3.1 Data records are maintained in accordance with organisational requirements</p> <p>3.2 Data is manipulated and reports are generated in accordance with organisational and task requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing/manipulating mathematical data

observing and reporting

using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

reading formal documents such as legislation and instructions and applying them in the workplace

using technology for word processing and data management

operating machinery and experimental equipment

applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirement

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to the provision of scientific technical support

basic experimental procedures and scientific methods

basic analytical techniques/simple statistical analysis

the scientific/technological area (broad understanding)

public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment

standard operating procedures and/or work instructions

working with others in a scientific/technical environment

occupational health and safety, environmental protection and other public sector legislation

technical support work relevant to specialist area (developing knowledge)

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- full responsibility taken for delegated scientific technical duties in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- operating procedures/work instructions
- industry standards
- scientific/technological equipment and machinery related to the research environment
- personal protective equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assisting with scientific technical support

Valid assessment of this unit requires:

Where and how to

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

assess evidence

work practice and replicates the range of conditions likely to be encountered when assisting with scientific technical support, including coping with difficulties, irregularities and breakdowns in routine

- full responsibility taken for delegated scientific technical duties in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Technical duties may include

- surveys
- sampling
- experiments
- trials
- tests
- assays
- surveillance
- collecting specimens
- inspections
- identification of plants or animals
- identification of pests
- operation, calibration and maintenance of experimental equipment
- diagnostic processes
- producing specimen images

Other staff members may include

- supervisors
- project managers
- line managers

Processes may include

- experimental processes
- observation
- field trials

Resources may include

- design specifications
- technical manuals
- componentry
- radioactive samples
- specimens
- plants
- seeds
- chemicals
- personal protective equipment

Equipment may include

- prototypes
- test rigs
- tools

RANGE STATEMENT

- diagnostic instruments
 - laboratory equipment
 - experimental equipment
 - farm equipment
 - quarantine or protection requirements
 - copyright and intellectual property legislation
 - Australian standards
- Other legislative requirements may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI302A Support innovation and change through extension

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers extension activities under general direction and with immediate guidance from senior officers as to methods and immediate objectives. It includes confirming extension objectives and methodologies, preparing for extension activities, providing information to clients to support change and monitoring and evaluating extension outcomes.

In practice, innovation and change through extension overlaps with other generalist or specialist work activities such as working effectively, acting ethically, using resources, organising information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm extension objectives and methodologies	<p>1.1 Extension <i>objectives</i> are clarified and confirmed with <i>other staff members</i> in accordance with organisational and client needs</p> <p>1.2 <i>Client target groups</i> are identified and <i>extension methodology</i> is selected in accordance with objectives, information to be disseminated and client needs/preferences</p> <p>1.3 Issues relating to intellectual property are identified and handled in accordance with organisational requirements</p>
2. Prepare for extension activities	<p>2.1 Industry knowledge is accessed to assist in client decision making and to support the implementation of improved practices</p> <p>2.2 <i>Risks</i> are identified and risk management strategies are confirmed and applied in consultation with other staff members</p> <p>2.3 Resources are confirmed, materials prepared and extension activities organised in accordance with project <i>responsibilities</i> and organisational policy and procedures</p>
3. Provide information to support change	<p>3.1 Information and <i>advice</i> are provided in accordance with organisational requirements, in a form and <i>medium</i> suited to clients</p> <p>3.2 <i>Presentation standards</i> are maintained in accordance with organisational guidelines and information is tailored to client needs in terms of concepts, language and format</p> <p>3.3 Clients are assisted in planning the introduction of change and <i>client resistance</i> is responded to in accordance with organisational policy and procedures</p> <p>3.4 Feedback is obtained from clients, issues are clarified and further information is provided in response to client needs</p>
4. Monitor and evaluate extension outcomes	<p>4.1 Change processes are monitored and contingencies are handled in accordance with organisational policy and procedures</p> <p>4.2 Outcomes are monitored and <i>evaluated</i> against extension objectives, and processes and materials are revised to address identified problems</p> <p>4.3 Modifications are made and implemented in accordance with organisational requirements for continuous improvement</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

using facilitation and presentation strategies/methods

using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

using problem solving to overcome resistance and develop professional relationships of trust

reading and interpreting scientific research information, and designing materials using different media for different audiences

applying information management in the context of extension activities

using technology for materials preparation and monitoring outcomes

applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to the workplace

basic extension methodology

principles of change management

participatory processes in the context of extension activities

group dynamics and group processes

community development principles

research principles and methodology

evaluation processes relating to extension outcomes

the scientific/technological area (broad understanding)

specialist area of expertise

public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

occupational health and safety, environmental protection and other public sector legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- outcomes from a range of (3 or more) extension activities such as oral communication and presentation, assisting with field days, preparation of materials

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- industry information
- risk management strategies for extension work
- case studies and workplace scenarios to capture a range of different extension experiences

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supporting innovation and change through extension, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- outcomes from a range of (3 or more) extension activities (or occasions over time) such as oral communication and presentation, assisting with field days, preparation of materials

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Objectives</i> | <ul style="list-style-type: none"> • will typically relate to discrete projects |
| <i>Other staff members may include</i> | <ul style="list-style-type: none"> • supervisors • unit manager • district manager • director |
| <i>Client target groups may include</i> | <ul style="list-style-type: none"> • industry and community groups • Local, State or Commonwealth government organisations • general public • agri-business • farmers |
| <i>Extension methodology may include</i> | <ul style="list-style-type: none"> • one-on-one discussion • telephone • on-site consultation • field days • field excursions • group processes • seminars • lectures • demonstrations • reports • journals • publications |
| <i>Risks</i> | <ul style="list-style-type: none"> • are generally low for the agency/stakeholders or affect a small proportion of the industry |
| <i>Responsibilities may include</i> | <ul style="list-style-type: none"> • a number of projects, where priority is usually given to one project at a time • influence on small groups or localised industry focus groups • areas of relatively low economic impact |
| <i>Advice may be</i> | <ul style="list-style-type: none"> • provided directly for routine matters or under the guidance of senior staff for more complex or sensitive issues • related to fitting in with existing farmer systems |
| <i>Information medium may</i> | <ul style="list-style-type: none"> • personal presentation |

RANGE STATEMENT

- include*
- posters
 - journals
 - press
 - radio
 - television
 - peer reviewed publications
- Presentation standards may include*
- design of materials
 - dress
 - punctuality
 - preparedness
 - manner
 - handouts
 - overhead transparencies/slide shows
 - questioning techniques
 - customisation to meet the needs of a diverse industry/community
- Client resistance to change may be*
- low, or generally small scale, with immediate guidance available from senior officers where needed
- Evaluation may include*
- quantitative methods
 - qualitative methods

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI303A Undertake scientific/technological research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of scientific or technological research under general direction with immediate guidance regarding methods and specific objectives. It includes confirming the research issue, employing a selected research methodology, carrying out the research and delivering the results.

In practice, undertaking scientific/technological research overlaps with other generalist or specialist work activities such as working effectively, acting ethically, using resources, organising information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm research issue	<p>1.1 Issue to be researched is confirmed and clarified with <i>other researcher/s</i> as relevant to the industry and the organisation's objectives</p> <p>1.2 Issues relating to intellectual property are identified and handled in accordance with organisational requirements</p> <p>1.3 <i>Current</i> and published information relevant to the research issue is located and analysed</p>
2. Employ selected research methodology	<p>2.1 <i>Research method/s</i> and objectives are selected in consultation with other researcher/s in accordance with organisational policy and resource requirements</p> <p>2.2 Hypothesis is established and confirmed with other researcher/s as plausible, relevant and of benefit</p> <p>2.3 Tasks, risk management strategies and <i>analytical techniques</i> are confirmed in consultation with other researcher/s</p> <p>2.4 Research methodology is recorded in accordance with organisational requirements</p>
3. Carry out research	<p>3.1 <i>Resources</i> to conduct the research are <i>sourced</i> in accordance with organisational policy and procedures</p> <p>3.2 Tasks are scheduled and carried out under general guidance in accordance with research methodology</p> <p>3.3 Research is monitored and data is collected and analysed in accordance with research plan</p> <p>3.4 Research results are discussed with other researcher/s and <i>documented</i> in accordance with organisational requirements</p> <p>3.5 Research report/s are prepared within specified timeframes in accordance with organisational requirements</p> <p>3.6 Reports are written clearly and concisely in styles suited to scientific and/or lay audiences in accordance with organisational requirements</p>
4. Deliver research results	<p>4.1 Research results are <i>provided</i> to the organisation, to the scientific community and/or to the industry in accordance with organisational policy and procedures</p> <p>4.2 Intellectual property is protected in accordance with organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

carrying out research

using problem solving techniques

using technology for data input, analysis and preparation of reports

interpreting and preparing reports containing scientific research information using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

presenting research results tailored to different audiences such as local industry/scientific audience

applying occupational health and safety and environmental requirements to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

a range of applicable research methodologies

scientific process

statistics (working knowledge)

specialist area of expertise

reporting requirements for scientific/technological research, requiring precision of expression and using a range of communication styles to suit different audiences and purposes

public sector standards, legislation and organisational code of practice as they relate to work in a scientific research/technological environment

public sector legislation including environmental and occupational health and safety requirements relating to scientific/technological research

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- scientific/technological research conducted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- research guidelines and methodologies relating to scientific/technological research
- industry information
- risk management strategies relating to scientific/technological research
- case studies and workplace scenarios to capture a range of different research situations

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking scientific/technological research,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- scientific/technological research conducted in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Other researcher/s may include</i> | <ul style="list-style-type: none"> • research team leader • senior researchers • research team members |
| <i>Current information may include</i> | <ul style="list-style-type: none"> • other research in progress locally, nationally and internationally • recently published information • unpublished information |
| <i>Research methods may include</i> | <ul style="list-style-type: none"> • single experiment • chain of experiments |
| <i>Analytical techniques may include</i> | <ul style="list-style-type: none"> • statistical analysis • sample analysis |
| <i>Resources may include</i> | <ul style="list-style-type: none"> • human • physical • monetary • design specifications • technical manuals • componentry • radioactive samples |
| <i>Sourcing resources may include</i> | <ul style="list-style-type: none"> • allocation from within the organisation • allocation from external source/s |
| <i>Documented may include</i> | <ul style="list-style-type: none"> • complete record to be held internally within the organisation • preparation of research results for publication |
| <i>Provision of results may include</i> | <ul style="list-style-type: none"> • internal reporting verbally and in writing • articles in industry journals • reports for scientific audiences • reports for lay audiences • presentations at seminars and scientific conferences |

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI401A Provide scientific technical support

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of technical support in a scientific/research environment under general direction and within a generally defined area, with responsibility for technical duties such as experimental, survey, sampling and/or analytical functions. It includes planning and organising technical duties, collecting and recording information, and compiling and reporting data.

In practice, the provision of technical support overlaps with other generalist or specialist work activities such as applying government processes, acting ethically, using resources, gathering and analysing information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise technical duties	<p>1.1 Outputs for defined area of responsibility are confirmed and <i>technical duties</i> and responsibilities are identified in accordance with organisational requirements</p> <p>1.2 <i>Processes, resources, timelines</i> and <i>equipment</i> requirements are determined and technical duties are planned in accordance with organisational and task requirements</p> <p>1.3 Risk management practices, occupational health and safety, environmental and <i>other legislative requirements</i> are determined</p> <p>1.4 Resources and equipment are obtained and prepared in accordance with organisational and task requirements</p>
2. Collect and record information	<p>2.1 Technical duties are carried out under general direction in accordance with organisational requirements</p> <p>2.2 Information is collected and recorded in accordance with planned processes and timelines</p> <p>2.3 Resources and equipment are used and maintained in accordance with organisational and task requirements</p> <p>2.4 Risk management practices, occupational health and safety, environmental and other legislative requirements are followed in accordance with organisational requirements</p>
3. Compile and report data	<p>3.1 Data is compiled and records are maintained in accordance with organisational requirements</p> <p>3.2 Data is manipulated and <i>irregularities</i> are dealt with in accordance with organisational and task requirements</p> <p>3.3 Reports are prepared in accordance with organisational and task requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

analysing/manipulating mathematical data

observing and reporting

using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

reading formal documents such as legislation and instructions and applying them in the workplace

writing technical reports requiring precision of expression

using technology for word processing and data management

operating machinery and experimental equipment

applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

experimental procedures and scientific methods

analytical techniques/simple statistical analysis

the scientific/technological area (broad understanding)

legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment

standard operating procedures and/or work instructions

working with others in a scientific/technical environment

occupational health and safety, environmental protection and other public sector legislation

technical support work relevant to specialist area

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of scientific technical support under general direction with responsibility within a generally defined area, in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions, over time)

These resources include:

Resources required to carry out assessment

- legislation, procedures, guidelines and protocols
- operating procedures/work instructions
- industry standards
- scientific/technological equipment and machinery related to the research environment
- personal protective equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing scientific technical support

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing scientific technical support, including coping with difficulties, irregularities and breakdowns in routine
- provision of scientific technical support under general direction with responsibility within a generally defined area, in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Technical duties may include

- surveys
- sampling
- experiments
- trials
- tests
- assays
- surveillance
- collecting specimens
- inspections
- identification of plants or animals
- identification of pests
- operation, calibration and maintenance of experimental equipment
- diagnostic processes
- producing specimen images

Processes may include

- experimental processes
- observation
- field trials

Resources may include

- design specifications
- technical manuals
- componentry
- radioactive samples
- specimens
- plants
- seeds
- chemicals
- personal protective equipment

Equipment may include

- prototypes
- test rigs
- tools
- diagnostic instruments
- laboratory equipment
- experimental equipment

RANGE STATEMENT

- farm equipment
 - quarantine or protection requirements
 - copyright and intellectual property legislation
 - Australian standards
 - checking source information
 - checking data input
 - repeating tests/trial measurements
 - referring problem to other staff
- Other legislative requirements may include*
- Irregularities may be dealt with by*

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI402A Promote innovation and change through extension

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers extension activities at an experienced level where independent judgment is used to determine the means of achieving specified objectives within generally directed programs. It includes identifying extension objectives and methodologies, preparing for extension work, promoting change through information and advice, and monitoring and evaluating the adoption of change.

In practice, the promotion of innovation and change through extension overlaps with other generalist or specialist work activities such as applying government processes, acting ethically, using resources, gathering and analysing information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify extension objectives and methodologies	<p>1.1 Required extension outcomes are identified in accordance with organisational requirements</p> <p>1.2 Extension <i>objectives</i> are identified to meet organisational outcomes and client needs</p> <p>1.3 <i>Client target groups</i> are identified and research information is analysed to determine how it may best be used to facilitate change in the target groups</p> <p>1.4 <i>Dissemination</i> methodology, techniques and strategies are determined in accordance with type of research information and client needs/preferences</p> <p>1.5 Issues relating to intellectual property are identified and handled in accordance with organisational requirements</p>
2. Prepare for extension work	<p>2.1 Industry knowledge is developed to facilitate client decision making and the implementation of improved practices</p> <p>2.2 <i>Risks</i> are determined and risk management strategies are identified and applied in accordance with organisational policy and procedures</p> <p>2.3 Resources are <i>obtained</i> and managed, and extension materials and activities are developed in accordance with program <i>responsibilities</i> and organisational requirements</p>
3. Promote change through information and advice	<p>3.1 Information and <i>advice</i> are provided in accordance with organisational requirements, in a form and <i>medium</i> that clients can apply</p> <p>3.2 <i>Presentation standards</i> are maintained in accordance with organisational guidelines and information and advice are provided that are relevant, accurate and tailored to client needs in terms of concepts, language and format</p> <p>3.3 Clients are assisted to implement change and <i>resistance to change</i> is handled in accordance with organisational policy and procedures</p> <p>3.4 Feedback from clients is used to identify problems and new issues and further information/advice is provided in response to client needs</p>
4. Monitor and evaluate adoption of change	<p>4.1 Implementation of change is monitored and contingencies are managed in accordance with organisational policy and procedures</p> <p>4.2 Outcomes are evaluated and reported against extension objectives and project outputs, and extension processes are modified to address identified problems in response to client feedback</p> <p>4.3 Changes to extension programs are implemented and monitored</p>

ELEMENT

PERFORMANCE CRITERIA

in accordance with organisational requirements for continuous improvement

4.4 Outcomes with implications for organisational policy are identified and contributions are made to policy development in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- identifying extension objectives
- determining dissemination strategies
- obtaining and managing extension resources
- identifying the implications for organisational policy development of changes to extension programs
- using facilitation and presentation strategies/methods
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using problem solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management in the context of extension activities
- using technology for materials preparation and monitoring outcomes
- applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the industry
- extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- the scientific/technological area (broad understanding)
- specialist knowledge relating to area of expertise
- legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment
- occupational health and safety, environmental protection and other public sector legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- outcomes from a range of (3 or more) extension such as oral communication and presentation, organising field days, materials development

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- industry information
- risk management strategies for extension work
- case studies and workplace scenarios to capture a range of different extension experiences

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting innovation and change through extension activities, including coping with difficulties,

EVIDENCE GUIDE

irregularities and breakdowns in routine

- outcomes from a range of (3 or more) extension activities such as oral communication and presentation, organising field days, materials development

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Objectives</i> | <ul style="list-style-type: none"> • will typically relate to a number of projects worked on in parallel |
| <i>Client target groups may include</i> | <ul style="list-style-type: none"> • industry and community groups • Local, State or Commonwealth government organisations • overseas industry, organisations and governments |
| <i>Dissemination may include</i> | <ul style="list-style-type: none"> • one-on-one discussion • telephone • on-site consultation • field days • field excursions • group processes • seminars • lectures • demonstrations • reports • journals • publications |
| <i>Risks</i> | <ul style="list-style-type: none"> • are generally low for the agency/stakeholders or affect a small proportion of the industry |
| <i>Obtaining resources may include</i> | <ul style="list-style-type: none"> • allocation from within the organisation • from external sources |
| <i>Responsibilities may include</i> | <ul style="list-style-type: none"> • a number of projects worked on simultaneously • influence on groups or industry sectors of relatively low economic impact |
| <i>Advice may include</i> | <ul style="list-style-type: none"> • aspects of the industry • productivity • efficiency • environmental sustainability • marketing • group management advice • community development advice • strategic planning advice |

RANGE STATEMENT

- security
- deeper systems issues that may need to change
- Information medium may include*
 - personal presentation
 - posters
 - journals
 - press
 - radio
 - television
 - peer reviewed publications
- Presentation standards may include*
 - design of materials
 - dress
 - punctuality
 - preparedness
 - manner
 - handouts
 - overhead transparencies/slide shows
 - questioning techniques
 - customisation to meet the needs of a diverse industry/community
 - conflict resolution
 - mediation
- Resistance to change may be*
 - low to moderate, with independent judgment used to make decisions

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI403A Organise and undertake scientific/technological research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of scientific or technological research at an experienced level where independent judgment is used to determine the means of achieving objectives within generally directed programs. It includes identifying the research issue and research methodology, organising and carrying out the research and communicating the results.

In practice, organising and undertaking scientific/technological research overlaps with other generalist or specialist work activities such as applying government processes, acting ethically, using resources, gathering and analysing information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify research issue	<p>1.1 Industry analysis and consultation are used to identify likely research issues in accordance with organisational policy and procedures</p> <p>1.2 Issue to be researched that is relevant to the industry and to the organisation's objectives is identified</p> <p>1.3 Issues relating to intellectual property are identified and handled in accordance with organisational requirements</p> <p>1.4 <i>Current</i> and published information relevant to the research issue is identified and analysed</p>
2. Identify research methodology	<p>2.1 Objectives are established in consultation with other researcher/s in accordance with organisational policy and resource requirements</p> <p>2.2 A range of <i>research method/s</i> and <i>analytical techniques</i> is considered and the methodology and techniques are chosen that best enable objectives to be met</p> <p>2.3 Hypothesis is determined and is plausible, relevant and of benefit</p> <p>2.4 Risk management strategies, activities and tasks are determined in accordance with the requirements of the research methodology</p> <p>2.5 Hypothesis and methodology are recorded in accordance with organisational requirements</p>
3. Organise and carry out research	<p>3.1 <i>Resources</i> to conduct the research are <i>acquired</i> in accordance with organisational policy and procedures</p> <p>3.2 Tasks are scheduled and carried out in accordance with research methodology</p> <p>3.3 Research is monitored, data is collected and analysed and contingencies are dealt with in accordance with research requirements</p> <p>3.4 Research results are <i>documented</i> and report/s are prepared within specified timeframes in accordance with organisational requirements</p> <p>3.5 Reports are written clearly and concisely in styles suited to scientific and/or lay audiences in accordance with organisational requirements</p>
4. Communicate research results	<p>4.1 Research results are <i>communicated</i> to the organisation, to the scientific community and/or the industry via publications and presentations in accordance with organisational policy and procedures</p> <p>4.2 Intellectual property is protected in accordance with</p>

ELEMENT	PERFORMANCE CRITERIA
	organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- carrying out research
- using problem solving in the context of scientific/technological research
- using technology for data input, analysis and preparation of reports
- interpreting and preparing reports containing scientific/technological research information using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- presenting research results tailored to different audiences such as regional industry/scientific audience
- applying occupational health and safety and environmental requirements to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- research methodologies
- scientific process
- statistics (working knowledge)
- specialist area of expertise
- the industry
- reporting requirements for scientific research, requiring precision of expression and using a range of communication styles to suit different audiences and purposes
- legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment
- public sector legislation including environmental and occupational health and safety requirements relating to scientific/technological research

Evidence Guide

EVIDENCE GUIDE

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Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPOHS401B Implement workplace safety procedures and programs

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- scientific/technological research organised and undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- research guidelines and methodologies relating to scientific/technological research
- industry information
- risk management strategies relating to scientific/technological research
- case studies and workplace scenarios to capture a range of different research situations

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when organising and undertaking scientific/technological research, including coping with difficulties, irregularities and breakdowns in routine

- scientific/technological research undertaken in a range of (3 or more) contexts (or occasions, over time)
- evidence of research conducted and report/s and/or articles published locally
- evidence of research presentation/s for regional industry/scientific audience

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Current information may include</i> | <ul style="list-style-type: none"> • other research in progress locally, nationally and internationally • recently published information • unpublished information |
| <i>Research methods may include</i> | <ul style="list-style-type: none"> • single experiment • chain of experiments |
| <i>Analytical techniques may include</i> | <ul style="list-style-type: none"> • statistical analysis • sample analysis |
| <i>Resources may include</i> | <ul style="list-style-type: none"> • human • physical • monetary • design specifications • technical manuals • componentry • radioactive samples |
| <i>Acquisition of resources may include</i> | <ul style="list-style-type: none"> • allocation from within the organisation • allocation from external source/s |
| <i>Documented may include</i> | <ul style="list-style-type: none"> • complete record to be held internally within the organisation • preparation of research results for publication |
| <i>Communication of results may include</i> | <ul style="list-style-type: none"> • internal reporting verbally and in writing • publishing material in industry journals • publishing reports for scientific audiences • publishing reports/articles for lay audiences • presentations at seminars and scientific conferences |

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI501A Provide high-level scientific technical support

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of high-level technical support at an experienced, unsupervised level with responsibility in a defined technical area for experimental, survey, sampling and/or analytical functions. It includes determining and organising high-level technical duties, obtaining and recording information, and assessing and reporting data.

In practice, the provision of high-level scientific technical support overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, coordinating resources, gathering and analysing information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine and organise high-level technical duties	<p>1.1 Outputs for defined technical area are confirmed and <i>technical duties</i> and responsibilities are determined in accordance with organisational requirements</p> <p>1.2 <i>Processes, resources, timelines</i> and <i>equipment</i> requirements are determined and technical duties are organised in accordance with organisational and task requirements</p> <p>1.3 Risk management strategies, occupational health and safety, environmental and <i>other legislative requirements</i> are determined and explained to junior staff as necessary</p> <p>1.4 Resources and equipment are organised and their preparation is supervised in accordance with organisational and task requirements</p>
2. Obtain and record information	<p>2.1 Technical and supervisory duties are carried out independently in accordance with organisational requirements</p> <p>2.2 Technical leadership is provided and <i>individuals</i> are influenced to meet required outputs in accordance with organisational requirements</p> <p>2.3 Collection and recording of information are carried out and/or supervised in accordance with planned processes and timelines</p> <p>2.4 Information is monitored and contingencies are dealt with in accordance with organisational and task requirements</p> <p>2.5 Resources and equipment are used and maintained in accordance with organisational and task requirements</p> <p>2.6 Risk management strategies, occupational health and safety, environmental and other legislative requirements are followed in accordance with organisational requirements</p>
3. Assess and report data	<p>3.1 Data input and records maintenance are monitored in accordance with organisational requirements</p> <p>3.2 Data is manipulated, results are assessed and <i>irregularities</i> dealt with in accordance with organisational and task requirements</p> <p>3.3 Reports are prepared and presented in accordance with organisational and task requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

technical leadership to influence others to meet required outputs
using a range of communication styles to suit different audiences and purposes
responding to diversity, including gender and disability
reading formal documents such as legislation and instructions and applying them in the workplace
analysing/manipulating mathematical data and problem solving
using technology for word processing and data management
writing technical reports requiring precision of expression
operating machinery and experimental equipment
applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

experimental procedures and scientific methods
analytical techniques/statistical analysis
the scientific area (broad understanding)
legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment
standard operating procedures and/or work instructions
leadership of others in a scientific/technical environment
occupational health and safety, environmental protection and other public sector legislation
technical support work relevant to specialist area (well-developed knowledge)

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV511A Provide leadership

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of high-level scientific technical support at an experienced, unsupervised level with responsibility in a defined technical area, in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- operating procedures/work instructions
- industry standards
- scientific/technological equipment and machinery related to the research environment
- personal protective equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing high-level scientific technical support

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing high-level scientific technical support, including coping with difficulties, irregularities and breakdowns in routine
- provision of high-level scientific technical support at an experienced, unsupervised level with responsibility in a defined technical area, in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Technical duties may include

- surveys
- sampling
- experiments
- trials
- tests
- assays
- surveillance
- collecting specimens
- inspections
- identification of plants or animals
- identification of pests
- operation, calibration and maintenance of experimental equipment
- diagnostic processes
- producing specimen images

Processes may include

- experimental processes
- observation
- field trials

Resources may include

- design specifications
- technical manuals
- componentry
- radioactive samples
- specimens
- plants
- seeds
- chemicals
- personal protective equipment

Equipment may include

- prototypes
- test rigs
- tools
- diagnostic instruments
- laboratory equipment
- experimental equipment

RANGE STATEMENT

- farm equipment
 - quarantine or protection requirements
 - copyright and intellectual property legislation
 - Australian standards
 - other technical staff
 - supervised staff
 - contract workers
 - super-ordinates
 - research officers
 - farmers
 - problem solving
 - checking source information
 - checking data input
 - repeating tests/trial measurements
 - referring problem to other staff
- Other legislative requirements may include*
- Individuals may include*
- Irregularities may be dealt with by*

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI502A Facilitate innovation and change through extension

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers extension work at a broadly recognised level requiring considerable initiative and independent judgment within generally directed strategic programs. It includes determining extension objectives and methodologies, preparing for extension work, facilitating innovation and change, and monitoring and evaluating the adoption of innovation and change.

In practice, the facilitation of innovation and change through extension work overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, coordinating resources, gathering and analysing information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine extension objectives and methodologies	<p>1.1 Required program outcomes are identified in accordance with organisational requirements</p> <p>1.2 Extension <i>objectives</i> are determined to meet organisational outcomes and client needs</p> <p>1.3 Leadership is provided to extension colleagues to influence and motivate their work in line with organisational requirements</p> <p>1.4 Research data is generated and interpreted, <i>client target groups</i> are identified and information is tailored for different target groups</p> <p>1.5 <i>Dissemination</i> methodology, techniques and strategies are evaluated and modified in accordance with type of research information and client needs/preferences</p> <p>1.6 Issues relating to intellectual property are identified and managed in accordance with organisational requirements</p>
2. Prepare for extension work	<p>2.1 Industry networks are fostered and used to maintain and apply <i>industry knowledge</i> to encourage client decision making and the implementation of improved practices</p> <p>2.2 <i>Change management</i> approaches are developed in accordance with organisational policy and practices to assist clients to find their own solutions and to implement change</p> <p>2.3 <i>Risks</i> are identified and risk management strategies are determined and applied in accordance with change management strategies and organisational requirements</p> <p>2.4 Resources are <i>acquired</i> and managed and an extension strategy is developed in accordance with program <i>responsibilities</i>, extension objectives and organisational requirements</p>
3. Facilitate innovation and change	<p>3.1 Information strategy is implemented and improvements are recommended to clients in accordance with organisational requirements</p> <p>3.2 Feedback from clients is used to identify problems and new issues, and further information/<i>advice</i> is provided in response to client needs</p> <p>3.3 Change management strategies are implemented, and solutions to problems are negotiated in accordance with organisational requirements</p> <p>3.4 <i>Resistance to change</i> is identified and strategies are modified to address resistance in accordance with organisational requirements</p>
4. Monitor and evaluate adoption of	<p>4.1 Change management strategies are monitored, results are analysed and contingencies managed in accordance with organisational requirements</p>

ELEMENT

PERFORMANCE CRITERIA

innovation and change

- 4.2 Outcomes are evaluated and reported against extension objectives and required program outcomes, and recommendations are made for modification of future strategies
- 4.3 Revised strategies are implemented and evaluated in accordance with organisational requirements for continuous improvement
- 4.4 Outcomes with implications for organisational policy are identified and policy development is influenced in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- demonstrating leadership in the context of extension work
- using facilitation and presentation strategies/methods
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using problem solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management strategies
- using technology for materials preparation and monitoring outcomes
- applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the industry (well-developed)
- advanced extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- the scientific area (broad understanding)
- specialist area of expertise
- legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment
- occupational health and safety, environmental protection and other public sector legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV511A Provide leadership

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- outcomes of a range of (3 or more) extension activities such as high-level oral communication/negotiation and presentation, conducting field days, materials development to effect change at both individual and regional level (or outcomes over time of a single long-term extension activity)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- industry information
- risk management strategies for extension work
- case studies and workplace scenarios to capture a range of different extension experiences

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating innovation and change through

EVIDENCE GUIDE

extension, including coping with difficulties, irregularities and breakdowns in routine

- outcomes of a range of (3 or more) extension activities such as high-level oral communication/negotiation and presentation, conducting field days, materials development to effect change at both individual and regional level (or outcomes over time of a single long-term extension activity)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Objectives</i> | <ul style="list-style-type: none"> • will typically relate to strategic industry development in a particular region/sector |
| <i>Client target groups may include</i> | <ul style="list-style-type: none"> • industry and community groups • Local, State or Commonwealth government organisations • general public • farmers • agri-business |
| <i>Dissemination may include</i> | <ul style="list-style-type: none"> • one-on-one discussion • telephone • on-site consultation • field days • field excursions • group processes • seminars • lectures • demonstrations • reports • journals • publications • publicity/media campaigns |
| <i>Demonstration of industry knowledge may include</i> | <ul style="list-style-type: none"> • being published in peer reviewed publications |
| <i>Change management may include</i> | <ul style="list-style-type: none"> • encouragement of change at local or regional level |
| <i>Risks</i> | <ul style="list-style-type: none"> • may be high for individuals in the industry but generally moderate for the agency/industry sector |
| <i>Acquiring resources may include</i> | <ul style="list-style-type: none"> • allocation from within the organisation • attracting funding from external sources |
| <i>Responsibilities may</i> | <ul style="list-style-type: none"> • sector-wide or strategic industry development • influence on new or emerging industry sectors |

include

- dealing with resistance to change
- influence on industry sectors of moderate economic impact

Advice may include

- strategic direction
- productivity
- efficiency
- environmental sustainability
- aspects of agriculture and agri-business:
 - crop
 - livestock
 - pasture production
 - marketing
 - feed, food and fibre processing
 - soil conservation
 - water conservation
 - irrigation
 - drainage
 - farm management
 - group management advice
 - community development advice
 - strategic planning advice
- and may relate to deeper systems issues that may need to change

Resistance to change may be

- moderate, with considerable initiative and independent judgment used to make decisions

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI503A Develop and undertake scientific/technological research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of scientific/technological research at a broadly recognised level where considerable initiative and independent judgment are used within generally directed strategic programs. It includes framing the research question, developing the research methodology, undertaking and managing the research and disseminating the results.

In practice, developing and undertaking scientific/technological research overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, coordinating resources, gathering and analysing information, working safely etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Frame research question

- 1.1 Industry experience, industry analysis and consultation are used to identify viable research questions in accordance with organisational policy and procedures
- 1.2 Consultation with possible funding bodies is undertaken to identify issues which may attract external funding
- 1.3 Research question is framed to capture key issue/s, is clearly formulated and accompanied by supporting information
- 1.4 Question to be researched is shown to be of benefit to the industry and relevant to the organisation's objectives and timeframes
- 1.5 Issues relating to intellectual property are identified and managed in accordance with organisational requirements
- 1.6 Research and professional networks are used to identify *current* information relevant to the research question, and both published and unpublished materials are assessed and analysed for relevant information

2. Develop research methodology

- 2.1 Objectives are determined that represent logical and effective aspects of the question to be researched and meet organisational and funding requirements
- 2.2 *Research method/s* and *analytical techniques* are analysed and the methodology and techniques selected are those that best enable objectives to be met in accordance with organisational policy and funding requirements
- 2.3 Hypothesis is formulated and is plausible, relevant and of benefit
- 2.4 Risk management strategies are determined and activities laid out methodically in accordance with the requirements of the research methodology
- 2.5 Hypothesis, methodology, supporting information and activities are recorded in accordance with organisational and/or funding body requirements

3. Undertake and manage research

- 3.1 *Resources* to conduct the research are *attracted* in accordance with organisational policy and procedures
- 3.2 Tasks are scheduled, assigned and carried out in accordance with research methodology
- 3.3 Research performance is monitored, data is analysed and interpreted and contingencies are dealt with in accordance with research requirements
- 3.4 Research results are determined and *documented* in accordance with organisational requirements
- 3.5 Research report/s are prepared within specified timeframes in

ELEMENT**PERFORMANCE CRITERIA****4. Disseminate research results**

- accordance with organisational and/or funding body requirements
- 3.6 Reports are written clearly and concisely in styles suited to scientific and/or lay audiences in accordance with organisational requirements
- 4.1 Research results are *disseminated* within the organisation, to any external funding body, the scientific community and/or the industry via publications and presentations in accordance with organisational policy and procedures
- 4.2 Intellectual property is protected in accordance with organisational and/or funding body requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

carrying out research

using problem solving techniques

working in and facilitating teams

using technology for data input, analysis and preparation of reports

interpreting and preparing reports containing scientific research information using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

presenting research results tailored to different audiences such as regional industry/scientific audience

applying occupational health and safety and environmental requirements to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

research methodologies

scientific process

statistics (working knowledge)

the use of sophisticated statistical models

specialist area of expertise

the industry

possible sources of external funding

reporting requirements for scientific research, requiring precision of expression and using a range of communication styles to suit different audiences and purposes

legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

public sector legislation including environmental and occupational health and safety requirements relating to scientific/technological research

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV511A Provide leadership

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- scientific/technological research developed and undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- research guidelines and methodologies relating to scientific/technological research
- industry information
- risk management strategies relating to scientific/technological research
- case studies and workplace scenarios to capture a range of different research situations

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when developing and undertaking scientific/technological research, including coping with difficulties, irregularities and breakdowns in routine

- scientific/technological research developed and undertaken in a range of (3 or more) contexts (or occasions, over time)
- evidence of published research report/s and/or articles that merit peer recognition
- evidence of research presentation/s for statewide industry/scientific audience

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Current information may include</i> | <ul style="list-style-type: none"> • other research in progress locally, nationally and internationally • recently published information • unpublished information |
| <i>Research methods may include</i> | <ul style="list-style-type: none"> • single experiment • chain of experiments |
| <i>Analytical techniques may include</i> | <ul style="list-style-type: none"> • statistical analysis • sample analysis |
| <i>Resources may include</i> | <ul style="list-style-type: none"> • human • physical • monetary • design specifications • technical manuals • componentry • radioactive samples |
| <i>Attraction of resources may include</i> | <ul style="list-style-type: none"> • from external source/s • allocation from within the organisation |
| <i>Documented may include</i> | <ul style="list-style-type: none"> • complete record to be held internally within the organisation • preparation of research results for publication |
| <i>Dissemination of results may include</i> | <ul style="list-style-type: none"> • gaining recognition through publishing and presenting research • front author in externally refereed publications • internal reporting verbally and in writing • publishing material in industry journals • publishing reports for scientific audiences • publishing reports/articles for lay audiences • presentations at seminars and scientific conferences |

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI601A Manage the provision of high-level scientific technical support

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of high-level technical support within a broad area of expertise at an experienced, self-directed level with responsibility for experimental, survey, sampling and/or analytical functions. It includes determining and managing high-level technical duties, managing the collection and recording of information, and analysing and reporting data.

In practice, management of high-level scientific technical support overlaps with other generalist or specialist work activities such as acting ethically, applying government systems, providing leadership, managing resources, managing risk, managing workplace safety etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine and manage high-level technical duties	<p>1.1 Outputs are determined within a broad area of technical expertise and <i>technical duties</i> and responsibilities are determined in accordance with organisational requirements</p> <p>1.2 <i>Processes, resources, timelines</i> and <i>equipment</i> requirements are determined and technical duties are organised and managed in accordance with organisational and task requirements</p> <p>1.3 Risk management strategies, occupational health and safety, environmental and <i>other legislative requirements</i> are determined and explained to other staff as necessary, in a manner suited to their needs and levels of understanding and experience</p> <p>1.4 The organisation and preparation of resources and equipment are managed in accordance with organisational and task requirements</p>
2. Manage the collection and recording of information	<p>2.1 Technical leadership is provided and <i>individuals</i> are influenced to meet required outputs in accordance with organisational requirements</p> <p>2.2 Technical and management duties are carried out independently in accordance with organisational requirements</p> <p>2.3 Collection and recording of information are managed in accordance with identified processes and timelines</p> <p>2.4 Information is monitored and contingencies are dealt with in accordance with organisational and task requirements</p> <p>2.5 The use and maintenance of resources and equipment are managed in accordance with organisational and task requirements</p> <p>2.6 Risk management strategies, occupational health and safety, environmental and other legislative requirements are enforced in accordance with organisational requirements</p>
3. Analyse and report data	<p>3.1 Data input and records maintenance are monitored in accordance with organisational requirements</p> <p>3.2 Data is analysed and <i>irregularities</i> are dealt with in accordance with organisational and task requirements</p> <p>3.3 Technical reports and <i>high-level correspondence</i> are prepared and presented in accordance with organisational and task requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

technical leadership to influence others to meet required outputs
using a range of communication styles to suit different audiences and purposes
responding to diversity, including gender and disability
reading formal documents such as legislation and instructions and applying them in the workplace
analysing/manipulating mathematical data and problem solving
using technology for word processing and data management
writing technical reports and ministerial correspondence requiring precision of expression
operating machinery and experimental equipment
applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

experimental procedures and scientific methods
analytical techniques/statistical analysis
the scientific area (broad understanding)
legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment
standard operating procedures and/or work instructions
leadership of others in a scientific/technical environment
occupational health and safety, environmental protection and other public sector legislation
technical support work relevant to specialist area (extensive knowledge)

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of the provision of high-level scientific technical support within a broad area of expertise at an experienced, self-directed level, in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- operating procedures/work instructions
- industry standards
- scientific/technological equipment and machinery related to the research environment
- personal protective equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing the provision of high-level scientific technical support

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing the provision of high-level scientific technical support, including coping with difficulties, irregularities and breakdowns in routine
- management of the provision of high-level scientific technical support within a broad area of expertise at an experienced, self-directed level, in a range of (3 or more) contexts such as experimental, survey, sampling and/or analytical tasks (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Technical duties may include

- surveys
- sampling
- experiments
- trials
- tests
- assays
- surveillance
- collecting specimens
- inspections
- identification of plants or animals
- identification of pests
- operation, calibration and maintenance of experimental equipment
- diagnostic processes
- producing specimen images

Processes may include

- experimental processes
- observation
- field trials

Resources may include

- design specifications
- technical manuals
- componentry
- radioactive samples
- specimens
- plants
- seeds
- chemicals
- personal protective equipment

- Equipment may include*
- prototypes
 - test rigs
 - tools
 - diagnostic instruments
 - laboratory equipment
 - experimental equipment
 - farm equipment
- Other legislative requirements may include*
- quarantine or protection requirements
 - copyright and intellectual property legislation
 - Australian standards
- Individuals may include*
- other technical staff
 - supervised staff
 - contract workers
 - super-ordinates
 - research officers
 - farmers
- Irregularities may be dealt with by*
- problem solving
 - checking source information
 - checking data input
 - repeating tests/trial measurements
 - referring problem to other staff
- High-level correspondence may include*
- ministerials
 - briefing notes
 - discussion papers

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI602A Influence innovation and change through extension

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers extension activities where superior initiative and judgment are required within a strategically important area. It includes investigating extension issues and methodologies, preparing for innovation and change management, influencing innovation and change, and monitoring and evaluating the adoption of innovation and change.

In practice, influencing innovation and change through extension overlaps with other generalist or specialist work activities such as acting ethically, applying government systems, maintaining strategic networks, managing resources, managing risk, managing workplace safety etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate extension issues and methodologies	<p>1.1 Extension issues are investigated in relation to required program outcomes in accordance with organisational requirements</p> <p>1.2 Extension <i>objectives</i> are developed to further organisational outcomes and client needs</p> <p>1.3 Leadership is provided to extension colleagues, decisions are influenced and directions are monitored and changed in accordance with emerging requirements</p> <p>1.4 The characteristics of <i>client target groups</i> are identified and interpretation of research information is adapted for different target groups</p> <p>1.5 <i>Dissemination</i> methodology, techniques and strategies are developed and used in accordance with the type of research information and client needs/preferences</p> <p>1.6 Issues relating to intellectual property are identified and exploited in accordance with organisational requirements</p>
2. Prepare for innovation and change management	<p>2.1 Strategic industry alliances and networks are built and used to develop and apply <i>industry knowledge</i> to influence client decision making and practices</p> <p>2.2 The industry sector is analysed in relation to size, economic impact, and political importance in order to determine risks, and manage <i>resistance to change</i> and other contingencies</p> <p>2.3 <i>Change management</i> strategies are developed in accordance with organisational policy and practices to strategically influence the industry sector</p> <p>2.4 <i>Risks</i> are determined and risk management strategies are developed and applied in accordance with change management strategies and organisational requirements</p> <p>2.5 Resources are <i>attracted</i> and managed, and a communication/marketing strategy is developed in accordance with program <i>responsibilities</i>, extension objectives and organisational requirements</p>
3. Influence innovation and change	<p>3.1 Clients are influenced in accordance with organisational requirements to seek innovative solutions and to manage change</p> <p>3.2 Resistance to change is analysed and managed in accordance with organisational requirements</p> <p>3.3 Local and regional extension services are designed and implemented in accordance with organisational requirements, and <i>extension methods</i> are set to meet organisational guidelines and the needs of clients</p> <p>3.4 Communication/marketing strategy is implemented and information/<i>advice</i> is monitored to ensure it is relevant, accurate</p>

ELEMENT

PERFORMANCE CRITERIA

- and tailored to client needs in terms of concepts, language and format
- 3.5 Client problems are negotiated and resolved, and new issues are identified and documented for further research in accordance with organisational requirements
- 4. Monitor and evaluate adoption of innovation and change**
- 4.1 Adoption of innovation and change is evaluated and strategies are recommended to improve future outcomes
- 4.2 Outcomes are evaluated and reported against extension objectives and required organisational outcomes in accordance with organisational requirements
- 4.3 Revised strategies are implemented and evaluated, and contingencies are managed in accordance with organisational requirements for continuous improvement
- 4.4 Outcomes with political/policy implications are identified and contributions are made to policy development in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- investigating extension issues
- exploiting intellectual property rights
- building strategic alliances
- attracting resources and designing extension activities at local and regional level.
- demonstrating leadership in the context of extension work
- using facilitation and presentation strategies/methods
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using problem solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management in the context of extension activities
- using technology for materials preparation and monitoring outcomes
- applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the industry (extensive knowledge)
- advanced extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- the scientific area (broad understanding)
- specialist area of expertise
- legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment
- occupational health and safety, environmental protection and other public sector legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- innovation and change influenced at both individual and industry level through a range of (3 or more) complex extension activities in strategically important areas (or a range of outcomes from a single complex long-term extension project)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- industry information
- risk management strategies for extension work
- case studies and workplace scenarios to capture a range of different extension experiences

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when influencing innovation and change through extension, including coping with difficulties, irregularities and breakdowns in routine
- innovation and change influenced at both individual and

EVIDENCE GUIDE

industry level through a range of (3 or more) complex extension activities in strategically important areas (or a range of outcomes from a single complex long-term extension project)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Objectives</i> | <ul style="list-style-type: none"> • will typically relate to industry development in a strategically important industry/sector |
| <i>Client target groups may include</i> | <ul style="list-style-type: none"> • industry and community groups • Local, State or Commonwealth government organisations • general public • farmers • agri-business |
| <i>Dissemination may include</i> | <ul style="list-style-type: none"> • one-on-one discussion • telephone • on-site consultation • field days • field excursions • group processes • seminars • lectures • demonstrations • reports • journals • publications • publicity/media campaigns |
| <i>Demonstration of industry knowledge may include</i> | <ul style="list-style-type: none"> • being published in peer reviewed publications |
| <i>Resistance to change may be</i> | <ul style="list-style-type: none"> • high, with superior initiative and independent judgment used to make decisions |
| <i>Change management may include</i> | <ul style="list-style-type: none"> • influencing change in strategically important areas |
| <i>Risks</i> | <ul style="list-style-type: none"> • may be extreme for individuals in the industry or high for the agency/industry sector |
| <i>Attracting resources may include</i> | <ul style="list-style-type: none"> • funding from external sources • allocation from within the organisation • gaining investment in concepts/ideas |

RANGE STATEMENT

Responsibilities may include

- industry development in strategically important areas
- influence on new or emerging industry sectors
- dealing with high risk situations
- dealing with high resistance to change
- dealing with politically sensitive issues

Extension methods may include

- one-on-one discussion
- telephone
- on-site consultation
- field days
- field excursions
- group processes
- seminars
- lectures
- demonstrations
- reports
- journals
- national publications
- publicity/media campaigns

Advice may include

- strategic direction
- productivity
- efficiency
- environmental sustainability
- aspects of agriculture and agri-business:
 - crop
 - livestock
 - pasture production
 - marketing
 - feed, food and fibre processing
 - soil conservation
 - water conservation
 - irrigation
 - drainage
 - farm management
 - group management advice
 - community development advice
 - strategic planning advice
 - deeper systems issues that may need to change

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI603A Initiate and conduct scientific/technological research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of scientific/technological research at a level meriting national recognition where superior initiative and judgment are used within strategically important areas. It includes formulating the research question, devising the research methodology, conducting and managing the research, and publishing and presenting the research results.

In practice, initiating and conducting scientific/technological research overlaps with other generalist or specialist work activities such as acting ethically, applying government systems, maintaining strategic networks, managing resources, managing risk, managing workplace safety etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Formulate research question	<p>1.1 Ongoing professional development and networking with industry, external funding bodies and professional networks are used to identify issues for investigation</p> <p>1.2 Industry experience and industry analysis are used to formulate innovative research question/s in accordance with organisational policy and procedures</p> <p>1.3 Research question is formulated that is logical, defensible and dissects key elements of the issue to be investigated</p> <p>1.4 Question to be researched is shown to be of strategic importance to the industry and to the organisation's objectives and timeframes</p> <p>1.5 Issues relating to intellectual property are identified and exploited in accordance with organisational requirements</p> <p>1.6 Research and professional networks are contributed to and used to access <i>current</i> information relevant to the research question, and both current and published information is assessed and relevant information is extracted</p>
2. Devise research methodology	<p>2.1 Innovations in research methods, objectives and/or the formulation of a hypothesis are evolved that will enhance the conduct of the research and meet organisational and funding requirements</p> <p>2.2 Hypothesis is determined that is testable, relevant and of benefit, and research methods are developed appropriate to the hypothesis</p> <p>2.3 Risk management strategies and <i>resource needs</i> are identified and specified in accordance with organisational and/or funding body requirements</p> <p>2.4 Funding applications are prepared and submitted as required in accordance with organisational and/or funding body requirements</p> <p>2.5 Documentation/recordkeeping is completed in accordance with organisational and/or funding body requirements</p>
3. Conduct and manage research	<p>3.1 External funding is attracted and managed in accordance with organisational policy and procedures</p> <p>3.2 Leadership is provided and research team is influenced/managed to meet research objectives</p> <p>3.3 Performance and outputs are monitored and change/s in direction are instigated in accordance with the research methodology and organisational requirements</p> <p>3.4 Collaboration across locations and organisations is facilitated to meet research objectives and timeframes</p>

ELEMENT**PERFORMANCE CRITERIA**

- 3.5 Research results are analysed, *documented* and report/s are prepared in accordance with the research methodology, organisational and funding body requirements
- 3.6 Communication style is adapted to write for both scientific and lay audiences and to translate results to applied situations
- 4. Publish and present research results**
- 4.1 Research papers are published and results are *disseminated* widely both internally and externally to the organisation in accordance with organisational policy and procedures
- 4.2 Research is presented at seminars and scientific conferences, nationally or internationally in accordance with organisational requirements
- 4.3 Intellectual property is protected in accordance with organisational and funding body requirements
- 4.4 National reputation is built through publication and presentation of research papers and networking nationally or internationally

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- carrying out research
- using problem solving techniques
- managing people and teams
- influencing and negotiating
- using a range of communication styles to suit different audiences and purposes
- using technology for data input, analysis and preparation of reports
- interpreting and preparing reports containing scientific research information using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- presenting research results tailored to different audiences such as a national regional industry/scientific audience
- applying occupational health and safety and environmental requirements to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- research methodologies
- scientific process
- statistics (working knowledge)
- the use of sophisticated statistical models
- specialist area of expertise
- the industry
- national networks
- external funding sources
- reporting requirements for scientific research, requiring precision of expression
- legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment
- public sector legislation including environmental and occupational health and safety requirements relating to scientific/technological research

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPMNGT602B Manage resources

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- scientific/technological research initiated and conducted in a range of (3 or more) contexts (or occasions, over time)
- published research papers and articles for scientific and lay audiences that receive national recognition
- research presentations for national scientific and industry audiences

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- research guidelines and methodologies relating to scientific/technological research
- industry information
- risk management strategies relating to scientific/technological research
- case studies and workplace scenarios to capture a range of different research situations

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating and conducting scientific/technological research, including coping with difficulties, irregularities and breakdowns in routine
- research initiated and conducted in a range of (3 or more) contexts (or occasions, over time)
- evidence of published research papers and articles for scientific and lay audiences that receive national recognition
- evidence of research presentations for national scientific and industry audiences

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Current information may include</i> | <ul style="list-style-type: none"> • other research in progress locally, nationally and internationally • recently published information • unpublished information |
| <i>Resource needs may include</i> | <ul style="list-style-type: none"> • human • physical • monetary • design specifications • technical manuals • componentry • radioactive samples |
| <i>Documenting may include</i> | <ul style="list-style-type: none"> • complete record to be held internally within the organisation • preparation of research results for publication |
| <i>Dissemination of results may include</i> | <ul style="list-style-type: none"> • building a national reputation through publications and presentations • national recognition for publication of research results in externally refereed publications • publishing material in industry journals • publishing reports for scientific audiences • publishing reports/articles for lay audiences • presentations at seminars and scientific conferences • internal reporting verbally and in writing • drafting ministerials • contributing to policy |

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI701A Create innovation and change through extension

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers extension work at a level meriting international recognition where sustained exceptional performance allows a major contribution to be made towards improved productivity and sustainability in one or more industries. It includes designing extension initiatives, preparing for innovation and change management, creating innovation and change, and monitoring and evaluating the adoption of innovation and change.

In practice, creating innovation and change through extension overlaps with other generalist or specialist work activities such as influencing ethical practice, influencing strategic policy, undertaking strategic risk management, leading change management etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design extension initiatives	<p>1.1 Extension issues are identified and analysed and extension initiatives are developed to address required organisational outcomes</p> <p>1.2 Extension <i>objectives</i> are developed to make a significant contribution to the industry in accordance with organisational and client needs</p> <p>1.3 Leadership is provided to extension colleagues, decisions are influenced and directions are monitored and changed in accordance with emerging requirements</p> <p>1.4 The capacity and capability of <i>client target groups</i> to accept information and change are determined, and extension methodology is developed to influence them in accordance with organisational requirements</p> <p>1.5 Issues relating to intellectual property are identified and exploited in accordance with organisational requirements</p>
2. Prepare for innovation and change management	<p>2.1 Extensive industry experience, collaboration with national and international networks and <i>cutting edge professional expertise</i> are used to influence client decision making and industry practices</p> <p>2.2 Industry, economic and political analyses are conducted to strategically manage risk, <i>resistance to change</i> and other contingencies in accordance with program <i>responsibilities</i>, extension objectives and organisational requirements</p> <p>2.3 Leadership is provided in the development of innovative <i>change management</i> strategies that will make a significant contribution to the implementation of improved decision making and industry practice</p> <p>2.4 <i>Risks</i> are determined and risk management strategies are developed and implemented in accordance with change management strategies and organisational requirements</p> <p>2.5 Investment is attracted for significant extension programs and is managed in accordance with organisational and funding body requirements</p>
3. Create innovation and change	<p>3.1 Leadership is provided to influence the adoption of innovation and change, and to manage contingencies in areas of strategic importance or significant economic impact</p> <p>3.2 Expert <i>advice</i> is provided on the basis of specialised knowledge of problem identification and problem solving processes and techniques relating to information and technology transfer</p> <p>3.3 Extension campaigns are implemented and managed at state and regional level in accordance with organisational priorities</p>

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 4. Monitor and evaluate adoption of innovation and change | 3.4 Industry problems are identified and analysed, solutions are negotiated and issues requiring further research are identified and actioned in accordance with organisational requirements |
| | 4.1 Adoption of innovation and change is evaluated and strategies are developed and implemented to improve future outcomes |
| | 4.2 Outcomes are evaluated and reported against extension objectives and required organisational outcomes in accordance with organisational requirements |
| | 4.3 Outcomes with political/policy implications are identified and advice and policy development is influenced in accordance with organisational requirements |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- demonstrating strategic leadership in the context of extension work
- using facilitation and presentation strategies
- applying information management in the context of extension activities
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using problem solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, designing materials using different media for different audiences, and influencing innovation and change
- problem solving
- using technology for materials preparation and monitoring outcomes
- applying occupational health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- local, national and international industry (extensive knowledge and experience)
- advanced extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- national and international innovation in extension methodology and practices
- the scientific area (broad understanding)
- specialist area of expertise
- legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment
- occupational health and safety, environmental protection and other public sector legislation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit: *Nil*
- *Co-requisite units* that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPMNGT701B Provide strategic direction

PSPMNGT702A Influence and shape diversity management

PSPMNGT703A Lead and influence change

PSPPOL701A Influence strategic policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- demonstration of leadership across a range of (3 or more) complex extension activities of state/national/international significance effecting change at whole of industry level (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- industry information at state, national and international level
- risk management strategies for extension work
- case studies and workplace scenarios to capture a range of complex extension experiences

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when creating innovation and change through extension, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- demonstration of leadership across a range of (3 or more) complex extension activities of state/national/international significance effecting change at whole of industry level (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

<i>Objectives</i>	<ul style="list-style-type: none"> • will typically relate to entire large industries of significant economic impact such as wool, wheat industries
<i>Client target groups may include</i>	<ul style="list-style-type: none"> • industry and community groups • Local, State or Commonwealth government organisations • general public • farmers • agri-business
<i>Demonstration of cutting edge professional expertise may occur through</i>	<ul style="list-style-type: none"> • seminars • lectures • demonstrations • reports • published material in international journals • publications • publicity/media campaigns • published material in peer reviewed publications • policy change
<i>Resistance to change may be</i>	<ul style="list-style-type: none"> • extreme, where sustained exceptional performance is required to effect change
<i>Responsibilities may include</i>	<ul style="list-style-type: none"> • industry development on a whole of (large) industry basis such as wool, wheat industries • influence on new or emerging industries of significant economic impact • dealing with situations where risks are extreme • dealing with extreme resistance to change • dealing with politically sensitive issues
<i>Change management may include</i>	<ul style="list-style-type: none"> • major contribution to influencing change at state/national/international level
<i>Risks</i>	<ul style="list-style-type: none"> • may be extreme for the agency/industry sector • may entail significant opportunity lost if innovation/change is not effected
<i>Advice may include</i>	<ul style="list-style-type: none"> • aspects of industry: • productivity

RANGE STATEMENT

- efficiency
- environmental sustainability
- crop
- livestock
- pasture production
- marketing
- feed, food and fibre processing
- soil conservation
- water conservation
- irrigation
- drainage
- farm management
- group management advice
- community development advice
- strategic planning advice
- and may relate to deeper systems issues that may need to change

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSCI702A Initiate and lead sophisticated scientific/technological research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of sophisticated scientific/technological research at a level meriting international recognition requiring exceptional initiative and judgment in initiating, resourcing and leading projects. It includes initiating the research, designing the research methodology, leading and managing the research, and publishing and promoting the research results.

In practice, initiating and leading sophisticated scientific/technological research overlaps with other generalist or specialist work activities such as influencing ethical practice, influencing strategic policy, undertaking strategic risk management, leading change management etc.

This is a new unit of competency, added to the *Government Science&Technology* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Initiate research

- 1.1 Cutting edge professional expertise, liaison and collaboration with international networks and extensive industry experience are used to identify areas for targeting research
- 1.2 *Research* is initiated that will make a significant contribution to the body of scientific knowledge in the area, to the industry and to the organisation's strategic objectives
- 1.3 Intellectual property issues relating to the research are exploited in accordance with organisational requirements
- 1.4 Research is initiated that is innovative, logically formulated and draws on national and international research in progress, in addition to both published and *unpublished* research

2. Design research methodology

- 2.1 Innovations are incorporated in research design and hypothesis testing
- 2.2 Research colleagues are identified, and functions and activities are negotiated and planned in accordance with the research methodology
- 2.3 A communication strategy is developed to manage input and cooperation between team members in accordance with the research methodology
- 2.4 Risk management strategies and *resource needs* are determined and specified in accordance with organisational and/or funding body requirements
- 2.5 Funding applications are prepared and submitted in accordance with organisational and/or funding body requirements
- 2.6 Documentation/recordkeeping is completed in accordance with organisational and/or funding body requirements

3. Lead and manage research

- 3.1 Funding is attracted for significant research projects and managed in accordance with organisational and funding body requirements
- 3.2 Scientific leadership is provided to research colleagues, decisions are influenced and research direction is monitored and changed in accordance with emerging requirements
- 3.3 Collaboration across locations and organisations is managed to focus the research and meet objectives, timeframes and budgetary requirements
- 3.4 Resources are managed in accordance with research budget, organisational and funding body requirements
- 3.5 Research is *documented* and outcomes are delivered to the funding body and the organisation in accordance with research plan, timeframes and budget
- 3.6 Research reports are prepared that are clear, concise, targeted to

ELEMENT**PERFORMANCE CRITERIA**

a range of audiences and are delivered on time in accordance with organisational and funding body requirements

4. Publish and promote research results

- 4.1 Research papers are published and results are *promoted* widely internally and externally to the organisation in accordance with organisational policy and procedures
- 4.2 Research is presented at seminars and scientific conferences, both nationally and internationally in accordance with organisational requirements
- 4.3 Intellectual property is protected in accordance with organisational and funding body requirements
- 4.4 International reputation is built through publication and presentation of research papers and networking both nationally and internationally

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

carrying out research

using problem solving techniques

managing people and teams

influencing and negotiating

using technology for data input, analysis and preparation of reports

interpreting and preparing reports containing scientific research information using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

presenting research results tailored to different audiences such as an international industry/scientific audience

applying occupational health and safety and environmental requirements to scientific/technological research environments

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

research methodologies

scientific process

statistics (working knowledge)

the use of sophisticated statistical models

specialist area of expertise

the industry

international and national networks

external funding sources

reporting requirements for scientific research, requiring precision of expression and using a range of communication styles to suit different audiences and purposes

legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

public sector legislation including environmental and occupational health and safety requirements relating to scientific/technological research

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC701A Lead and influence ethical practice in the public sector

PSPMNGT701B Provide strategic direction

PSPMNGT703A Lead and influence change

PSPMNGT704A Undertake enterprise risk management

PSPPOL701A Influence strategic policy

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- leadership in sophisticated scientific/technological research initiated and lead in a range of (2 or more) contexts (or occasions, over time)
- published research papers and articles for scientific and lay audiences that receive international recognition
- research presentations for international scientific and industry audiences

Resources required to carry out assessment

These resources include:

- legislation, procedures, guidelines and protocols
- research guidelines and methodologies relating to scientific/technological research
- industry information
- risk management strategies relating to scientific/technological research
- case studies and workplace scenarios to capture a range of different sophisticated research situations

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating and leading scientific/technological research, including coping with difficulties, irregularities and breakdowns in routine
- leadership in sophisticated scientific/technological research initiated and lead in a range of (2 or more) contexts (or occasions, over time)
- evidence of published research papers and articles for scientific and lay audiences that receive international recognition
- evidence of research presentations for international scientific and industry audiences

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Research may include</i> | <ul style="list-style-type: none"> • responsibility for a program or body of work as opposed to one-off experiments or studies |
| <i>Unpublished research may include</i> | <ul style="list-style-type: none"> • research completed locally, nationally and internationally in the previous 12 months, not yet published |
| <i>Resource needs may include</i> | <ul style="list-style-type: none"> • human • physical • monetary • design specifications • technical manuals • componentry • radioactive samples |
| <i>Documented may include</i> | <ul style="list-style-type: none"> • complete record to be held internally within the organisation • preparation of research results for publication |
| <i>Range of audiences may include</i> | <ul style="list-style-type: none"> • scientific community • lay audience/s • industry • community • government • organisation • funding body • board/s of directors |
| <i>Promotion of results may include</i> | <ul style="list-style-type: none"> • building an international reputation through publications and presentations • international recognition for publication of research results in externally refereed publications • publishing material in internationally recognised journals • publishing papers/articles for scientific audiences • publishing reports/articles for lay audiences • presentations at international seminars and scientific conferences • internal reporting verbally and in writing • drafting ministerials |

RANGE STATEMENT

- contributing to strategic policy

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Science&Technology

PSPSEC301A Secure government assets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation of security requirements for the organisation's assets. It includes protecting assets from security threats, implementing access restrictions, advising third parties of security requirements and minimising security risk.

In practice, securing government assets may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, organising information, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Protect assets from security threats	<p>1.1 <i>Assets</i> are stored and accessed in accordance with organisational policies, procedures and guidelines</p> <p>1.2 Assets are regularly checked to ensure security</p> <p>1.3 Suspicious activity is investigated and dealt with in accordance with organisational policy and procedures</p> <p>1.4 <i>Expert advice</i> is obtained as required in accordance with organisational policy and procedures</p>
2. Implement access restrictions	<p>2.1 Access is <i>restricted</i> to authorised personnel</p> <p>2.2 Potential threats are identified</p> <p>2.3 Breaches are identified and reported to appropriate personnel in accordance with organisational policy and procedures</p> <p>2.4 Action is taken to deal with a breach in accordance with legislation, policy and guidelines</p>
3. Advise third parties of security requirements	<p>3.1 The needs, expectations, attitudes, and current level of knowledge of <i>third parties</i> are confirmed</p> <p>3.2 Risks related to possible confrontations are identified and managed in accordance with organisational risk management and procedures</p> <p>3.3 Third parties are advised of the organisation's security requirements</p> <p>3.4 Advice is provided that is current, timely and meets the specific needs of the parties in its range, depth and form of presentation</p> <p>3.5 Feedback is obtained on the party's level of understanding, and additional information or explanation is used to clarify requirements if needed</p>
4. Minimise security risk	<p>4.1 Changes in circumstance are identified and reported to appropriate personnel in accordance with organisational policy and procedures</p> <p>4.2 Documentation is completed in accordance with organisational policies, procedures and guidelines</p> <p>4.3 <i>Actions</i> are taken to reduce the likelihood of breaches reoccurring in accordance with the organisation's security plan</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- applying analysis and problem solving
- tailoring communication to the needs of a diverse range of people inside and outside the organisation
- completing documentation and writing reports requiring attention to detail, and formality of language and structure
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- standards for management of classified information and assets
- available sources of expert advice
- international protocols and treaties impacting on government security management
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

PSPSEC302A Respond to government security incidents

PSPSEC303A Conduct security awareness sessions

PSPSEC304A Undertake information technology security audits

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- securing government assets in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to security of government assets
- case studies and workplace scenarios to capture the range of situations likely to be encountered when securing government assets

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when securing government assets, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- securing government assets in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses such as a risk management plan specific to assets

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|--|
| <i>Assets may include</i> | <ul style="list-style-type: none"> • information • documents • people • property • networks • systems • intellectual property • in Australia • overseas |
| <i>Assets may be</i> | <ul style="list-style-type: none"> • owned • on lease • hired • owned by others |
| <i>Expert advice may include</i> | <ul style="list-style-type: none"> • agency security adviser/s • specialist agencies such as: <ul style="list-style-type: none"> • Australian Security Intelligence Organisation • Department of Foreign Affairs and Trade • Australian Public Service Commission • Defence Signals Directorate • Australian Federal Police • Attorney-General's Department • Australian National Audit Office • office of Privacy Commissioner |
| <i>Access may be restricted to information that is</i> | <ul style="list-style-type: none"> • national security classified • non-national security classified • classified by third parties |
| <i>Third parties may include</i> | <ul style="list-style-type: none"> • other staff • contractors • members of the public • visitors to the organisation |
| <i>Actions may include</i> | <ul style="list-style-type: none"> • advice to responsible officers • disciplinary |

RANGE STATEMENT

- formal counselling
- prosecution
- referral to third parties
- strengthening of security
- training

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC302A Respond to government security incidents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to respond to security incidents, that may be intentional or unintentional, and that relate to people, information, property or reputation. It includes assessing and advising on security incidents and planning an incident response.

In practice, responding to security incidents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, organising information, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Assess and advise on security incidents

- 1.1 *Security incidents* are identified in accordance with legislation, government security policy and guidelines
- 1.2 Response is provided in accordance with organisational policy and procedures, incident management plan and reflects seriousness of the incident
- 1.3 *Preliminary assessment* is conducted that considers the nature of the breach, level of risk and likely consequences
- 1.4 Initial advice regarding the incident is given to *relevant personnel* in a timely fashion
- 1.5 Complete and accurate *records* relating to the incident are maintained, based on information collected in a timely fashion

2. Plan incident response

- 2.1 Evidence is identified and collected in accordance with legislation, organisational policy and procedures
- 2.2 Evidence is assessed to determine risk factors
- 2.3 Action is recommended which is appropriate to the level of seriousness of the incident
- 2.4 Any changes required in security policy as a result of the incident are identified and documented
- 2.5 Appropriate agencies are advised of the incident in accordance with legislation, government security policy and procedures
- 2.6 A final report is prepared that incorporates background to the incident, action taken, interview statements, outcomes, summary of findings and recommended action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- undertaking research, analysis (including trend analysis) and problem solving
- using effective communication, including interviewing tailored to a diverse stakeholder group
- responding to diversity, including gender and disability
- planning, carrying out and guiding an investigation
- recording evidence in accordance with legislation and public sector standards
- writing reports and recommendations requiring formality of language and structure, and accurate and objective content
- applying procedures relating to occupational health and safety and environment in the context of government security incident management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisation's security plan
- Crimes Act 1914 and Criminal Code 1985
- powers inferred to investigate security incidents, including limitations
- referral procedures and appropriate agencies
- intelligence and analytical process
- conduct of administrative, security or criminal investigations
- equal employment opportunity, equity and diversity principles
- public sector legislation such as privacy, security, occupational health and safety and environment in the context of government security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

PSPSEC301A Secure government assets

PSPSEC303A Conduct security awareness sessions

PSPSEC304A Undertake information technology security audits

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- response to security incidents in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols related to handling security incidents
- case studies and workplace scenarios to capture the range of situations likely to be encountered when responding to security incidents

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when responding to security incidents, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- response to security incidents in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as incident reports

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Security incidents may be*
- breaches
 - violations
 - contact
 - approach
 - intentional
 - unintentional
 - deliberate
- Incidents may relate to*
- people
 - information
 - property
 - reputation
- Preliminary assessment may include*
- site visit
 - identification of nature of the incident
 - collection of evidence
 - determination of the origin of the incident
 - likely cause
 - notification of incident to appropriate agencies
- Relevant personnel may include*
- supervisors
 - managers
 - emergency services
 - other government departments or agencies
 - police
 - contract guarding force
- Records may include*
- evidence
 - written
 - oral
 - files
 - email
 - Internet/intranet
 - electronic records
 - video images
 - graphics

RANGE STATEMENT

- notes
- diary entries
- telephone messages
- pager records
- fax journals

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC303A Conduct security awareness sessions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the presentation of information/awareness sessions focused on government security management. It includes preparing for and delivering security awareness presentations, and reviewing the outcomes.

In practice, conducting security awareness sessions may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, working effectively, organising information, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for security awareness presentation	<p>1.1 Objectives are determined for the <i>presentation</i> that reflect the identified needs of the participants, are achievable and stated in terms of outcomes</p> <p>1.2 Presentation methods are selected to suit identified outcomes, participants' needs and availability of equipment and resources</p> <p>1.3 Provision is made for participants to contribute to the session, based on their experience</p> <p>1.4 Content of materials to be used is validated by experience before use, where possible</p> <p>1.5 Examples of incidents and results of non-compliance are included in presentation materials</p> <p>1.6 Methods are identified and <i>information</i> is prepared to suit the specified objectives of the session, the needs of the participants and the size and location of the group</p>
2. Deliver session on security awareness	<p>2.1 Session is structured to facilitate the creation of opportunities for discussion of broad conceptual, ethical and legal issues surrounding government security management</p> <p>2.2 Objectives of the session, structure of the activities and other details are explained to participants to suit their level of understanding and experience, and feedback is elicited</p> <p>2.3 Materials and presentation techniques are used and adapted to the particular audience and are effective and interesting</p> <p>2.4 Materials are presented in such a way as to establish a positive response in the organisation and its clients regarding security management</p> <p>2.5 Case studies are used for illustrative purposes where possible, and address urgency and levels of risk in security management</p> <p>2.6 Models of excellence in government security management are highlighted</p>
3. Review security awareness session outcomes	<p>3.1 Participants are encouraged to provide feedback on all aspects of the security awareness sessions</p> <p>3.2 Suitability of the approach, the content and outcomes are reviewed as a guide for further activities</p> <p>3.3 Own performance is reviewed against objectives and in response to participants' responses and comments</p> <p>3.4 Advice is provided to appropriate people regarding possible future activities or amendments to organisational awareness strategy and programs, including identification of high risk areas for security management</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- making presentations to provide security awareness sessions aimed at improving security management skills and raising the level of security alertness of less experienced members of staff
- tailoring sessions to the needs of adult learners
- explaining complex concepts and formal documents such as legislation, standards and codes of conduct
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- mentoring culturally and linguistically diverse staff to maximise security awareness
- designing/having input into awareness sessions delivered by specialists
- incorporating feedback from attendees into future session design and delivery
- applying occupational health and safety and environmental procedures in the context of delivering security awareness sessions

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, guidelines and processes relating to government security management
- international treaties and protocols
- cross-jurisdictional protocols
- organisational structure and core business
- the organisation's strategic objectives related to security management
- national strategic objectives relating to government security management
- the link between ongoing information/awareness sessions and effective security management
- audience requirements
- adult learning principles
- security constraints
- public sector values and codes of conduct
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to presentations including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPLEGN301B Comply with legislation in the public sector

PSPGOV302B Contribute to workgroup activities

PSPGOV307B Organise workplace information

PSPSEC301A Secure government assets

PSPSEC302A Respond to government security incidents

PSPSEC304A Undertake information technology security audits

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- presentation of security awareness sessions in a range of (3 or more) contexts

Resources required to carry out assessment

These resources include:

- government security management guidelines
- government security management standards

Security Guidelines for Australian Government IT Systems (ACSI 33)

- Commonwealth Protective Security Manual
- public sector values and codes of conduct
- legislation, procedures and protocols relating to security management
- case studies and workplace scenarios to capture the range of security situations likely to be encountered when preparing for and conducting security awareness sessions

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting security awareness sessions, including coping with difficulties, irregularities and breakdowns in routine
- presentation of security awareness sessions in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as session plans and evaluations

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Security awareness presentation may include*
- formal presentations
 - briefings
 - addressing special interest groups or community groups
 - part of a broader induction program for agency staff
 - explaining procedures and guidelines
 - on-the-job coaching
- Information may include*
- instructions
 - guidelines
 - case briefings
 - research outcomes
 - outcomes of analysis

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC304A Undertake information technology security audits

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers security audits of information systems and architecture in accordance with the organisation's security plan and jurisdictional standards for government information security. It includes planning and conducting the information technology security audit and reporting on security findings.

In practice, undertaking information technology security audits may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, organising information, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan security audit	1.1 The scope and objectives of the audit are identified 1.2 An audit plan is prepared that meets organisational requirements and the objectives of the audit 1.3 The organisation's <i>information systems</i> to be included in the audit are identified in the audit plan 1.4 Appropriate <i>personnel</i> are advised of the audit plan and its requirements 1.5 Possible sources of <i>security risk</i> are identified and prioritised 1.6 Audit checklist is prepared in accordance with organisational policy and procedures
2. Conduct security audit	2.1 Systems, procedures, records and documents are identified and analysed 2.2 Audit is conducted in accordance with the audit plan 2.3 Audit activities are recorded in accordance with the checklist and organisational requirements 2.4 Situations requiring <i>specialist input</i> are identified and referred for action 2.5 Situations requiring referral to <i>other areas</i> are identified and referred in a timely manner
3. Report on security findings	3.1 Audit records are maintained in accordance with legislation, policy and procedures 3.2 Audit <i>report</i> is prepared in accordance with organisational requirements and audit objectives 3.3 Background and scope of the audit, outcomes and recommendations are included in the report 3.4 Report is written in a language and style to suit the audience and meets organisational requirements for accuracy and timeliness 3.5 Recommendations are supported by evidence, and written as actions with responsible person/s identified for implementation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to information technology security audits and government security management
- gathering, analysing and recording data
- using computer technology to undertake security audits
- managing risk in the context of government security management
- engaging in discussion involving complex exchanges of oral information
- responding to diversity, including gender and disability
- using written communication, including ongoing and final reporting
- reading complex and formal documents such as legislation and other documents
- using information technology for preparing written recommendations and reports requiring formality of language and style
- applying procedures relating to occupational health and safety and environment in the context of information technology security audits

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to information technology security audits
- operational knowledge of policies and procedures in regard to use of information technology systems
- organisation's security plan
- information technology systems and architecture
- use and maintenance of hardware and software systems
- solutions to problems/breakdowns
- operation of equipment
- Australian Audit Standards
- aspects of criminal law and administrative law relating to the outcomes of compliance audits
- protocols for reporting fraud, corruption, maladministration and security breaches
- fundamental ethical principles in the handling of documents and information, natural justice, procedural fairness, respect for persons and responsible care
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the

REQUIRED SKILLS AND KNOWLEDGE

context of security audits

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV307B Organise workplace information

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

PSPSEC301A Secure government assets

PSPSEC302A Respond to government security incidents

PSPSEC303A Conduct security awareness sessions

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- information technology security audits undertaken in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information technology security audits
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- Commonwealth Protective Security Manual
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking information technology security audits

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking information technology security audits, including coping with difficulties, irregularities and breakdowns in routine
- information technology security audits undertaken in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information systems may include

- architecture
- audio-visual systems
- communications equipment
- hardware
- Internet
- intranet
- laptops
- pagers
- personal computers
- scanning equipment
- software
- systems

Information systems may be

- centrally based
- location based
- stand-alone
- networked

Appropriate personnel may include

- supervisors
- managers
- employees
- contractors

Security risk may include

- technical
- actual events
- political circumstances
- human behaviour
- environmental
- conflict
- terrorism
- internal
- external
- local
- national
- international

RANGE STATEMENT

Specialist input may include

- agency security adviser/s
- specialist agencies such as:
 - Australian Security Intelligence Organisation
 - Department of Foreign Affairs and Trade
 - Australian Public Service Commission
 - Defence Signals Directorate
 - Australian Federal Police
 - Attorney-General's Department
 - Australian National Audit Office
 - office of Privacy Commissioner

Other areas may include

- fraud investigation area
- compliance area
- other organisations such as police, other law enforcement or investigation agencies
- senior management

Report may be

- written
- oral
- electronic

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC401A Undertake government security risk analysis

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers work at an operational level, to analyse risk against the organisation's security plan. It includes establishing the security risk context; identifying, analysing and evaluating risk against the organisation's security plan; and compiling of a security risk register. Depending on the size of the organisation, work may be in a discrete area such as information technology or across all areas within the organisation.

Implementation of risk treatment options and countermeasures are not included. This is covered in the unit *PSPSEC402A Implement security risk treatments*.

In practice, undertaking government security risk analysis may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, gathering and analysing information, exercising regulatory powers, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish security risk context	<p>1.1 <i>Strategic and organisational contexts</i> are confirmed in accordance with the organisation's security plan</p> <p>1.2 <i>Stakeholders</i> are identified and their expectations and input are gathered in accordance with <i>legislation, policy and procedures</i></p> <p>1.3 <i>Security risk criteria</i> are identified from the security plan and confirmed as current and relevant</p> <p>1.4 Information and resources are obtained to conduct the risk analysis in accordance with organisational policy and procedures</p>
2. Identify security risk	<p>2.1 <i>Sources</i> of security risk are identified and recorded in accordance with organisational policy and procedures</p> <p>2.2 Risks are identified using a <i>specified methodology or tools</i> in accordance with the security plan</p> <p>2.3 Sources of risk are identified from the perspective of all stakeholders</p> <p>2.4 Stakeholders are consulted during the risk identification process to finalise a list of risks</p>
3. Analyse security risk	<p>3.1 <i>Threat assessments</i>, current <i>exposure</i> and current security arrangements are identified in accordance with the security plan to estimate the <i>likelihood</i> of each risk event occurring</p> <p>3.2 Potential <i>consequences</i> of each risk are determined in accordance with the security plan, including <i>critical lead time for recovery</i></p> <p>3.3 <i>Risk ratings</i> are determined, documented and communicated in accordance with the security plan and organisational standards</p> <p>3.4 A rationale for each risk rating is included in accordance with organisational requirements</p>
4. Evaluate security risk	<p>4.1 Risks are assessed against the organisation's security risk criteria</p> <p>4.2 Risks are prioritised for treatment in accordance with the security plan</p> <p>4.3 Risks are monitored in accordance with the security plan until treatment measures have been implemented</p>
5. Compile security risk register	<p>5.1 A <i>security risk register</i> is developed that records identified risks, their nature and source</p> <p>5.2 The consequences and likelihood of risks, and the adequacy of existing controls are identified in the register</p> <p>5.3 Risk ratings are recorded for identified risks in accordance with organisational procedures</p> <p>5.4 The security risk register is compiled to meet organisational</p>

ELEMENT

PERFORMANCE CRITERIA

standards for content, format and presentation and reflects changes in circumstances

5.5 Risk register is referred to management for decision on which risks will be accepted and which will require treatment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- reading and analysing the organisation's security plan
- researching and critically analysing the operational environment and drawing conclusions
- using effective communication with diverse stakeholders involving listening, questioning, paraphrasing, clarifying, summarizing
- responding to diversity, including gender and disability
- writing reports requiring formality of language and structure
- using computer technology to gather and analyse information, and prepare reports
- representing mathematical information in a range of formats to suit the information and the purpose
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management such as:
 - occupational health and safety
 - public service Acts
 - Crimes Act 1914 and Criminal Code 1985
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - fraud control policy
 - protective security policy
 - Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
- risk analysis terminology and techniques
- the organisation's security plan
- the organisation's assets and security environment
- Australian standards, quality assurance and certification requirements
- AS/NZS 4360:1999

REQUIRED SKILLS AND KNOWLEDGE

public sector legislation such as equal employment opportunity, and equity and diversity principles applied in the context of government security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- government security risk analysis in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to government security management
- organisational standards and documentation
- tools and methods used in the organisation for security risk analysis
- case studies and workplace scenarios to capture the range of situations likely to be encountered when undertaking government security risk analysis

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking government security risk

EVIDENCE GUIDE

analysis, including coping with difficulties, irregularities and breakdowns in routine

- government security risk analysis in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as security risk register

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Strategic context may include</i> | <ul style="list-style-type: none"> • the relationship between the organisation and the environment in which it operates • organisational structure • the organisation's functions: <ul style="list-style-type: none"> • political • operational • financial • social • legal • commercial • the various stakeholders and clients |
| <i>Organisational context may include</i> | <ul style="list-style-type: none"> • the organisation, how it is organised, and its capabilities • any official resources, including physical areas and assets, that are vital to the operation of the organisation • key operational elements of the organisation • any major projects |
| <i>Stakeholders may include</i> | <ul style="list-style-type: none"> • all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's behaviour, actions, products and services such as: <ul style="list-style-type: none"> • employees at all levels of the organisation • community • clients • other public sector organisations • union and association representatives • boards of management • government • Ministers |
| <i>Legislation, policy and procedures may include</i> | <ul style="list-style-type: none"> • Commonwealth and State/Territory legislation including equal employment opportunity, occupational health and safety, privacy and anti-discrimination law • national and international codes of practice and standards • the organisation's policies and practices • government policy |

RANGE STATEMENT

	<ul style="list-style-type: none"> • codes of conduct/codes of ethics • Security Guidelines for Australian Government IT Systems (ACSI 33) • Commonwealth Protective Security Manual • Australian and New Zealand standards - Risk management AS/NZS 4360:1999
<i>Security risk criteria may concern</i>	<ul style="list-style-type: none"> • vital functions and capabilities • the expectations of stakeholders and clients • the personal security of employees and clients • general expectations about confidentiality • the availability of the organisation's official resources
<i>Risk may be to</i>	<ul style="list-style-type: none"> • personnel • information • property • reputation
<i>Sources of security risk may include</i>	<ul style="list-style-type: none"> • technical • actual events • political circumstances • human behaviour • environmental • conflict • terrorism • internal • external • local • national • international
<i>Specified methodology or tools may be</i>	<ul style="list-style-type: none"> • qualitative and/or semi-quantitative and/or quantitative • brainstorming • focus groups • expert judgment • strengths, weaknesses, opportunities, threats (SWOT) analysis • analysis of risk registers • examination of available data such as audit results, incident reports • nomogram • risk matrix • scenario analysis • business continuity planning
<i>Threat assessment</i>	<ul style="list-style-type: none"> • is used to provide information about people and events that may

RANGE STATEMENT

	pose a threat to a particular resource or function
<i>Threats may be</i>	<ul style="list-style-type: none"> • evaluates and discusses the likelihood of a threat being realised • determines the potential of a threat to actually cause harm • criminal • terrorist • from foreign intelligence services • from commercial/industrial competitors • from malicious people • real or perceived
<i>Risk exposure is</i>	<ul style="list-style-type: none"> • a measure of how open a resource is to harm, or • the potential of a resource to attract harm
<i>Likelihood of risk may be determined through analysis of</i>	<ul style="list-style-type: none"> • current controls to deter, detect or prevent harm • effectiveness of current controls • level of exposure • threat assessment • determination of threat source/s • competence/capability of threat source/s • opportunity for threat to occur
<i>Consequences may include</i>	<ul style="list-style-type: none"> • degree of harm • who would be affected and how • how much disruption would occur • damage to: <ul style="list-style-type: none"> • the organisation • other organisations • government • third parties
<i>Critical lead time for recovery is</i>	<ul style="list-style-type: none"> • the period of time a function is compromised • critical if the function is vital to the organisation
<i>Risk ratings may include</i>	<ul style="list-style-type: none"> • severe • high • major • significant • moderate • low • trivial
<i>Security risk register may include</i>	<ul style="list-style-type: none"> • source • nature • existing controls • likelihood

RANGE STATEMENT

- consequences
- initial rating
- vulnerability

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC402A Implement security risk treatments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers identification and implementation of security risk treatments. It includes confirming risk decisions identifying security risk treatment options, implementing countermeasures, and monitoring and reviewing the security risk management process. Depending on the size of the organisation, work may be in a discrete area such as information technology or across all areas within the organisation.

In practice, implementation of security risk treatments may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, gathering and analysing information, exercising regulatory powers, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm risk decisions	<p>1.1 Management decisions determining <i>acceptable</i> and <i>unacceptable risks</i> are confirmed in accordance with organisational policy and procedures</p> <p>1.2 Low-level risks that the organisation decides to accept are noted and monitored to detect changed circumstances</p> <p>1.3 Unacceptable <i>high-level</i> risks are referred for the development of formal management plans</p> <p>1.4 Major or significant risks identified as unacceptable are noted for treatment</p>
2. Identify risk treatments	<p>2.1 <i>Treatments</i> are determined that are consistent with organisational policies, procedures and guidelines and the organisation's security plan</p> <p>2.2 Treatments are determined that are cost-effective and match the level and type of risk and the importance of the function or resource</p> <p>2.3 Treatments are selected to reduce the <i>likelihood</i> of occurrence or the <i>consequences</i> of the risk, or both</p> <p>2.4 <i>Continuity plans</i> are included in treatments, where appropriate, in accordance with the security plan</p> <p>2.5 Treatments are documented and submitted for approval in accordance with organisational policy and procedures</p>
3. Implement countermeasures	<p>3.1 A <i>treatment plan</i> is developed and implemented in accordance with organisational policy and procedures</p> <p>3.2 Implementation of <i>countermeasures</i> is undertaken in accordance with the implementation strategy detailed in the security plan</p> <p>3.3 Countermeasures are implemented in accordance with timeframe and budgetary requirements</p> <p>3.4 Countermeasures are implemented in accordance with <i>legal requirements, government and organisational policy</i></p>
4. Monitor and review security risk management process	<p>4.1 <i>Strategies</i> to monitor risk environment are implemented</p> <p>4.2 <i>Monitoring</i> is conducted on a regular basis in accordance with organisational policy and procedures</p> <p>4.3 Risk treatments are evaluated against the objectives of the security plan to ensure these remain effective and/or necessary</p> <p>4.4 Feedback is obtained from <i>stakeholders</i> on the adequacy and need for current security measures affecting their work/area</p> <p>4.5 Recommendations for re-examination of security risk or improved risk treatments are conveyed to the appropriate personnel in accordance with organisational policy and</p>

ELEMENT

PERFORMANCE CRITERIA

procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- reading and analysing the organisation's security plan
- observing and critically analysing the application of security risk treatments in an operational environment
- engaging in communication with diverse stakeholders involving listening, questioning, paraphrasing, clarifying, summarising
- responding to diversity, including gender and disability
- writing reports requiring formality of language and structure
- using computer technology to gather and analyse information, and prepare reports
- representing mathematical information in a range of formats to suit the information and the purpose
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management such as:
 - occupational health and safety
 - public service acts
 - Crimes Act 1914 and Criminal Code 1985
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - fraud control policy
 - protective security policy
 - Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
- risk analysis terminology and techniques
- the organisation's security plan
- the organisation's assets and security environment
- Australian standards, quality assurance and certification requirements

REQUIRED SKILLS AND KNOWLEDGE

AS/NZS 4360:1999

public sector legislation such as equal employment opportunity, and equity and diversity principles applied in the context of government security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- implementation of security risk treatments in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the implementation of security risk treatments
- organisational standards and documentation
- case studies and workplace scenarios to capture the range of situations likely to be encountered when implementing security risk treatments

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing security risk treatments, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- implementation of security risk treatments in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses, such as a risk management plan

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Risk may be to</i> | <ul style="list-style-type: none"> • personnel • information • property • reputation |
| <i>Acceptable risks are</i> | <ul style="list-style-type: none"> • those which an organisation has determined have the least potential for harm |
| <i>Unacceptable risks are</i> | <ul style="list-style-type: none"> • those which an organisation has determined have the most potential for harm |
| <i>Sources of security risk may include</i> | <ul style="list-style-type: none"> • technical • actual events • political circumstances • human behaviour • environmental • conflict • terrorism • internal • external • local • national • international |
| <i>Level of risk may be</i> | <ul style="list-style-type: none"> • severe • high • major • significant • moderate • low • trivial |
| <i>Treatment options may include</i> | <ul style="list-style-type: none"> • addition of security measures • reduction of security measures • avoiding the risk through change of practice • acceptance of residual risk • minimisation of harm through response mechanisms • accepting the risk |

RANGE STATEMENT

- | | |
|---|---|
| <i>Likelihood of risk may be determined through analysis of</i> | <ul style="list-style-type: none"> • current controls to deter, detect or prevent harm • effectiveness of current controls • level of exposure • threat assessment • determination of threat source/s • competence (capability and intent) of threat source/s |
| <i>Consequences may include</i> | <ul style="list-style-type: none"> • what constitutes harm • degree of harm • who would be affected and how • how much disruption would occur • levels that are: <ul style="list-style-type: none"> • extreme • very high • medium • low • negligible |
| <i>Continuity plans</i> | <ul style="list-style-type: none"> • may lessen the adverse consequences of risk • provide a set of planned procedures that enable organisations to continue or recover services to the government and the public with minimal disruption over a given period, irrespective of the source of the disruption |
| <i>Treatment plans may include</i> | <ul style="list-style-type: none"> • responsibilities • schedules • expected outcomes • budget information • performance measures • monitoring process |
| <i>Countermeasures may include</i> | <ul style="list-style-type: none"> • revision of agency security plan • upgrade of existing security • installation of new security measures • technical controls • training <ul style="list-style-type: none"> • personnel-oriented • information-oriented • property-oriented • reputation-oriented |
| <i>Legal requirements, government and organisational policy may include</i> | <ul style="list-style-type: none"> • Commonwealth and State/Territory legislation including equal employment opportunity, occupational health and safety, privacy and anti-discrimination law • access and equity |

RANGE STATEMENT

- ethics and accountability
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy
 - codes of conduct/codes of ethics
 - Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
 - Australian and New Zealand standards - Risk management AS/NZS 4360:1999
- Strategies may include*
- audits
 - incident reporting mechanisms
 - technical controls
 - systems
 - rosters
 - access controls
 - training
- Monitoring may include*
- regular checking
 - critical observation
 - regular recording
 - information, such as threat assessments, from senior management
 - reports from business units on current security measures
 - identification of changes over time such as:
 - notification of major changes to business or corporate goals or plans
 - notification of key projects
- Stakeholders may include*
- supervisors
 - managers
 - other areas within the organisation
 - other organisations
 - government
 - third parties

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC403A Develop and advise on government security procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers interpretation of organisational data in the light of the organisation's security policy to identify the need for changed procedures, the development of the procedures and provision of advice. It includes interpreting security policy and legislation, analysing security-related data, developing procedures, and providing advice on government security matters.

In practice, developing and advising on government security procedures may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, gathering and analysing information, exercising regulatory powers, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret security policy and legislation	<p>1.1 <i>Legislation</i> impacting on security policy and procedures is identified and analysed</p> <p>1.2 The organisation's security policy is analysed in relation to risk identification, security management and security incidents</p> <p>1.3 Policy intent is confirmed and existing procedures impacted by the policy are identified and reviewed for consistency with the policy</p>
2. Analyse security-related data	<p>2.1 <i>Data</i> is collected in a timely fashion in accordance with organisational policy and procedures</p> <p>2.2 Data is analysed and its integrity confirmed</p> <p>2.3 Outcomes and trends are identified that need to be addressed through security procedures</p> <p>2.4 Any changes in organisational circumstances are determined and related security procedures are identified</p>
3. Develop procedures	<p>3.1 Intended audience/s for <i>procedures</i> are identified and structure, language style and format are determined in accordance with organisational requirements</p> <p>3.2 Security procedures are developed to reflect <i>changes</i> in circumstances</p> <p>3.3 Procedures are developed in consultation with security plan developer/s, end users and organisational approval personnel</p> <p>3.4 Procedures are structured to take account of workplace diversity and meet organisational requirements</p> <p>3.5 Procedures are submitted and approved in accordance with organisational policy and procedures</p>
4. Provide advice on government security matters	<p>4.1 Information and <i>advice</i> on security procedures and related legislation, regulations, standards and guidelines are provided in accordance with organisational procedures</p> <p>4.2 Current organisational policies and directions are reflected in advice provided</p> <p>4.3 Intended use and consequences of advice are considered, and advice is communicated in a manner that addresses the requirements of <i>stakeholders</i></p> <p>4.4 Any documentation provided is checked to ensure it supports the information and advice given</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- undertaking research and analysis
- communicating with a diverse range of stakeholders
- working with others and in teams
- using computer technology
- writing security procedures to suit intended audiences
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisational policy, procedures and guidelines
- legislation relating to government operations, privacy, occupational health and safety Crimes Act 1914 and Criminal Code 1985
- the organisation's security plan
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<ul style="list-style-type: none"> • <i>Pre-requisite</i> units that must be achieved prior to this unit: <i>Nil</i> • <i>Co-requisite</i> units that must be assessed with this unit: <i>Nil</i> • <i>Co-assessed units</i> that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: <ul style="list-style-type: none"> PSPETHC401A Uphold and support the values and principles of public service PSPGOV406B Gather and analyse information PSPGOV422A Apply government processes PSPLEGN401A Encourage compliance with legislation in the public sector PSPREG401C Exercise regulatory powers
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • development of and advice on government security procedures in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to the development of and advice on government security procedures • case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and advising on government security procedures <p>Valid assessment of this unit requires:</p>
Where and how to assess evidence	<ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and advising on government security procedures, including coping with difficulties, irregularities and breakdowns in routine • development of and advice on government security procedures

EVIDENCE GUIDE

in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as procedures documentation

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Legislation may include

- Commonwealth and State/Territory Acts and regulations

Data may include

- security records
- incident reports
- security risk management plans
- files
- email
- Internet/intranet
- electronic records
- video images
- graphics
- notes
- diary entries
- telephone messages
- pager records
- fax records

Procedures may be

- agency specific
- area specific
- relating to specific activities or practices

Changes may be caused by

- restructure
- changes to legal risks
- changes in strategic direction
- changes to legislation and whole of government policies
- major shift in business or corporate goals or plans
- key projects

Advice may be

- formal
- informal
- briefing
- awareness session
- preventative
- post incident
- written
- oral

RANGE STATEMENT

Stakeholders may be

- supervisors
- managers
- other areas within the organisation
- other organisations
- government
- third parties

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC404A Conduct personnel security assessments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of personnel security assessments to ensure that government staff and contractors who have access to security classified information meet general suitability indicators. It includes collecting, analysing and evaluating personal information, making recommendations on security assessment outcomes, and recording and reporting on personnel security assessments.

In practice, the conduct of personnel security assessments may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT**PERFORMANCE CRITERIA****1. Collect, analyse and evaluate personal information**

- 1.1 *Information* is collected from the subject to be assessed in accordance with the purpose of the *security assessment*
- 1.2 Where gaps, anomalies, deficiencies or discrepancies exist in the information provided, additional information is obtained in accordance with organisational policy and procedures
- 1.3 Information is *corroborated* in accordance with organisational policy and procedures and *assessed* for its validity and reliability
- 1.4 Analysis is conducted in accordance with general suitability indicators in accordance with *legislation and security standards*
- 1.5 Data is extracted and interpreted and outcomes are recorded in accordance with organisational policy and procedures
- 1.6 Assessment process is conducted with care and sensitivity to assist subjects to deal with its discriminatory and intrusive nature

2. Make recommendations on security assessment outcomes

- 2.1 *Recommendations* are formulated consistent with the information obtained
- 2.2 Recommendations are consistent with organisational guidelines and security standards
- 2.3 Recommendations are conveyed in accordance with organisational guidelines
- 2.4 Where recommendations are negative, the right to seek a review of the decision is confirmed with the requester of the security assessment and the subject, where appropriate, in accordance with organisational policy and procedures
- 2.5 Improvements to procedures are recommended as required as part of the cycle of continuous improvement

3. Record and report on personnel security assessments

- 3.1 Accurate, *complete*, up-to-date records are presented in the required format
- 3.2 *Reports* are prepared that are clear, fair and objective and use language suited to the purpose of the report and organisational requirements
- 3.3 Reports are presented in the required format
- 3.4 Urgency and levels of risk are addressed in reports
- 3.5 Procedures for storage and management of confidential and sensitive information are adhered to

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to personnel security assessments
- undertaking critical analysis, evaluation and deductive reasoning
- applying problem solving and decision making
- corroborating information
- organising information in a logical manner
- writing reports and recommendations
- using computer technology
- managing files
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of personnel security assessments

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management such as:
 - occupational health and safety
 - public service Acts
 - Crimes Act 1914 and Criminal Code 1985
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - fraud control policy
 - protective security policy
 - Commonwealth Protective Security Manual
 - general suitability indicators
 - international treaties and protocols
 - formats for different types of reports
 - risk assessment
 - management of secure information
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the

REQUIRED SKILLS AND KNOWLEDGE

context of personnel security assessments

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV406B Gather and analyse information

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPSEC401A Undertake government security risk analysis

PSPSEC402A Implement security risk treatments

PSPSEC403A Develop and advise on government security procedures

PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- conduct of personnel security assessments in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the conduct of personnel security assessments
- Commonwealth Protective Security Manual
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting personnel security assessments

Valid assessment of this unit requires:

EVIDENCE GUIDE

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting personnel security assessments, including coping with difficulties, irregularities and breakdowns in routine
- conduct of personnel security assessments in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as reports

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Information may include</i> | <ul style="list-style-type: none"> • birth certificate • marriage certificate • decree nisi/decrece absolute • deed poll • academic qualifications/academic transcripts • employment histories • citizenship • passport • defence forces discharge certificate |
| <i>Security assessment may be for</i> | <ul style="list-style-type: none"> • initial evaluation • re-evaluation • temporary access • emergency access • provisional access • limited higher access |
| <i>Corroboration of information may be with</i> | <ul style="list-style-type: none"> • official records • referee reports • employer records • third party reports |
| <i>Assessment of information may relate to</i> | <ul style="list-style-type: none"> • character • attributes • background • actions • anything in a person's background or lifestyle likely to pose a security threat |
| <i>Legislation and security standards may include those referred to in</i> | <ul style="list-style-type: none"> • public service Acts • protective security policy • fraud control policy • Crimes Act 1914 and Criminal Code 1985 • Freedom of Information Act 1982 • Privacy Act 1988 • occupational health and safety • Australian standards such as Risk management AS/NZS |

RANGE STATEMENT

4360:1999

- Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
- Recommendations may relate to*
- assessment of suitability
 - action required
- Completeness of records includes*
- request from someone other than the subject, such as a supervisor
 - despatch of information pack/forms
 - all enquiries and responses
 - receipt of incoming documents
 - consent to collect/corroborate information
 - personal security file
- Reports may include*
- interview reports
 - assessment reports
 - case notes
 - incidents
 - records of interview
 - notes for file

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC405A Handle security classified information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements related to handling security classified information. It includes receiving, dealing with and maintaining security classified information.

In practice, handling security classified information may overlap with other generalist or specialist public sector work activities such as working ethically, complying with legislation, applying government processes, gathering and analysing information, exercising regulatory powers, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Receive security classified information

- 1.1 *Security classified information is received* and checked to ensure transmission protocols have been adhered to
- 1.2 Action is taken in accordance with security policy and procedures where protocols have not been adhered to
- 1.3 Security classified information is recorded in accordance with organisational policy and procedures

2. Deal with security classified information

- 2.1 Security classified information is *reviewed* to ensure classification meets the organisation's security policy for protection of information
- 2.2 Aggregated security classified information is reviewed to ensure that it is classified in accordance with security requirements
- 2.3 Classification requirement is checked to ensure it is warranted, and the level of protection is assigned in accordance with the consequences that might result from the compromise of the information's confidentiality, integrity and availability
- 2.4 Originators of information who classify documents are contacted to discuss re-classification or de-classification where necessary
- 2.5 Security classified information is *transmitted* in accordance with organisational security policy and procedures
- 2.6 *Expert advice* is obtained as required in accordance with organisational policy and procedures

3. Maintain security classified information

- 3.1 Security classified information is *secured* in accordance with organisational policy and procedures
- 3.2 Security classified information is *accounted for* in accordance with organisational policy and procedures
- 3.3 Security classified information is *disposed of* in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- applying security classification systems
- using analysis and problem solving
- tailoring communication to the needs of a diverse range of people inside and outside the organisation who classify, transmit or advise on security classified information
- responding to diversity, including gender and disability
- undertaking recordkeeping requiring attention to detail, and adherence to standards
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- standards for management of security classified information
- classification system for national security and non-national security information
- procedures for confirming initial security classifications
- international protocols and treaties impacting on government security management
- available sources of expert advice
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- security classified information handled in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to handling security classified information
- case studies and workplace scenarios to capture the range of situations likely to be encountered when handling security classified information

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling security classified information, including coping with difficulties, irregularities and breakdowns in routine
- security classified information handled in a range of (3 or more)

EVIDENCE GUIDE

contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|--|
| <i>Security classified information may include</i> | <ul style="list-style-type: none"> • hard copy • electronic • audio-visual • photographic • encrypted • national security classified • non-national security classified • classified by third parties |
| <i>Security classified information may be received by</i> | <ul style="list-style-type: none"> • hand • mail • safe hand mail • courier • electronic means |
| <i>Reviewed information may include</i> | <ul style="list-style-type: none"> • single or aggregated information |
| <i>Transmission may be by</i> | <ul style="list-style-type: none"> • hand • mail • courier • electronic means |
| <i>Expert advice may include</i> | <ul style="list-style-type: none"> • agency security adviser/s • specialist agencies such as: <ul style="list-style-type: none"> • Australian Security Intelligence Organisation • Department of Foreign Affairs and Trade • Australian Public Service Commission • Defence Signals Directorate • Australian Federal Police • Attorney-General's Department • Australian National Audit Office • office of Privacy Commissioner |
| <i>Securing practices may include</i> | <ul style="list-style-type: none"> • correct filing • clean desk • quitting all electronic systems and networks |

RANGE STATEMENT

- checking environment including:
 - desks
 - whiteboards
 - waste bins
 - computer drives
 - containers
 - cabinets
 - safes
 - vaults
 - windows
 - doors
 - safe carriage of keys
 - audit
 - spot checks
 - correct notation or markings
 - file records
 - transmission records
 - receipts
 - pulping
 - burning
 - pulverisation
 - shredding
 - overwriting
 - degaussing
 - destruction
 - archiving
- Accounting for security classified information may include*
- Methods of disposal may include*

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC406A Provide government security briefings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements to provide a range of security briefings. It includes determining the need for security briefings, organising and conducting briefings.

In practice, provision of government security briefings may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, analysing data, using resources, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise security briefing	<p>1.1 The <i>need</i> for a <i>security briefing</i> and related <i>methodology</i> are determined in accordance with individual, organisational and legislative requirements</p> <p>1.2 Briefing purpose, level, structure and content are determined in accordance with organisational policy and procedures</p> <p>1.3 Materials and any personnel to be involved in the briefing are determined and organised</p> <p>1.4 A <i>plan</i> is prepared to support delivery of the briefing in accordance with organisational requirements</p>
2. Conduct security briefing	<p>2.1 The purpose and structure of the briefing are outlined to participants in accordance with the briefing plan</p> <p>2.2 Active participation from participants in the briefing is sought, encouraged and valued</p> <p>2.3 Organisational and legislated government security requirements are conveyed to participants using language and examples suited to their levels of understanding and diverse needs</p> <p>2.4 Understanding of security requirements and the consequences of non-compliance with security requirements is checked and further information is provided for clarification as necessary</p> <p>2.5 Briefing is conducted in accordance with organisational policy and procedures</p> <p>2.6 Where required, a record/report of the briefing is prepared and submitted in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government security management
- preparing briefing plans
- communicating one-on-one and in a group with a diverse range of participants
- tailoring communication to suit the purpose and formality of the briefing and the level of experience and diverse needs of the audiences
- managing group processes
- providing feedback and encouraging contributions/active participation from participants
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of government security management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisational guidelines and procedures for briefings and debriefings
- requirements of incident-related briefings/debriefings
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government security briefings

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG411A Gather information through interviews

PSPREG416A Conduct data analysis

PSPSEC401A Undertake government security risk analysis

PSPSEC402A Implement security risk treatments

PSPSEC403A Develop and advise on government security procedures

PSPSEC404A Conduct personnel security assessments

PSPSEC405A Handle security classified information

EVIDENCE GUIDE

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of government security briefings in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the provision of government security briefings
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing government security briefings

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing government security briefings, including coping with difficulties, irregularities and breakdowns in routine
- provision of government security briefings in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- questioning
- scenarios

EVIDENCE GUIDE

- simulation or role plays
- authenticated evidence from the workplace and/or training courses such as briefing plans

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Need for briefing may be determined by*
- organisational policy
 - change in circumstances
 - security incident/s
- Security briefing may be*
- ad hoc
 - incident related
 - on induction
 - on initial clearance
 - on revalidation
 - on clearance upgrade
 - on clearance downgrade
 - overseas
 - high risk
 - a debriefing
- Methodology may include*
- facilitator-led
 - collaborative
 - problem-based
 - descriptive
 - illustrative
 - formality of language and structure
- Briefing plan may include*
- purpose
 - subject matter
 - timing
 - location
 - participant/s
 - methodology

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC501A Assess security risks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assessment of government security risks. It includes establishing the risk context, gathering and analysing information, identifying and analysing risks, and assessing and prioritising risks to underpin development of a security plan, which is covered in unit *PSPSEC502A Develop security risk management plans*.

In practice, assessment of security risks may overlap with other generalist or specialist public sector work activities such as acting ethically, promoting compliance with legislation, developing client services, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish security risk context	<p>1.1 The scope of the risk assessment and its <i>strategic</i> and <i>organisational context</i> are identified in accordance with organisational requirements</p> <p>1.2 <i>Legislation, policies, procedures and guidelines</i> related to security risk management are identified and complied with</p> <p>1.3 <i>Stakeholders</i> are identified and their expectations and input are obtained in accordance with organisational policy and procedures</p> <p>1.4 <i>Security risk criteria</i> are identified in accordance with the organisation's security policy, <i>jurisdictional policies and legislation</i></p> <p>1.5 A risk assessment <i>plan</i> is developed in accordance with organisational priorities, and endorsement is obtained</p>
2. Gather and analyse information	<p>2.1 Sources of <i>information</i> are identified and information is gathered in accordance with organisational policy and procedures</p> <p>2.2 Internal information including historical information is reviewed</p> <p>2.3 New information from internal/external sources is aggregated</p> <p>2.4 Information is contextualised to the organisational context</p> <p>2.5 Gaps in information are identified and addressed</p>
3. Identify security risks	<p>3.1 <i>Sources</i> of threat to the organisation's <i>resources</i> and functions are identified, and <i>threats/potential threats</i> are determined in accordance with organisational policy and procedures</p> <p>3.2 <i>Threat assessment</i> is conducted against organisational policies, procedures and guidelines</p> <p>3.3 Access to, availability of and procedures relating to resources/areas are analysed to determine risk <i>exposure</i></p> <p>3.4 Risks are assessed using <i>risk assessment techniques</i> to suit the type and level of risk in accordance with organisational policy and procedures</p> <p>3.5 Risk potential is determined and risks are documented in accordance with organisational requirements</p>
4. Analyse security risks	<p>4.1 Potential <i>consequences</i> of risks/threats are analysed in light of potential damage to agency, including <i>critical lead time for recovery</i></p> <p>4.2 Analysis techniques are used in accordance with organisational policy and procedures</p> <p>4.3 Intent, capability and opportunity for each risk/threat to occur are assessed</p>

ELEMENT

PERFORMANCE CRITERIA

- 4.4 Using all known information, *likelihood* of risks/threats occurring is assessed
- 4.5 Current security countermeasures/treatment options are analysed to determine areas of vulnerability
- 4.6 *Risk ratings* are determined and documented in agreed *format* using all known information
- 5. Assess and prioritise security risks**
- 5.1 Stakeholders are consulted about acceptable/unacceptable risk levels
- 5.2 *Acceptable/unacceptable* levels of risk are documented
- 5.3 Identified risks are compared with security risk criteria to determine whether they are acceptable/unacceptable
- 5.4 Identified risks are prioritised in accordance with security criteria
- 5.5 Risks are documented in priority order in accordance with organisational policies, procedures and guidelines
- 5.6 *Residual* risks are determined and documented in accordance with organisational policies, procedures and guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to security risk management
- undertaking risk assessment
- reading and analysing the complex information in standards, legislation and security plans
- researching and analysing the operational environment and drawing conclusions
- applying critical analysis, evaluation and deductive reasoning
- using problem solving and decision making
- using creative thinking
- communicating with diverse stakeholders involving interviewing, listening, questioning, paraphrasing, clarifying, summarizing
- responding to diversity, including gender and disability
- writing reports requiring formality of language and structure
- using computer technology to gather and analyse information, and prepare reports
- using computer modelling
- using numerical, graphical and statistical information
- representing mathematical information in a range of formats to suit the information and the purpose
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of security risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to security risk management such as:
 - occupational health and safety
 - public service Acts
 - Crimes Act 1914 and Criminal Code 1985
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - fraud control policy
 - protective security policy
 - Security Guidelines for Australian Government IT Systems (ACSI 33)

REQUIRED SKILLS AND KNOWLEDGE

Commonwealth Protective Security Manual

risk assessment techniques/processes

information handling

qualitative and quantitative analysis techniques

incident reports and statistics

asset holdings and recording mechanisms

Australian standards, quality assurance and certification requirements

international treaties and protocols

cross-jurisdictional protocols

organisation's strategic objectives

national strategic objectives

requirements of user groups

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of security risk assessment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSEC502A Develop security risk management plans

PSPSEC503A Implement and monitor security risk management plans

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assessment of security risks in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the assessment of security risk
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- Commonwealth Protective Security Manual
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assessing security risks

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing security risks, including coping

EVIDENCE GUIDE

with difficulties, irregularities and breakdowns in routine

- assessment of security risks in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as risk assessment plan

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Strategic context may include</i> | <ul style="list-style-type: none"> • the relationship between the organisation and the environment in which it operates • the organisation's functions: <ul style="list-style-type: none"> • political • operational • financial • social • legal • commercial • the various stakeholders and clients |
| <i>Organisational context may include</i> | <ul style="list-style-type: none"> • the organisation, how it is organised, and its capabilities • any official resources, including physical areas and assets, that are vital to the operation of the organisation • key operational elements of the organisation • any major projects |
| <i>Legislation, policies procedures and guidelines may include</i> | <ul style="list-style-type: none"> • Commonwealth and State/Territory legislation relating to security • national and international codes of practice and standards • the organisation's policies and practices • jurisdictional policies • codes of conduct/codes of ethics • Australian and New Zealand standards - Risk management AS/NZS 4360:1999 • Security Guidelines for Australian Government IT Systems (ACSI 33) • Commonwealth Protective Security Manual |
| <i>Stakeholders may include</i> | <ul style="list-style-type: none"> • supervisors • managers • other areas within the organisation • other organisations • government • third parties |
| <i>Security risk criteria may</i> | <ul style="list-style-type: none"> • vital functions and capabilities |

RANGE STATEMENT

- | | |
|--|---|
| <i>concern</i> | <ul style="list-style-type: none"> • the expectations of stakeholders and clients • the personal security of employees and clients • general expectations about confidentiality • the availability of the organisation's official resources |
| <i>Jurisdictional policies and legislation relating to risk criteria cover</i> | <ul style="list-style-type: none"> • expectations about the care and confidentiality of official information reflected in legislation such as Public Service Act 1999, Crimes Act 1914 and Criminal Code 1985 • the availability of official information to the public (Freedom of Information Act 1982) • expectations about the collection, use and care of personal information (the Privacy Act 1988) • expectations about the well-being and personal security of staff (Occupational Health and Safety [Commonwealth Employment] Act 1991) • the measures and procedures agencies must adopt to protect official resources from fraud (Commonwealth fraud control policy) • the expectation that there will be a Commonwealth-wide system for providing appropriate protection to security classified information (Commonwealth protective security policy) |
| <i>Risk assessment plan will include</i> | <ul style="list-style-type: none"> • the strategic and organisational context of the agency (or organisation, area or project under review) • the scope and objectives of the review • information and resources required to complete the review • the security risk criteria |
| <i>Information may be</i> | <ul style="list-style-type: none"> • hardcopy • audio-visual • electronic |
| <i>Sources of threat may include</i> | <ul style="list-style-type: none"> • people • systems • environmental • financial • natural • conflict • terrorism • political circumstances • internal • external • local • national • international |

RANGE STATEMENT

- Resources may be*
- agency owned
 - contractor owned
 - hired
 - leased
 - owned by third parties
- Threats/potential threats may be*
- internal
 - external
 - national
 - international
 - real
 - perceived
 - to:
 - people
 - property
 - information
 - reputation
 - criminal
 - terrorist
 - from foreign intelligence services
 - from commercial/industrial competitors
 - from malicious people
- Threat assessment*
- is used to provide information about people and events that may pose a risk to a particular resource or function
 - evaluates and discusses the likelihood of a threat being realised
 - determines the potential of a threat to actually cause harm
- Risk exposure is*
- a measure of how open a resource is to harm, or
 - the potential of a resource to attract harm
- Risk assessment techniques may include*
- qualitative and/or semi-quantitative and/or quantitative
 - brainstorming
 - focus groups
 - expert judgment
 - strengths, weaknesses, opportunities and threats (SWOT) analysis
 - analysis of risk registers
 - examination of available data such as audit results, incident reports
 - nomogram
 - risk matrix
 - scenario analysis
 - business continuity planning

RANGE STATEMENT

<i>Consequences may include</i>	<ul style="list-style-type: none"> • degree of harm • who would be affected and how • how much disruption would occur • damage to: <ul style="list-style-type: none"> • the organisation • other organisations • government • third parties • critical lead time for recovery
<i>Critical lead time for recovery is</i>	<ul style="list-style-type: none"> • the period of time a function is compromised • critical if the function is vital to the organisation
<i>Likelihood of risk may be determined through analysis of</i>	<ul style="list-style-type: none"> • current controls to deter, detect or prevent harm • effectiveness of current controls • level of exposure • threat assessment • determination of threat source/s • competence/capability of threat source/s • opportunity for threat to occur
<i>Risk ratings may include</i>	<ul style="list-style-type: none"> • severe • high • major • significant • moderate • low • trivial
<i>Format for risk documentation may include</i>	<ul style="list-style-type: none"> • matrix • table • graphs • graphics • computer modelling
<i>Acceptable risks are</i>	<ul style="list-style-type: none"> • those which an organisation has determined have the least potential for harm
<i>Unacceptable risks are</i>	<ul style="list-style-type: none"> • those which an organisation has determined have the most potential for harm
<i>Residual risks are</i>	<ul style="list-style-type: none"> • those which cannot be treated but still need to be documented

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC502A Develop security risk management plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers planning to treat security risks through the development of a security risk management plan. It includes identifying security countermeasures and developing a formal security plan.

In practice, development of a security risk management plan may overlap with other generalist or specialist public sector work activities such as acting ethically, promoting compliance with legislation, developing client services, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify countermeasures

- 1.1 Documented *risks/threats* are reviewed and management decisions on *acceptable* and *unacceptable* risks are confirmed
- 1.2 *Treatment options/countermeasures* are determined that are consistent with organisational policies, procedures and guidelines to reduce the *likelihood* of occurrence or the *consequences* of the risk, or both
- 1.3 Treatments include *continuity plans*, where appropriate, in accordance with organisational policy and procedures
- 1.4 Treatments match the *level* and type of risk and the importance of the function or resource
- 1.5 A *cost-benefit analysis* is conducted to determine cost-effective countermeasures
- 1.6 *Stakeholders* are consulted on the cost-benefit analysis, and countermeasures are determined and submitted for decision/prioritising in accordance with organisational policy and procedures

2. Develop security plan

- 2.1 Security plan is prepared in accordance with organisational policy and procedures
- 2.2 The plan contains explanatory information on the importance of security and the organisation's security objectives in achieving corporate and business objectives
- 2.3 The plan summarises *threat assessments* undertaken, current *exposure* and current protective security arrangements
- 2.4 The plan outlines security strategies for implementation of countermeasures, monitoring and evaluation
- 2.5 The plan includes a timetable and security budget for implementation of countermeasures including how they will be implemented and by whom
- 2.6 Security plan is submitted for approval and communicated to stakeholders in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to security risk management plans
- using evaluation and deductive reasoning
- undertaking problem solving and decision making
- using communication with diverse stakeholders involving presentation, listening, questioning, paraphrasing, clarifying, summarising
- reading and analysing the complex information in standards, legislation and security plans
- writing reports requiring formality of language and structure
- using computer technology to gather and analyse information, and prepare reports
- using numerical, graphical and statistical information
- representing mathematical information in a range of formats to suit the information and the purpose
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of developing security risk management plans

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to security risk management such as:
 - occupational health and safety
 - public service acts
 - Crimes Act 1914 and Criminal Code 1985
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - fraud control policy
 - protective security policy
 - Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
 - Australian standards, quality assurance and certification requirements
 - international treaties and protocols
 - cross-jurisdictional protocols

REQUIRED SKILLS AND KNOWLEDGE

organisation's strategic objectives

national strategic objectives

formats for different types of reports

cost-benefit analysis techniques

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the
context of security risk assessment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSEC501A Assess security risks

PSPSEC503A Implement and monitor security risk management plans

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- security risk management plans developed in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to security risk management plans
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- Commonwealth Protective Security Manual
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing security risk management plans

EVIDENCE GUIDE

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing security risk management plans, including coping with difficulties, irregularities and breakdowns in routine
- security risk management plans developed in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses, such as security risk management plan

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Risks/threats may be*
- internal
 - external
 - national
 - international
 - real
 - perceived
 - to:
 - people
 - property
 - information
 - reputation
 - criminal
 - terrorist
 - from foreign intelligence services
 - from commercial/industrial competitors
 - from malicious people
- Risk review includes*
- consideration of current and historical information
- Acceptable risks are*
- those which an organisation has determined have the least potential for harm
- Unacceptable risks are*
- those which an organisation has determined have the most potential for harm
- Treatment options may include*
- addition of security measures
 - reduction of security measures
 - avoiding the risk through change of practice
 - acceptance of residual risk
 - minimisation of harm through response mechanisms
 - accepting the risk
- Countermeasures may include*
- revision of agency security plan
 - upgrade of existing security
 - installation of new security measures
 - technical controls

- Unacceptable risks are*
- those which an organisation has determined have the most potential for harm
 - training
 - personnel-oriented
 - information-oriented
 - property-oriented
 - reputation-oriented
- Likelihood of risk may be determined through analysis of*
- current controls to deter, detect or prevent harm
 - effectiveness of current controls
 - level of exposure
 - threat assessment
 - determination of threat source/s
 - competence/capability of threat source/s
 - opportunity for threat to occur
- Consequences may include*
- degree of harm
 - who would be affected and how
 - how much disruption would occur
 - damage to:
 - the organisation
 - other organisations
 - government
 - third parties
 - critical lead time for recovery:
 - the period of time a function is compromised
 - critical if the function is vital to the organisation
- Continuity plans*
- may lessen the adverse consequences of risk
 - provide a set of planned procedures that enable organisations to continue or recover services to the government and the public with minimal disruption over a given period, irrespective of the source of the disruption
- Level of risk may be*
- severe
 - high
 - major
 - significant
 - moderate
 - low
 - trivial
- Cost-benefit analysis may be against*
- existing requirements
 - future requirements
 - forecast requirements

- Continuity plans*
- may lessen the adverse consequences of risk
 - provide a set of planned procedures that enable organisations to continue or recover services to the government and the public with minimal disruption over a given period, irrespective of the source of the disruption
- Stakeholders may include*
- supervisors
 - managers
 - other areas within the organisation
 - other organisations
 - government
 - third parties
 - workgroup
- Threat assessment*
- is used to provide information about people and events that may pose a threat to a particular resource or function
 - evaluates and discusses the likelihood of a threat being realised
 - determines the potential of a threat to actually cause harm
- Risk exposure is*
- a measure of how open a resource is to harm, or
 - the potential of a resource to attract harm

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC503A Implement and monitor security risk management plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers implementation and monitoring of security risk management plans. It includes implementing a security plan, monitoring the risk environment and evaluating the security plan.

In practice, implementation and monitoring of security risk management plans may overlap with other generalist or specialist public sector work activities such as acting ethically, promoting compliance with legislation, developing client services, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement security plan	<p>1.1 <i>Security risks</i> are treated/<i>countermeasures</i> are implemented in accordance with the security plan</p> <p>1.2 Security plan is implemented to meet timeframe and budgetary requirements</p> <p>1.3 Countermeasures are implemented in compliance with <i>legal requirements, government and organisational policy</i></p> <p>1.4 <i>Residual risks</i> are documented and monitored</p>
2. Monitor the risk environment	<p>2.1 <i>Strategies</i> to monitor the risk environment are determined and documented</p> <p>2.2 Security risks, and the <i>type/s</i> and <i>source/s</i> of threats are monitored to detect changing circumstances that may alter risk management priorities</p> <p>2.3 <i>Monitoring</i> is conducted on a regular basis in accordance with organisational policy and procedures</p> <p>2.4 Changes to the organisation are monitored to identify circumstances where re-examination of the security environment becomes necessary</p> <p>2.5 Results of monitoring are documented and acted on</p>
3. Evaluate security plan	<p>3.1 <i>Risk treatments</i> are monitored to gauge whether they are being implemented properly and fully</p> <p>3.2 Treatments are evaluated against the objectives of the security plan to ensure they remain effective and/or necessary</p> <p>3.3 Feedback is obtained from <i>stakeholders</i> on the adequacy and need for current security measures affecting their work area</p> <p>3.4 Weaknesses in the security plan are identified and addressed in accordance with organisational policy and procedures</p> <p>3.5 Security plan is reviewed on an on-going basis, as a result of incidents, breaches, and changes in circumstances</p> <p>3.6 Security plan is updated in accordance with organisational policies, procedures and guidelines to reflect current circumstances</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to security risk management
- auditing in the context of security risk management
- communicating with diverse stakeholders involving interviewing, negotiating, conflict resolution, listening, questioning, paraphrasing, clarifying, summarizing
- reading and analysing the complex information in standards, legislation and security plans
- writing reports requiring formality of language and structure
- using computer technology to gather and analyse information, and prepare reports
- using numerical, graphical and statistical information
- undertaking statistical analysis
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of implementing and monitoring security risk management plans

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to security risk management such as:
 - occupational health and safety
 - public service Acts
 - Crimes Act 1914 and Criminal Code 1985
 - Freedom of Information Act 1982
 - Privacy Act 1988
 - fraud control policy
 - protective security policy
 - Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
 - Australian standards, quality assurance and certification requirements
 - security plan
 - organisation's strategic objectives
 - national strategic objectives
 - security constraints
 - equal employment opportunity, equity and diversity principles

REQUIRED SKILLS AND KNOWLEDGE

public sector legislation such as occupational health and safety and environment in the context of implementation and monitoring of security risk management plans

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSEC501A Assess security risks

PSPSEC502A Develop security risk management plans

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- security risk management plans implemented and monitored in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to security risk management plans
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- Commonwealth Protective Security Manual
- case studies and workplace scenarios to capture the range of situations likely to be encountered when implementing and monitoring security risk management plans

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing and monitoring security risk

EVIDENCE GUIDE

management plans, including coping with difficulties, irregularities and breakdowns in routine

- security risk management plans implemented and monitored in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses, such as a reviewed security plan

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Security risks may include*
- internal
 - external
 - national
 - international
 - real
 - perceived
 - to:
 - people
 - property
 - information
 - reputation
 - criminal
 - terrorist
 - from foreign intelligence services
 - from commercial/industrial competitors
 - from malicious people
- Countermeasures may include*
- revision of agency security plan
 - upgrade of existing security
 - installation of new security measures
 - technical controls
 - training
 - personnel-oriented
 - information-oriented
 - property-oriented
 - reputation-oriented
- Legal requirements, government and organisational policy may include*
- Commonwealth and State/Territory legislation including equal employment opportunity, occupational health and safety, privacy and anti-discrimination law
 - access and equity
 - ethics and accountability
 - national and international codes of practice and standards
 - the organisation's policies and practices
 - government policy

RANGE STATEMENT

- codes of conduct/codes of ethics
 - Australian and New Zealand standards - Risk management AS/NZS 4360:1999
 - Security Guidelines for Australian Government IT Systems (ACSI 33)
 - Commonwealth Protective Security Manual
- Residual risks are*
- those that cannot be treated
- Strategies may include*
- audits
 - incident reporting mechanisms
 - technical controls
 - systems
 - rosters
 - access controls
 - training
- Type of risk may include*
- severe
 - high
 - major
 - significant
 - moderate
 - low
 - trivial
- Sources of threats may include*
- technical
 - actual events
 - political circumstances
 - human behaviour
 - environmental
 - conflict
 - terrorism
 - internal
 - external
 - local
 - national
 - international
- Monitoring may include*
- regular checking
 - critical observation
 - regular recording
 - information, such as threat assessments, from senior management
 - reports from business units on current security measures
 - identification of changes over time such as:

RANGE STATEMENT

- Risk treatments may include*
- notification of major changes to business or corporate goals or plans
 - notification of key projects
 - addition of security measures
 - reduction of security measures
 - avoiding the risk through change of practice
 - acceptance of residual risk
 - minimisation of harm through response mechanisms
 - accepting the risk
- Stakeholders may include*
- supervisors
 - managers
 - other areas within the organisation
 - other organisations
 - government
 - third parties
 - external contractors

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC504A Coordinate protective security

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the requirements for those with day-to-day responsibility for performance of an organisation's protective security function. It includes providing advice and support to others, monitoring and coordinating security, and liaising with specialist security services.

In practice, coordination of protective security may overlap with other generalist or specialist public sector work activities such as acting ethically, promoting compliance with legislation, developing client services, assessing security risk, communicating security awareness, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide security advice and support	<p>1.1 Assistance is provided to management to analyse the security environment and plan to counter potential <i>threats</i></p> <p>1.2 Advice is provided to management on <i>physical</i> and <i>procedural</i> security measures in accordance with organisational circumstances</p> <p>1.3 Assistance is provided in the development of the organisation's security policy and procedures in consultation with management and staff</p> <p>1.4 Promotion as the first point of contact for security concerns and queries is undertaken within the organisation in accordance with organisational requirements</p> <p>1.5 Advice is provided on <i>security matters</i> in accordance with legislation and security <i>standards</i></p>
2. Coordinate and monitor security	<p>2.1 Protective security arrangements are developed and implemented in conjunction with senior management to create and maintain a secure environment for official information and resources</p> <p>2.2 Devolved security measures are coordinated/overseen to ensure organisational standards are maintained in a cost-effective and consistent way</p> <p>2.3 The organisation's security procedures and systems are monitored in an ongoing manner and audited as required in accordance with the organisation's security policy and plan</p> <p>2.4 Monitoring is undertaken to ensure that employees and contractors are aware of their security responsibilities and obligations, and recommendations are prepared/actions are taken to address any gaps</p> <p>2.5 <i>Security incident</i> reports are reviewed and the implications are assessed for security risk, security procedures and security awareness training</p>
3. Access security specialists	<p>3.1 Contact between the organisation and external <i>security authorities/organisations</i> is coordinated in accordance with organisational policy and procedures</p> <p>3.2 Specialist security organisations are contacted for advice, technical assistance, learning and development to ensure compliance with jurisdictional and organisational security policies, procedures and standards</p> <p>3.3 Security incidents and <i>other security issues</i> are reported/referred to government security authorities in accordance with legislation and security standards</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to the coordination of protective security

reading and analysing complex documents such as legislation, regulations and standards in the context of protective security

researching and critically analysing the operational environment and drawing conclusions

using communication with diverse stakeholders involving listening, questioning, paraphrasing, clarifying and summarising, to provide advice and support

responding to diversity, including gender and disability

writing reports and recommendations requiring formality of language and structure

using computer technology to gather and analyse information, and prepare reports

applying procedures relating to occupational health and safety and environment in the context of protective security coordination

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to government security management such as:

occupational health and safety

public service Acts

Crimes Act 1914 and Criminal Code 1985

Freedom of Information Act 1982

Privacy Act 1988

fraud control policy

protective security policy

the organisation's functions, assets and security environment

Australian standards, quality assurance and certification requirements

Australian standard - Risk management AS/NZS 4360:1999

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of coordinating protective security

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSEC501A Assess security risks

PSPSEC502A Develop security risk management plans

PSPSEC503A Implement and monitor security risk management plans

PSPSEC505A Protect security classified information

PSPSEC506A Communicate security awareness

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- coordination of protective security in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to coordination of protective security
- case studies and workplace scenarios to capture the range of situations likely to be encountered when coordinating protective security

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when coordinating protective security, including coping with difficulties, irregularities and breakdowns in routine

- coordination of protective security in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Threats may be

- real or perceived
- criminal
- terrorist
- from foreign intelligence services
- from commercial/industrial competitors
- from malicious people
- to:
- personnel
- information
- property
- reputation

Physical security measures may include

- storage arrangements
- access control
- barriers and alarms

Procedural security measures may include

- use
- classification
- labelling
- handling
- transmission
- restricted access

Security matters may include

- security incidents
- personnel vetting
- home-based work
- conference security
- classification of information
- security clearances

Protective security standards may include those in

- fraud control policy
- protective security policy
- public service codes of conduct/ethics
- legislation/regulations, such as:
- public service Acts
- Crimes Act 1914 and Criminal Code 1985

RANGE STATEMENT

- Freedom of Information Act 1982
 - Privacy Act 1988
- Security incidents may be*
- breaches
 - violations
 - contact
 - approach
 - intentional
 - unintentional
 - deliberate
- Security authorities/organisations may include*
- organisations contracted to provide security services
 - government authorities/organisations with a security mandate
- Other security issues may include*
- briefings for people preparing to serve overseas
 - national security clearances
 - security incidents
 - security investigations

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC505A Protect security classified information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the provision of advice and guidance to senior managers and staff on classifying information and determining clearances to ensure the protection of official information. It includes advising on classified information and improving information security.

In practice, protection of security classified information may overlap with other generalist or specialist public sector work activities such as acting ethically, promoting compliance with legislation, coordinating protective security, communicating security awareness etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on security classified information	<p>1.1 The combination of the 'need to know' principle with different levels of security clearance to protect official information, is explained to staff and contractors in accordance with organisational policy and procedures</p> <p>1.2 Guidance is provided on the type of <i>information</i> requiring security classification and the range of classification levels available in accordance with security <i>standards</i></p> <p>1.3 Advice is provided on determining the necessity for security clearances and the level of access required in different situations</p> <p>1.4 Advice is provided in accordance with organisational policy and procedures on the eligibility and suitability of applicants for security clearances</p> <p>1.5 Advice is provided on <i>other security measures</i> to protect security classified information</p>
2. Improve information security	<p>2.1 Recipients of security classified information are encouraged to challenge any security classification they believe to be unnecessary or inaccurate</p> <p>2.2 Originators of security classified information are contacted to discuss re-classification or de-classification of information in accordance with organisational policy and procedures</p> <p>2.3 Advice is provided to senior management on the extent to which the organisation meets government standards for the protection of security classified information</p> <p>2.4 Recommendations for improvements to information security measures are made in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying legislation, regulations and policies relating to protection of security classified information

reading and analysing complex documents such as legislation, regulations and standards in the context of information security

researching and critically analysing the operational environment and drawing conclusions

using communication with diverse stakeholders involving listening, questioning, paraphrasing, clarifying and summarizing, to provide advice and support

responding to diversity, including gender and disability

applying procedures relating to occupational health and safety and environment in the context of protecting security classified information

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

legislation, regulations, policies, procedures and guidelines relating to security classified information, such as:

public service Acts

Crimes Act 1914 and Criminal Code 1985

Freedom of Information Act 1982

Privacy Act 1988

fraud control policy

protective security policy

Security Guidelines for Australian Government IT Systems (ACSI 33)

Commonwealth Protective Security Manual

standards for the management of security classified information

government information classification system

international protocols and treaties

the organisation's security environment

Australian standards, quality assurance and certification requirements

AS/NZS 4360:1999

equal employment opportunity, equity and diversity principles

public sector legislation such as occupational health and safety and environment in the context of protecting security classified information

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSEC504A Coordinate protective security

PSPSEC506A Communicate security awareness

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- protection of security classified information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to protection of security classified information
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- Commonwealth Protective Security Manual
- case studies and workplace scenarios to capture the range of situations likely to be encountered when protecting security classified information

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when protecting security classified information, including coping with difficulties, irregularities and

EVIDENCE GUIDE

breakdowns in routine

- protection of security classified information in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses, such as briefing plans

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Information may be

- hard copy
- electronic
- audio-visual
- photographic
- encrypted
- national security information
- non-national security information
- classified by third parties

Standards may include those referred to in

- public service Acts
- protective security policy
- fraud control policy
- Crimes Act 1914 and Criminal Code 1985
- Freedom of Information Act 1982
- Privacy Act 1988
- occupational health and safety legislation
- Australian standards such as Risk management AS/NZS 4360:1999
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- Commonwealth Protective Security Manual

Other security measures may include

- correct filing
- clean desk
- quitting all electronic systems and networks
- checking environment including:
 - desks
 - whiteboards
 - waste bins
 - computer drives
 - containers
 - cabinets
 - safes
 - vaults
 - windows

RANGE STATEMENT

- doors
- safe carriage of keys

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC506A Communicate security awareness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers security awareness raising to improve government security management. It includes planning and designing security awareness activities, promoting security management, developing and nurturing cooperative client relationships, conducting security activities and evaluating their success.

In practice, communicating security awareness may overlap with other generalist or specialist public sector workplace activities such as acting ethically, promoting compliance with legislation, developing client services, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan security awareness activities	<p>1.1 <i>Need</i> for activities is determined, taking into account identified client needs and feedback from clients and staff, and priorities are identified in the organisation's security plan</p> <p>1.2 Ideas for new or improved activities are initiated, gathered and assessed, taking into account the human, financial and physical resources required</p> <p>1.3 Approval for <i>security awareness activities</i> is obtained in accordance with organisational guidelines</p>
2. Design security awareness activities	<p>2.1 Individuals and groups are targeted, and formal and informal networks are established and used regularly as communication channels</p> <p>2.2 Precedents in security management are incorporated into security awareness activities</p> <p>2.3 Effective awareness/information presentations are implemented where required</p> <p>2.4 Security awareness activities are linked in an integrated and cohesive manner with organisational ethical and security management standards and guidelines, codes of conduct and include related aspects of corporate policy</p> <p>2.5 Security awareness activities are based on a knowledge of the organisation's corporate objectives, core business, the culture of the organisation and a knowledge of the organisation's client base</p>
3. Promote government security management	<p>3.1 Incidents and effects of non-compliance are publicised in accordance with organisational requirements</p> <p>3.2 <i>Information</i> to promote government security management is provided in line with audience needs</p>
4. Develop and nurture cooperative client relationships	<p>4.1 Expectations of clients and contractors are established and documented</p> <p>4.2 Opportunities for establishing contacts and <i>networks</i> with external and internal clients are anticipated in consultation with work colleagues and managers</p> <p>4.3 Changes in organisational focus are monitored for effects on organisation-client relationships and action is taken to inform clients of changes in accordance with organisational policy and procedures</p> <p>4.4 Feedback on organisational activities is obtained and reported within the organisation in accordance with policy and procedures</p> <p>4.5 Organisation's security management philosophy, policy and</p>

ELEMENT

PERFORMANCE CRITERIA

- procedures are imparted in a way which facilitates *stakeholder* understanding
- 4.6 Where required, clients are advised when and how they should modify their practices to meet organisational standards
- 5. Conduct security management activities**
- 5.1 Security management activities are planned and are feasible within existing resource and time constraints
- 5.2 Intended outcomes are identified and are based on realistic expectations of the target audience
- 5.3 Activities are varied, refined and adapted as indicated by audience response or by changes in the organisation's security strategy and procedures
- 5.4 Adult learning techniques are utilised
- 5.5 Security awareness information is linked with codes of conduct and ethical and security management guidelines of the organisation, together with its broader corporate goals
- 6. Evaluate success of awareness raising activities**
- 6.1 Security awareness activities are assessed against predetermined objectives
- 6.2 Results of evaluation are documented and used as the basis for planning future activities
- 6.3 Opportunities for new security awareness activities are identified and acted on as required
- 6.4 Evidence, if any, is obtained of a *decrease* in the level of security breaches as a result of activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

making presentations

designing security management activities

developing and maintaining client relationships

tailoring sessions to the needs of adult learners and a variety of audiences

explaining complex concepts and formal documents such as legislation, standards and codes of conduct

using a range of communication styles to suit different audiences and purposes

responding to diversity, including gender and disability

applying occupational health and safety and environmental procedures in the context of conducting security management activities

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

agency structure and core business activities

security and how it relates to the specific functions and activities of the organisation, together with an understanding of ethical standards required by the organisation of its staff and contractors and suppliers

national strategic objectives relating to government security management

jurisdictional security requirements and strategic objectives

cross-jurisdictional protocols

international treaties and protocols

the organisation's security risk management methodology

security risk factors in the organisation

identified instances of security breaches

adult learning principles

audience requirements

anti-discrimination and diversity legislation

legislation, policies and procedures relating to conduct of security management activities including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV505A Promote diversity

PSPGOV511A Provide leadership

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSEC504A Coordinate protective security

PSPSEC505A Protect security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- communication of security awareness in a range of (3 or more) contexts

Resources required to carry out assessment

These resources include:

- legislation, policy and procedures relating to government security management
- activities for minimising security breaches
- security guidelines
- government security management standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered when communicating security awareness

Valid assessment of this unit requires:

EVIDENCE GUIDE

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when communicating security awareness, including coping with difficulties, irregularities and breakdowns in routine
- communication of security awareness in a range of (3 or more) contexts

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses, such as session plans, evaluation and feedback documentation

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Needs analysis may include</i> | <ul style="list-style-type: none"> • consultation with staff, clients, security management networks |
| <i>Security awareness raising activities may include</i> | <ul style="list-style-type: none"> • formal training sessions • briefings • addressing industry groups • consulting groups |
| <i>Information may include</i> | <ul style="list-style-type: none"> • security guidelines • instructions |
| <i>Means of information dissemination may include</i> | <ul style="list-style-type: none"> • computer-based information • newsletters • written policy manuals and procedures • internal instructions and guidelines • videos, pamphlets, posters • case studies, hypothetical examples • staff orientation processes • training and awareness sessions • conferences and seminars • liaison meetings with clients and stakeholders |
| <i>Networks may include</i> | <ul style="list-style-type: none"> • contact with peers or colleagues in or outside own organisation |
| <i>Stakeholders may include</i> | <ul style="list-style-type: none"> • internal or external to the organisation • agency staff and senior management • contractors and consultants • other agencies • related program staff • client organisations • industry associations • law enforcement agencies |
| <i>Decrease in security breaches may be as a result of</i> | <ul style="list-style-type: none"> • awareness raising and training activities • communicating the organisation's attitude to ethical behaviour and security requirements • using administrative remedies |

RANGE STATEMENT

- establishing accessible and confidential reporting channels
- publicising agency security practices both within the agency and to clients of the agency

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC601A Define information systems framework

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the process of identifying and establishing the information system security framework for an organisation or a business unit at functional level.

It includes establishing the organisational context, determining principal areas of risk, determining information system requirements, establishing and obtaining approval for the framework.

In practice, defining an information systems framework may overlap with other generalist or specialist public sector work activities such as managing compliance with legislation and ethics requirements, managing risk, networking, implementing policy, managing change, etc.

This unit has been adapted from *BSBRKG601A Define recordkeeping framework* from the Business Services Training Package. The units are not equivalent.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the organisational context	<p>1.1 <i>Legislative and regulatory requirements</i> for the organisation are identified and documented in accordance with organisational policy and procedures</p> <p>1.2 Legislation is analysed for any security implications for information management, and the outcomes are documented</p> <p>1.3 The organisation's purpose and function are reviewed for compliance requirements</p> <p>1.4 The <i>broad social context</i> in which the organisation operates is analysed to determine community expectations</p>
2. Determine the principal areas of risk requiring information strategy	<p>2.1 Existing risk analyses for organisation's functions are reviewed and updated</p> <p>2.2 <i>Regulatory requirements</i> and legal liabilities are reviewed and documented for their impact on the information systems framework</p> <p>2.3 Risks and liabilities to be managed by information systems are determined and documented informing the development of the framework</p>
3. Determine the information system requirements for each business function	<p>3.1 Risks, liabilities and regulatory requirements are determined and analysed against each business function</p> <p>3.2 The determined requirements for each business function are documented and communicated as evidence to be captured as records</p> <p>3.3 Information system specifications are formulated from the evidence requirements in accordance with the organisation's technologies, standards and protocols</p> <p>3.4 Information security requirements are determined for each business function</p> <p>3.5 <i>Specifications for information systems security</i> measures are determined consistent with government guidelines and standards</p>
4. Establish information systems framework for organisation	<p>4.1 Overview of responsibilities for information management within the organisation is developed and communicated</p> <p>4.2 <i>Responsibilities</i> and authorities in relation to regulatory requirements are defined in accordance with jurisdictional and organisational standards</p> <p>4.3 Information management responsibilities and rights for each business function are defined</p> <p>4.4 Identified risks and liabilities managed by information systems are integrated with the definition of responsibilities for each function</p>

ELEMENT

PERFORMANCE CRITERIA

- 4.5 Levels of accountability and responsibility within the framework are defined, assigned and documented for each function
- 4.6 Security procedures for information systems are formulated and documented
- 5. Obtain approval for framework**
- 5.1 The completed and documented framework of areas of risk, regulatory requirements, records specifications, security requirements and information management responsibilities are communicated to the *appropriate person(s)* for review and endorsement
- 5.2 A review process is established and appropriate persons are charged with *maintaining* the currency of the organisation's information systems framework

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to government information systems security
- analysing process functions and problems
- preparing, compiling and writing complex documents and reports
- communicating complex relationships and processes effectively to users and management
- documenting complex relationships and processes
- identifying and viewing component parts as integral elements of the whole system
- using tools and techniques to solve problems
- analysing and interpreting legal, regulatory and security requirements and organisation policies and procedures
- analysing and synthesizing documentation, verbally delivered information, and observed behaviours
- consulting with stakeholders to elicit relevant information for analysis
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of government information systems security

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to government information system security
- sources of information about jurisdictional requirements for information systems
- functions and structures in the organisation
- policies and strategies that apply across the jurisdiction
- information management principles and processes
- information security requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of government information systems security

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPSEC602A Manage security awareness

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- information systems frameworks defined (or re-defined) in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information systems frameworks
- case studies and workplace scenarios to capture the range of situations likely to be encountered when defining information systems frameworks

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when defining information systems frameworks,

EVIDENCE GUIDE

including coping with difficulties, irregularities and breakdowns in routine

- information systems frameworks defined (or re-defined) in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses, such as risk management plan, organisational flowchart

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Standards that apply may include

- protective security standards in Commonwealth Protective Security Manual
- fraud control standards
- Security Guidelines for Australian Government IT Systems (ACSI 33)
- AS/NZS 4390.2 Australian Standard in Records Management Part 2, Clause 5
- ISO DIS 15489 - Draft International Standard on Records Management
- AS 3674 - Storage of Microfilm (of all types for various purposes)
- AS 1203 Microfilming of Engineering Documents
- AS 2840 Microfilming Newspapers for Archival Purposes
- AS 4003 Permanent Paper

Legislative and regulatory requirements may include

- income tax
- superannuation
- goods and services tax
- occupational health and safety
- industrial relations
- freedom of information
- privacy
- statutory access

Analysis of the broad legal and social context of an organisation may identify

- the legal framework which regulates an organisation's operations
- the internal and external stakeholders whose interests must be taken into account
- the social and ethical standards the community expects it should meet
- codes of ethics, codes of professional conduct

Regulatory requirements may be documented in

- codes of practice
- regulations or rules
- technical standards
- international or national standards

RANGE STATEMENT

Specifications for information systems security may include

- standard level of protection
- enhanced level of protection
- certification and accreditation of information technology and telecommunications systems
- information technology audit trails
- logical access controls

Responsibilities may be assigned to

- business unit managers or organisational groupings responsible for discrete functions, processes or projects which generate information
- individual employees who carry out the business activities which create information
- managers who may be responsible for establishing overall policy and procedures based on organisational requirements, standards and compliances
- system administrators who may be responsible for the reliability and continuing operation of systems which generate records

Appropriate person for approvals may be

- senior manager for each business function
- agency security adviser
- management team
- reference body appointed by management

Maintenance of the framework includes

- responsibility for ensuring the maintenance of adequate security measures for information systems and their data

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSEC602A Manage security awareness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers activities required in promoting and disseminating the organisation's approach to security management internally and to external clients and the broader community. It includes disseminating the security strategy, championing security awareness and marketing security management both inside and outside the organisation.

In practice, managing security awareness may overlap with other generalist or specialist public sector workplace activities such as managing compliance with legislation and ethics requirements, managing risk, networking, implementing policy, managing change, etc.

This is a new unit of competency, added to the *Government Security Management* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Disseminate security policy	<p>1.1 Profile of security management is raised to highest level to indicate its key focus in the organisation</p> <p>1.2 Security standards for the organisation are articulated in a manner suited to the level and experience of staff</p> <p>1.3 Ways in which the security policy and plan contribute to the achievement of organisational corporate goals are articulated</p> <p>1.4 Roles and responsibilities of key people in the organisation regarding implementation of security measures are articulated</p> <p>1.5 Dissemination methods take account of various audiences and <i>information</i> is presented in a way that meets particular audience needs</p>
2. Champion security awareness	<p>2.1 Leadership and motivation are provided in highlighting the role of security processes as integral to effective management practices</p> <p>2.2 Methods underpinning the championing of security awareness are based on an in-depth understanding of the organisation's culture and structure, and the nature of both internal and external clients</p> <p>2.3 A positive tone is set in the organisation regarding security through engendering trust and confidence in security measures</p> <p>2.4 Guidelines for the establishment of formal and informal networks are established to nurture cooperative and ethical client relationships</p>
3. Market security management inside and outside the organisation	<p>3.1 Potential activities to promote security and its importance to the overall objectives of the organisation are identified and assessed in relation to the security policy and plan in place</p> <p>3.2 Implementation is coordinated with management and key <i>stakeholders</i> who play a role in implementation</p> <p>3.3 Shared ownership of security processes is encouraged through ongoing consultation and information sharing</p> <p>3.4 Promotion activities are organised to raise stakeholder awareness of both the ethical and financial aspects of security and to facilitate endorsement of the concept and practice of security management</p> <p>3.5 <i>Trends</i> are monitored in order to ensure currency in the organisation's security measures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

applying leadership

synthesising and articulating broader policy issues

using a range of communication, negotiation and presentation styles to suit different audiences and purposes

responding to diversity, including gender and disability

applying occupational health and safety and environmental procedures in the context of managing security awareness

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

corporate plan and strategic directions of the organisation

structure and core business activities of the organisation

organisation's security policy and plans

external expectations placed on the organisation by external stakeholders such as government

the incorporation of constraints imposed by the culture of the organisation and operational factors into security management issues and practices

organisational change practices

public sector legislation, policies and procedures including anti-discrimination and diversity legislation, occupational health and safety, and environment in the context of security management

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPSEC601A Define information systems framework

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of security awareness in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy and procedures relating to government security management
- security guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of security awareness situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

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encountered when managing security awareness, including coping with difficulties, irregularities and breakdowns in routine

- management of security awareness in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Information may include*
- instructions
 - guidelines
 - case briefings
 - research outcomes
 - outcomes of analyses
- Stakeholders may include*
- relevant government Ministers
 - agency staff and senior management
 - agency clients
 - contractors and consultants
 - suppliers and customers
 - industry associations
 - other agencies with a mandate for security management
 - law enforcement agencies
 - prosecution agencies
 - internal/external audit
- Trends are monitored through*
- research of national and international material
 - surveys
 - data matching
 - internal and external networks
 - information on security breaches
 - aggregated national data relating to government security

Unit Sector(s)

Not applicable.

Competency field

Competency field Government Security Management

PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers outcomes required to effectively contribute to the application of a systematic approach to managing OHS to ensure that the workplace is, as far as practicable, safe and without risks to the health of employees and others.

In practice, contributing to the implementation of a systematic approach to managing OHS may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, encouraging compliance with legislation, supporting policy implementation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures and programs in a work area. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

The unit may apply both in a work unit of a large organisation or in a small to medium enterprise.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the implementation of information and data systems	<p>1.1 <i>Requirements for record keeping</i> are identified and addressed.</p> <p>1.2 <i>Sources of OHS information and data</i> are identified, accessed and evaluated for application in the workplace.</p> <p>1.3 Actions are taken to ensure that records are accurately completed, collected and stored.</p> <p>1.4 Information and data is provided to managers and stakeholders in a readily understood format.</p>
2. Contribute to the implementation of OHS strategies, systems and plans	<p>2.1 OHS priorities are determined in consultation with appropriate managers and in line with other <i>consultative arrangements</i> in the workplace.</p> <p>2.2 <i>OHS action plans</i> are developed taking account of priorities.</p> <p>2.3 OHS training needs are identified and documented.</p> <p>2.4 Action plans are monitored for achievement, and updated as required.</p> <p>2.5 Input is sought from <i>OHS specialists</i> and <i>technical advisors</i> if required.</p>
3. Support integration of OHS within the overall management approach	<p>3.1 <i>Other functional areas</i> that impact on OHS are identified.</p> <p>3.2 Strategies for addressing these impacts are implemented.</p>
4. Identify OHS implications of proposed changes to the workplace and provide advice to control risks	<p>4.1 <i>Proposed changes to the workplace</i> are evaluated for OHS implications.</p> <p>4.2 Resulting hazards are identified and potential risks assessed</p> <p>4.3 Appropriate advice to control risks is provided and actioned as appropriate.</p>
5. Support integration of OHS within the overall management approach	<p>5.1 Changes to relevant legislation are identified and evaluated for implications for managing OHS.</p> <p>5.2 Changes to relevant standards or industry practice are identified and evaluated for implications for managing OHS.</p> <p>5.3 Sources of information and data are monitored for impact on hazards, risks and the management of OHS.</p> <p>5.4 Appropriate advice is provided to address impact of change.</p>
6. Evaluate effectiveness of the approach to managing OHS	<p>6.1 Sources of external and internal OHS information and data are accessed as part of evaluation.</p> <p>6.2 The need for any external input to evaluation is identified and actioned as appropriate</p> <p>6.3 <i>Stakeholders</i> are consulted for input to the evaluation.</p> <p>6.4 Areas for improvement are identified, documented and</p>

ELEMENT

PERFORMANCE CRITERIA

actioned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- preparing brief summary reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- applying continuous improvement and action planning processes
- managing own tasks within a time frame
- employing consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and where appropriate access resources
- participating in the OHS performance of the organisation
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), producing graphs of workplace data to identify trends and recognising the limitations of data
- using basic computer and information technology skills to access internal and external information and data on OHS
- dealing with conflict and contestability
- identifying and developing links between different activity areas in the workplace.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees supervisors, contractors, designers, etc
- legislative requirements for OHS information and data and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for record keeping that addresses OHS, privacy and other relevant legislation
- requirements for reporting under OHS and other relevant legislation including obligations for notification and reporting of incidents
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc

REQUIRED SKILLS AND KNOWLEDGE

- concept of the use of tools such as positive performance indicators (PPIs) in assessment of OHS performance
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- principles and practices of systematic approaches to managing OHS
- internal and external sources of OHS information and data
- benefits and limitations and use a range of communication strategies and tools appropriate to the workplace
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS, e.g.:
 - labour market changes
 - structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup
- public policy basis of OHS

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPOL404A Support policy implementation
- PSPSOHS402A Contribute to the implementation of the OHS consultation process
- PSPSOHS404A Contribute to the implementation of strategies to control OHS risk
- PSPSOHS405A Contribute to the implementation of emergency procedures.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to OHS management
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the implementation of systematic approaches to managing OHS.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to the implementation of systematic approaches to managing OHS, including coping with difficulties, irregularities and breakdowns in routine
- contribution to the implementation of systematic approaches to

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managing OHS in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Requirements for record keeping may be defined in

- OHS legislation and regulations governing reporting of incidents and maintenance of records related to specific hazards, including chemical registers and material safety data sheets (MSDSs)

Sources of OHS information and data may include

- privacy legislation
- organisational procedures
- OHS and other relevant legislation
- employees
- OHS specialists
- consultants
- government departments/agencies including OHS authorities and organisations such as the National Occupational Health and Safety Commission (NOHSC)
- newspapers and journals, trade/industry publications
- industry networks and associations
- technical data
- manufacturers' manuals and specifications

Consultative arrangements may include

- OHS and other consultative and planning committees
- health and safety and other employee representatives
- employee and supervisor involvement in OHS activities, such as inspections and audits
- procedures for reporting hazards, and raising and addressing OHS issues
- employee and workgroup meetings

OHS action plans refer to

- documented plans developed within the workplace to implement OHS management, which include allocated responsibilities and time frames
- OHS performance indicators for the organisation or enterprise circulars

OHS specialists may be internal or external and include

- ergonomists
- occupational hygienists
- health professionals
- injury management advisors

RANGE STATEMENT

Technical advisors may include

- engineers (such as design, acoustic, safety, mechanical and civil)
- legal practitioners
- workplace trainers and assessors
- maintenance and trades people

Other functional areas refer to

- parts of the organisation or grouped responsibilities:
- human resources, personnel management/industrial relations (IR)
- purchasing procurement and contracting
- logistics
- engineering and maintenance
- information, data and records management
- finance and auditing
- environmental management
- quality management

Proposed changes to the workplace may include

- plant and equipment purchases
- material purchases
- changes to work processes and systems
- changes to work environment
- changes to work practices and conditions
- changes to management practices
- organisational restructure
- introduction of contracting arrangements or other changes to work organisation
- introduction of new and emerging technology
- other labour market changes

Stakeholders may include

- managers
- supervisors
- health and safety and other employee representatives
- OHS committees
- employees
- the community

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS402A Contribute to the implementation of the OHS consultation process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to effectively contribute to the promotion of consultative arrangements in the workplace by communicating, influencing and consulting as part of a systematic approach to managing OHS. The unit addresses the formal and informal processes of ensuring people in the organisation are informed about OHS and have opportunities to effectively participate in OHS processes.

In practice, contributing to the implementation of the OHS consultation process may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, delivering client services, supporting policy implementation, etc..

Application of the Unit

Application of the unit

This unit applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures, programs in a work area. It addresses the formal and informal processes of ensuring people in the organisation are informed about OHS and have opportunities to effectively participate in OHS processes.

This unit will involve working with individuals and working with groups.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to procedures as individuals or as part of a group to raise OHS issues or request information and data	1.1 <i>Strategies and tools</i> for individuals or groups to raise OHS issues or request information and data are identified. 1.2 Procedures for individuals and groups to raise OHS issues or request information and data are implemented and communicated to <i>stakeholders</i> and <i>interested parties</i> . 1.3 <i>Barriers</i> to individuals or groups seeking OHS information and data or raising issues are identified. 1.4 Recommendations are made to address any identified barriers.

ELEMENT	PERFORMANCE CRITERIA
<p>2. Contribute to procedures for communicating OHS information and data</p>	<p>2.1 Needs for <i>OHS information and data</i>, communication and consultation, including relevant <i>legislative requirements</i>, are identified with stakeholders.</p> <p>2.2 Information and data about OHS is provided to key personnel on a regular basis, in a readily accessible manner and appropriate to the target group.</p> <p>2.3 Formal and informal <i>communication processes</i> are used to provide information and data about OHS.</p> <p>2.4 Any barriers to individuals or groups gaining information and data about OHS are identified.</p> <p>2.5 Recommendations are made to address any identified barriers.</p>
<p>3. Communicate OHS information, data and advice effectively to influence management decision making and action</p>	<p>3.1 Timely and appropriate OHS information and data and advice are provided to stakeholder groups and individuals.</p> <p>3.2 OHS-related contributions in the form of ideas, information and solutions are made to influence management decision making and action.</p> <p>3.3 Awareness of the organisation's cultural and industrial environment is used when dealing with OHS issues.</p>
<p>4. Contribute to maintaining consultative arrangements</p>	<p>4.1 Support and advice are provided to those involved in <i>OHS consultative arrangements</i>.</p> <p>4.2 The OHS issue resolution process is supported to facilitate timely and equitable resolution of OHS issues.</p> <p>4.3 OHS consultative processes are facilitated to meet legislative and workplace requirements.</p> <p>4.4 The effectiveness of OHS consultation and participative arrangements is monitored.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- preparing brief summary reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within a time frame
- employing consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and where appropriate access resources
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- dealing with conflict and contestability
- identifying and developing links between different activity areas in the workplace.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative requirements for OHS information and data and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for record keeping that addresses OHS, privacy and other relevant legislation
- requirements for reporting under OHS and other relevant legislation including obligations for notification and reporting of incidents
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- internal and external sources of OHS information and data
- benefits and limitations and use a range of communication strategies and tools appropriate to the workplace

REQUIRED SKILLS AND KNOWLEDGE

- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
- labour market changes
- structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy
- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- principles of effective meetings including agendas, action planning, chair/secretarial duties, minutes and action items
- knowledge of organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup
- public policy basis of OHS.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<p>Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV402B Deliver and monitor service to clients • PSPGOV412A Use advanced workplace communication strategies • PSPGOV422A Apply government processes • PSPPOL404A Support policy implementation • PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS • PSPSOHS404A Contribute to the implementation of strategies to control OHS risk • PSPSOHS407A Ensure compliance with OHS and other relevant laws.
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • knowledge requirements of this unit • skill requirements of this unit • application of employability skills as they relate to this unit.
Resources required to carry out assessment	<p>Resources essential for assessment include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to OHS consultation processes • case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the implementation of OHS consultation processes. <p>Valid assessment of this unit requires:</p>
Where and how to assess evidence	<ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to the implementation of OHS consultation processes, including coping with difficulties, irregularities and breakdowns in routine • contribution to the implementation of OHS consultation in a range of three or more contexts or occasions, over time.

EVIDENCE GUIDE

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Strategies and tools may include***
- OHS committees
 - meetings with health and safety and employee representatives
 - employee meetings
 - input to safety audits, hazard identification and risk assessment processes
 - hazard alerts
 - surveys, checklists
 - tool box meetings
 - intranet or email systems
 - suggestion boxes and processes
 - informal discussions with team members
- Stakeholders may include***
- managers
 - supervisors
 - health and safety and other employee representatives
 - OHS committees
 - employees
- Interested parties may include***
- contractors
 - visitors
 - clients
 - community
- Barriers may include***
- language
 - literacy and numeracy
 - special needs of employees
 - shift work and rostering arrangements
 - contractual arrangements
 - timing of information provision
 - workplace organisational structures (eg geographic, hierarchical)
 - workplace culture related to OHS
- Information and data about OHS may include***
- OHS legislation, codes of practice and guidelines
 - OHS consultation and participation processes
 - rights and responsibilities
 - hazards that exist in the workplace

RANGE STATEMENT

- risk assessments
- risk control strategies
- workplace OHS policies and procedures
- safe work procedures
- access to training information and data
- manufacturers' manuals and specifications
- OHS legislation, regulations and codes of practice
- workplace equity, diversity and privacy legislation
- freedom of information (FOI) legislation
- group and individual meetings
- interviews
- notice boards
- signs, posters and brochures
- emails, letters, minutes, memos, reports
- photographs, maps and plans
- audio-visual media eg video
- newsletters
- OHS and other consultative and planning committees
- health and safety representatives and other employee representatives
- employee and supervisor involvement in OHS activities such as inspections and audits
- procedures for reporting hazards, and raising and addressing OHS issues
- employee and workgroup meetings

Legislative requirements may include

Communication processes may include

OHS consultative arrangements may include

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS403A Identify hazards and assess OHS risks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge, processes and techniques necessary to identify hazards and assess risks using developed processes and tools. The unit is a companion unit to *PSPSOHS404A Contribute to the implementation of strategies to control OHS risk*, and they will usually be co-presented and co-assessed.

In practice, identifying hazards and assessing OHS risks may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, gathering and analysing information, delivering client services, supporting policy implementation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with supervisory responsibilities for managing OHS in the workplace who identify hazards and assess risks using developed processes and tools.

The unit also introduces basic incident analysis as an important skill underlying incident investigation which is addressed in greater complexity in PSPSOHS508A Participate in the investigation of incidents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate incidents for prevention	1.1 <i>Appropriate techniques</i> to investigate <i>incidents</i> are selected and used. 1.2 <i>Actions and events</i> leading up to an incident, during the incident and through the post incident management phase are constructed. 1.3 Incident is analysed to identify the <i>hazard</i> . 1.4 Incident is analysed to identify intervention points to prevent re-occurrence.
2. Access existing sources of information and data to identify hazards	2.1 <i>Workplace sources of information and data</i> are reviewed to access information and data and assist in identifying hazards. 2.2 <i>External sources of information and data</i> are accessed as required. 2.3 Input is sought from <i>stakeholders, key personnel</i> and <i>OHS specialists</i> .
3. Conduct hazard identification	3.1 Formal and informal <i>techniques/tools</i> are sourced to identify hazards. 3.2 A suitable technique/tool is selected and modified as appropriate to identify hazards. 3.3 Hazard identification technique/tool(s) are reviewed in consultation with workers in the area, and OHS specialists if required, to ensure it is suitably comprehensive. 3.4 Technique/tool(s) and other appropriate <i>hazard identification procedures</i> are utilised to identify hazards. 3.5 Employees and their representatives have an opportunity to participate in workplace hazard identification.
4. Assess risk	4.1 A <i>risk assessment tool</i> is selected and used to identify key factors contributing to <i>risk</i> . 4.2 Workplace sources of information and data are applied to evaluate the effectiveness of risk controls. 4.3 Risks are prioritised considering the severity and likelihood of the consequences. 4.4 Stakeholders and key personnel are involved in risk assessment. 4.5 The method of risk assessment is documented.
5. Participate in implementation process	5.1 A <i>hazard register</i> is maintained relevant to the workplace. 5.2 The <i>level of authority</i> within the organisation to address the risk/s is identified. 5.3 Outcomes of hazard identification and risk assessments are documented and communicated to key personnel and stakeholders.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- managing own tasks within a time frame
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using basic computer and information technology skills to access internal and external information and data on OHS
- paying attention to detail when making observations and recording outcomes
- identifying and developing links between different activity areas in the workplace.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees supervisors, contractors, designers, etc
- legislative requirements for OHS information and data and consultation
- requirements for record keeping that addresses OHS, privacy and other relevant legislation
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard specific OHS legislation and codes of practice
- basic principles of incident causation and injury processes
- characteristics, mode of action and units of measurement of major hazard types
- basic physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce discomfort or harm
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- types of hazard identification tools, including JSA
- limitations of generic hazard and risk checklists and risk ranking processes

REQUIRED SKILLS AND KNOWLEDGE

- principles and practices of systematic approaches to managing OHS
 - internal and external sources of OHS information and data
 - how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
 - knowledge of organisational OHS policies and procedures
 - nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
 - key personnel, including identifying 'change agents', within workplace management structure
 - formal and informal communication and consultation processes and key personnel related to communication
 - language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	<p>Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:</p> <ul style="list-style-type: none"> • PSPETHC401A Uphold and support the values and principles of public service • PSPGOV402B Deliver and monitor service to clients • PSPGOV406B Gather and analyse information • PSPGOV412A Use advanced workplace communication strategies • PSPGOV422A Apply government processes • PSPPOL404A Support policy implementation • PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS • PSPSOHS404A Contribute to the implementation of strategies to control OHS risk • PSPSOHS407A Ensure compliance with OHS and other relevant laws.
Overview of evidence requirements	<p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> • knowledge requirements of this unit • skill requirements of this unit • application of employability skills as they relate to this unit.
Resources required to carry out assessment	<p>These resources include:</p> <ul style="list-style-type: none"> • legislation, policy, procedures and protocols relating to OHS hazard identification and risk assessment • case studies and workplace scenarios to capture the range of situations likely to be encountered when identifying hazards and assessing OHS risks.
Where and how to assess evidence	<p>Valid assessment of this unit requires:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying hazards and assessing OHS risks, including coping with difficulties, irregularities and breakdowns in routine • identification of hazards and assessment of OHS risks in a

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range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- case studies and scenarios
- portfolios
- questioning
- simulation or role plays.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Appropriate techniques may include***
- interviews
 - simulations
 - examination of relevant information and data
 - inspections
 - timeline of actions and events
 - use of accident models
- An incident is***
- an event resulting in or having a potential for injury, ill health, damage or loss
- Actions and events***
- include all actions and events that may have contributed to the occurrence or severity of the incident
 - may be extended back for a short time or up to several years to identify design decisions that contributed to the incident occurring
 - include facts about the incident itself including such things as systems, people, tools, equipment, materials, fixtures, the time and nature of the injury, etc
- A hazard is***
- a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these
- Workplace sources of information and data may include***
- hazard, incident and investigation reports
 - workplace inspections
 - incident investigations
 - minutes of meetings
 - reports
 - audits
 - material safety data sheets (MSDSs) and registers
 - legislation, standards, manufacturers' manuals and specifications available at the workplace
- External sources of information and data may include***
- regulatory authorities (for other relevant legislation ie Acts, regulations, codes of practice)
 - other Australian standards
 - industry bodies
 - employer groups
 - unions

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- OHS specialists
 - OHS professional bodies
 - websites, journals and newsletters
 - other manufacturers' manuals and specifications
- Stakeholders may include*
- managers
 - supervisors
 - health and safety and other employee representatives
 - OHS committees
 - employees
 - the community
- Key personnel may include*
- managers from other areas
 - people involved in OHS decision making or who are impacted by decisions
- OHS specialists may be internal or external and include*
- ergonomists
 - occupational hygienists
 - health professionals
 - injury management advisors
- Techniques and tools may include*
- workplace processes such as 'walk throughs', surveys and inspections
 - interviews
 - hazard identification procedures based on checklists
 - material safety data sheets (MSDS)
 - body mapping
 - those that are:
 - scheduled or unscheduled
 - undertaken by individuals or small groups
 - internally or externally developed
 - customised to the particular industry and workplace
 - reviewed on an ongoing basis to ensure they allow for emerging issues
- Hazard identification procedures may include*
- job and work system analysis (JSA)
 - reviews of:
 - OHS records
 - hazard and incident reports
 - investigations
 - registers of hazardous substances and dangerous goods
 - plant and equipment maintenance records
 - identification of employee concerns, such as through a hazard reporting system
 - input of managers, OHS representatives, OHS committee and

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- Risk is*
- others through consultative processes
 - the chance of something occurring that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- Risk assessment tools may include*
- checklists, matrix nomograms and other aids that may be included in codes of practice, standards, guidelines or other relevant documentation
- Hazard register includes*
- a list of hazards
 - their location
 - a range of possible scenarios or circumstances under which they may cause injury or damage
 - the results of the risk analysis related to the hazards
- Level of authority*
- is commensurate with the actions required to address the risk

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health and Safety

PSPSOHS404A Contribute to the implementation of strategies to control OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge, processes and techniques necessary to contribute to the implementation of OHS risk controls. It includes consideration of the various interactions between people and their activities, equipment, environment and work systems when controlling OHS risks in workplaces.

The unit is a companion unit to *PSPSOHS403A Identify hazards and assess OHS risks*, and they will usually be co-presented and co-assessed.

In practice, contributing to the implementation of strategies to control OHS risk may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, gathering and analysing information, delivering client services, supporting policy implementation, etc.

Application of the Unit

Application of the unit This unit applies to individuals with supervisory responsibilities for managing OHS in the workplace who contribute to the implementation of OHS risk controls in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop options for risk control	<p>1.1 <i>Hazard registers</i>, outcomes of incident investigations and risk assessments are reviewed to identify <i>hazards</i> requiring control action.</p> <p>1.2 Knowledge of OHS legislation and standards is applied to develop a range of options to control specific <i>risks</i> in the workplace.</p> <p>1.3 The <i>hierarchy of control</i> is applied when developing risk control options.</p> <p>1.4 Input is sought from <i>stakeholders</i> and <i>key personnel</i>.</p> <p>1.5 Advice is sought from <i>OHS specialists</i> and <i>technical advisors</i> where required.</p>
2. Select appropriate options(s) to control risks and liability	<p>2.1 Outcomes of risk assessments are reviewed to inform the process of selecting options to control risks.</p> <p>2.2 Appropriate interventions when selecting risk controls are prioritised.</p> <p>2.3 Potential <i>factors that may limit effectiveness of controls</i> are identified.</p> <p>2.4 Workplace stakeholders are consulted and involved in selection of appropriate control options.</p> <p>2.5 Recommendations for risk control are communicated to stakeholders.</p>
3. Contribute to implementation of controls	<p>3.1 Appropriate authority and relevant resources to implement controls are sought.</p> <p>3.2 <i>Actions required to achieve change</i> are identified and documented.</p> <p>3.3 Workplace stakeholders are consulted and involved in implementation of change.</p> <p>3.4 Advice is provided on the fitting, use, maintenance and storage of <i>personal protective equipment</i>.</p>
4. Contribute to monitoring and evaluation of effectiveness of controls	<p>4.1 Extent of change as a consequence of new controls is monitored and evaluated in consultation with stakeholders.</p> <p>4.2 Compliance with new procedures is monitored and documented.</p> <p>4.3 <i>Workplace sources of information and data</i> are accessed to evaluate effectiveness of risk controls and to check for new hazards introduced as a result of controls.</p> <p>4.4 Areas for further improvement are identified in consultation with stakeholders and actioned as appropriate.</p> <p>4.5 An improvement plan is developed and documented.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within a time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of resources needed to systematically manage OHS and where appropriate, accessing resources
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using basic computer and information technology skills to access internal and external information and data on OHS
- identifying and developing links between different activity areas in the workplace.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees supervisors, contractors, designers, etc
- legislative requirements for OHS information and data and consultation
- requirements for record keeping that addresses OHS, privacy and other relevant legislation
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard specific OHS legislation and codes of practice
- basic principles of incident causation and injury processes
- characteristics, mode of action and units of measurement of major hazard types
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards

REQUIRED SKILLS AND KNOWLEDGE

- requirements for individual fitting, use, maintenance and storage of a range of PPE items
 - limitations of generic hazard and risk checklists and risk ranking processes
 - principles and practices of systematic approaches to managing OHS
 - internal and external sources of OHS information and data
 - how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
 - knowledge of organisational OHS policies and procedures
 - nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
 - key personnel, including identifying 'change agents', within workplace management structure
 - formal and informal communication and consultation processes and key personnel related to communication
 - language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPPOL404A Support policy implementation
- PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS
- PSPSOHS403A Identify hazards and assess OHS risks
- PSPSOHS407A Ensure compliance with OHS and other relevant laws.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

These resources include:

Resources required to carry out assessment

- legislation, policy, procedures and protocols relating to the implementation of strategies to control OHS risk
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the implementation of strategies to control OHS risk.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to the implementation of strategies to control OHS risk, including coping with

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difficulties, irregularities and breakdowns in routine

- contribution to the implementation of strategies to control OHS risk in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Hazard register includes***
- a list of hazards
 - their location
 - a range of possible scenarios or circumstances under which they may cause injury or damage
 - the results of the risk analysis related to the hazards
- A hazard is***
- a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these
- Risk is***
- the chance of something occurring that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- Hierarchy of control means developing risk controls within the following priority order***
- eliminate hazards
 - and where this is not practicable, minimise risk by:
 - substitution
 - isolating hazard from personnel
 - using engineering controls
 - using administrative controls (eg procedures, training)
 - using personal protective equipment (PPE)
- Stakeholders may include***
- managers
 - supervisors
 - health and safety and other employee representatives
 - OHS committees
 - employees
- Key personnel may include***
- managers from other areas
 - people involved in OHS decision making or who are impacted by decisions
- OHS specialists may be internal or external and may include***
- ergonomists
 - occupational hygienists
 - health professionals
 - injury management advisors
- Technical advisors may***
- engineers (design, acoustic, safety, mechanical, civil)
 - legal practitioners

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include

- workplace trainers and assessors
- maintenance and trades people

Factors that may limit effectiveness of controls may include

- language
- shift work and rostering arrangements
- literacy and numeracy
- workplace organisational structures (eg geographic, hierarchical)
- cultural diversity
- training required
- workplace culture related to OHS, including commitment by managers and supervisors and compliance with procedures and training

Actions required to achieve change may include

- development of new procedures or revision of existing procedures
- purchase of equipment or modification of equipment
- training

Personal protective equipment is

- equipment designed to be worn by a person to provide protection from hazards, and may include:
- head protection
- face and eye protection
- respiratory protection
- hearing protection
- hand protection
- clothing and footwear

Workplace sources of information and data may include

- hazard and incident reports
- workplace inspections
- incident investigations
- minutes of meetings
- reports
- audits
- material safety data sheets (MSDSs) and registers
- OHS legislation
- Australian standards
- manufacturers' manuals and specifications

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS405A Contribute to the implementation of emergency procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge, processes and techniques necessary to contribute to the implementation of procedures for responding to emergencies.

In practice, contributing to the implementation of emergency procedures may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, gathering and analysing information, delivering client services, supporting policy implementation, etc..

Application of the Unit

Application of the unit

This unit applies to individuals with supervisory responsibilities for managing OHS in the workplace who contribute to the procedures for responding to emergencies. This unit assumes that expert advice will be available in identifying potential emergencies and in formulating the response plans.

As the unit focuses on implementation of procedures already developed for short term emergency responses, it is less complex than PSPSOHS508A Participate in the investigation of incidents,, which has greater scope both in situations addressed and the timeframe for action.

Contributions to the actions to control OHS risks are covered in PSPSOHS404A Contribute to the implementation of strategies to control OHS risk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential emergencies	1.1 A knowledge of OHS <i>hazards</i> and <i>standards</i> is applied to identify causes of potential <i>emergencies</i> . 1.2 Input of <i>stakeholders</i> is sought in identifying potential emergencies. 1.3 Appropriate <i>specialist advisors</i> and <i>emergency agencies</i> are identified and liaised with to identify causes of potential emergencies. 1.4 A <i>risk register</i> is developed to identify potential emergencies and their causes.
2. Identify options for initial response	2.1 Major types of emergencies are categorised. 2.2 Actions required to contain or limit potential emergencies are identified. 2.3 Actions required to limit effect on personnel, property and the environment are identified. 2.4 Requirements for liaison with emergency agencies are identified. 2.5 Actions to be taken during emergencies are prioritised.
3. Plan initial response procedures	3.1 <i>Resources</i> available and required for immediate response are identified. 3.2 <i>Emergency equipment</i> is checked to ensure serviceability, accessibility, cleanliness and correct location. 3.3 Actions required for a number of major types of emergency are documented, taking account of standards, current industry practice, specialist advice and input by emergency agencies. 3.4 Training needs and appropriate providers are identified.
4. Implement initial response procedures	4.1 Actions for initial response are documented and displayed. 4.2 Own role in emergency response is known and implemented.
5. Contribute to post event activities	5.1 Other personnel in <i>second response phase</i> are identified and supported. 5.2 Contributions are made to debriefing processes, specialist advice and input by emergency agencies.
6. Monitor emergency response and address deficiencies	6.1 Responses to emergencies are monitored for efficiency and timeliness in consultation with stakeholders and, as appropriate, specialist advisors and agencies. 6.2 Results of monitoring are documented and promptly and appropriately reported to managers and key personnel.

ELEMENT

PERFORMANCE CRITERIA

6.3 Areas for improvement in response are identified and recommendations made for improvement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency service personnel
- managing own tasks within a time frame
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using basic computer and information technology skills to access internal and external information and data on OHS
- issuing instructions in an authoritative manner during unusual circumstances.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
- labour market changes
- structure and organisation of workforce - part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy
- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- the role, responsibility and authority of emergency response personnel
- the principles of building compartmentation including identification and role of smoke and fire doors
- emergency alerting systems, signals and instructions typically used in workplaces
- emergency response processes typically used in workplaces, including roles and responsibilities

REQUIRED SKILLS AND KNOWLEDGE

- priorities and limitations of workplace response to emergencies
- hazards and precautions during an emergency, including during an evacuation
- situations when evacuation is required and when evacuation is inappropriate, including circumstances where evacuation processes may need to be modified
- principles and priorities for evacuation, including checking and accounting procedures
- circumstances or actions that may block, damage or inhibit function or use of emergency equipment
- information needs of emergency response agencies at the time of reporting an emergency, arrival of response and during management of emergency
- method of use, including hazards and limitations, of relevant emergency equipment, including communication equipment
- principles of effective liaison with emergency service personnel including ensuring that there is no interference or hindrance to their action
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational emergency procedures, including various roles of the workplace emergency personnel
- essential actions of self/other key personnel in emergency
- location of emergency procedures, equipment and evacuation assembly areas.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPPOL404A Support policy implementation
- PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS
- PSPSOHS407A Ensure compliance with OHS and other relevant laws.

Overview of evidence requirements In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment These resources include:

- legislation, policy, procedures and protocols relating to the implementation of emergency procedures
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the implementation of emergency procedures.

Where and how to assess evidence Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to the implementation of emergency procedures, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- contribution to the implementation of emergency procedures in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- A hazard is*
 - a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these
- Standards may include*
 - international, Australian and industry-specific standards
- Emergencies may include*
 - serious injury events
 - emergencies requiring evacuation
 - fires and explosions
 - hazardous substance and chemical spills
 - explosion and bomb alerts
 - security emergencies, such as armed robberies, intruders and disturbed persons
 - internal emergencies, such as loss of power or water supply and structural collapse
 - external emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation
- Stakeholders may include*
 - managers
 - supervisors
 - health and safety and other employee representatives
 - OHS committee
 - employees
 - the community
- Specialist advisors may include*
 - internal or external advisors in safety, chemicals, engineering, security and emergency response
- Emergency agencies may include*
 - fire, police, ambulance, government departments, hazardous materials response teams (Hazmat) and OHS authorities
- A risk register contains*
 - list of hazards
 - their location
 - a range of possible scenarios or circumstances under which an emergency could occur, including natural disasters
 - the outcomes of any risk assessment or risk ranking
- Resources may include*
 - emergency response personnel and equipment
 - first aid personnel and equipment

RANGE STATEMENT

Emergency equipment may include

- emergency services personnel
- fire extinguishers and equipment
- communication equipment
- evacuation alarms
- evacuation equipment, especially that for disabled persons
- torches
- clothing items such as coloured hats and vests

Second response phase is after the emergency service(s) attend and may include

- first aid
- containment of personnel in evacuation area
- support/counselling of personnel involved or affected
- actions required if building cannot be re-occupied

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS406A Use equipment to conduct workplace monitoring

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers use of equipment to contribute to the monitoring of agents and/or conditions in the workplace including, but not limited to noise, vibration, light, fibres, dusts, fumes, mists, heat and humidity, radiation, and biological agents such as insects, mites and bacteria.

The unit focuses on the knowledge, processes and techniques necessary to accurately use a range of measuring devices to contribute to the monitoring of agents and/or conditions in the workplace as an integral part of identifying hazards, assessing risk and monitoring the effectiveness of controls.

In practice, using equipment to conduct workplace monitoring may overlap with other generalist or specialist public sector work activities such as acting ethically, using communication strategies, gathering and analysing information, using resources, supporting policy implementation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals who contribute to the monitoring of agents and/or conditions in the workplace by using a range of measuring devices to identify hazards, assess risk and monitor the effectiveness of risk controls.

Measurement of ergonomic factors and their impact on the human body has been excluded from this unit. This unit does not extend to interpreting results and developing control measures based on the outcomes of the monitoring as this is addressed in PSPSOHS404A. Contribute to the implementation of strategies to control OHS risk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select measuring device/s	1.1 <i>Agent and/or condition</i> to be measured is identified through consultation with workplace and affected parties. 1.2 <i>Characteristics</i> of agent and/or condition are identified. 1.3 Area where measurements are to be taken are <i>defined</i> . 1.4 Types of appropriate measuring equipment are identified. 1.5 Measuring equipment appropriate to the agent and/or condition, the environment, the activities being carried out and level of risk is selected. 1.6 Limits of own expertise and available equipment are recognised and expert advice and equipment sought as appropriate.
2. Prepare to collect workplace information and data	2.1 Any <i>regulatory requirements and/or standards</i> that impact on the measuring process are identified. 2.2 A <i>sampling process</i> is defined. 2.3 Arrangements are made with the workplace to collect <i>information and data</i> including advising those involved in workplace activities of any requirements. 2.4 Sampling plan is defined after inspecting area and in consultation with employees and affected parties regarding the nature of the problem. 2.5 <i>Operability of equipment</i> is checked.
3. Use devices to collect workplace information and data	3.1 Monitoring equipment is selected and calibrated, and appropriate scale selected. 3.2 Equipment is used and maintained correctly to accurately collect information and data. 3.3 Own OHS is addressed while collecting information and data. 3.4 Information and data is collected and readings recorded, utilising professional evaluation and advice as appropriate. 3.5 Equipment is dismantled, cleaned and parts or equipment disposed of in accordance with environmental requirements. 3.6 Equipment is stored correctly or made ready for re-use as appropriate.
4. Document and evaluate results of monitoring	4.1 Results are interpreted and evaluated against a recognised standard, and documented. 4.2 Report addresses any regulatory requirements and considers <i>purpose of report</i> and the <i>target audience</i> . 4.3 <i>Required information and data</i> is presented clearly and logically. 4.4 Results and records are retained and stored in a format that enables them to be readily retrieved in accordance with

ELEMENT

PERFORMANCE CRITERIA

regulatory requirements and/or standards.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- preparing reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within a time frame
- contributing to the assessment of the resources needed to systematically manage OHS and where appropriate access resources
- analysing relevant workplace information and data, making observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change) produce graphs of workplace data to identify trends and recognise limitations of data
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS
- using basic measuring equipment, including reading scales and dials applicable to selected hazards
- interpreting results from workplace measurements
- maintaining equipment used for workplace monitoring.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- requirements for recordkeeping that addresses OHS, privacy and other relevant legislation
- requirements for reporting under OHS and other relevant legislation including obligations for notification and reporting of incidents
- State/Territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- requirements under hazard specific OHS legislation and codes of practice
- characteristics, mode of action and units of measurement of major hazard types
- basic physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce discomfort or harm
- requirements for individual fitting, use, maintenance and storage of a range of PPE items
- environmental conditions that impact measurements
- sampling techniques and developing valid sampling process

REQUIRED SKILLS AND KNOWLEDGE

- mathematical knowledge of units of measurement, logarithmic scales, decimals and order of magnitude relevant to making and interpreting measurements and measurement error
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- exposure standards, their limitations and their practical use
- types of and techniques for correct use of intrinsically safe measuring and monitoring equipment including calibration, adjustment and maintenance, alarms and limitations on use and output
- requirements for work permits/written authorities when conducting workplace monitoring activities.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC401A Uphold and support the values and principles of public service
- PSPGOV402B Deliver and monitor service to clients
- PSPGOV406B Gather and analyse information
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPPOL404A Support policy implementation
- PSPSOHS401A Contribute to the implementation of a systematic approach to managing OHS
- PSPSOHS404A Contribute to the implementation of strategies to control OHS risk
- PSPSOHS407A Ensure compliance with OHS and other relevant laws.

Overview of evidence requirements In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment These resources include:

- legislation, policy, procedures and protocols relating to the use of equipment to conduct workplace monitoring
- monitoring equipment
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using equipment to conduct workplace monitoring.

Where and how to assess evidence Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when using equipment to conduct workplace monitoring, including coping with difficulties, irregularities and breakdowns in routine

- use of equipment to conduct workplace monitoring in a range of 3 or more contexts or occasions, over time ie use of equipment appropriate to monitoring for at least three different agents and/or conditions in the workplace such as noise, vibration, light, fibres, dusts, fumes, mists, heat and humidity, radiation, and biological agents such as insects, mites and bacteria.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

The agent and/or condition is

- the real or potential hazard to be monitored and may include, but not be limited to:
- noise
- vibration
- light
- radiation (ionising, non-ionising, laser)
- fibres, dusts, particulates
- fumes, mists, gases, vapours
- heat and humidity
- electricity
- biological agents such as insects, mites and bacteria

Characteristics of the agent and/or condition may include

- the way it behaves in the environment, including over distance and time
- how it is absorbed into the body
- how it affects specific parts of the body, such as extent of damage to tissue and/or effects such as additive, antagonistic, synergism and potentiation
- dose factors relating to concentration and time
- location

Definition of the area where measurements are to be collected includes

- physical features of equipment, such as emitting sources
- area/space available
- tasks/activities being undertaken
- number of persons occupying area
- movements of people and equipment
- other factors that may impact on the sampling or data collection processes

Regulatory requirements and/or standards may include

- state/territory/Commonwealth OHS legislation, regulations and codes of practice, including those relating to specific hazards
- exposure standards for atmospheric contaminants in occupational environments
- material safety data sheets (MSDSs)
- guidance material such as guidance notes, guides, fact sheets, model regulations and technical reports that provide practical guidance and direction for hazard control

RANGE STATEMENT

- Australian and international standards, such as those produced by Standards Australia and National Occupational Health and Safety Commission (NOHSC)
 - biological exposure indices
- A sampling process includes consideration of some or all of the following*
- size of the workforce (ie individual worker or group(s) of workers)
 - the process, substance or hazard event likely to be causing the ill health or symptoms
 - the type of exposure
 - other practical and financial considerations
- Information and data collected should include*
- readouts/measurements taken
 - sampling method (eg grab, longitudinal, continuous)
 - locations where information and data was collected
 - date, time and duration of collection
 - specifications of equipment used
 - conditions such as activities and number of people present when measurements were made
- Operability of equipment checks include*
- battery serviceability checks
 - availability of appropriate attachments, leads, filters etc
 - check and function tests
 - NATA tested and certified, with certificate of currency as appropriate
- Purpose of report may include*
- legal compliance
 - hazard identification
 - risk assessment
 - as a basis for design of improved and/or new control measures
- Target audience may include*
- OHS or environmental regulatory bodies
 - management
 - OHS committee or OHS representatives
 - OHS professionals
 - designers and engineers
- Required information and data may include*
- agent/condition being monitored and key issues associated with the agent/condition
 - target audience for report
 - where, when and why measurements were taken
 - sampling process:
 - how measurements were taken
 - specifications of equipment used
 - locations where samples were taken
 - conditions at time of sampling, including whether the sampling period represented normal operating conditions

RANGE STATEMENT

- table of results
- interpretation and discussion of results
- evaluation of results with reference to appropriate standards

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the actions necessary to participate in the coordination and maintenance of the OHS program, taking account of the responsibilities for managing OHS.

It includes strategies, policies and procedures necessary to systematically manage OHS and its evaluation to ensure that the workplace is, as far as practicable, safe and without risks to the health of employees and others.

In practice, participation in the coordination and maintenance of a systematic approach to managing OHS may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with managerial responsibility for coordinating and maintaining an OHS program. It involves identifying the need for change, planning and implementing strategies, integrating OHS within other functional areas, and some evaluation of the OHS management function.

The unit may be undertaken in the context of an OHS management system (OHSMS) or other systematic approaches to managing OHS.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the strategic planning process	<p>1.1 Steps are taken to ensure that managers at all levels are aware of their OHS responsibilities and the role of OHS in the overall management approach.</p> <p>1.2 OHS needs and priorities are determined in consultation with relevant managers and other workplace <i>stakeholders</i> and <i>key personnel</i>.</p> <p>1.3 Recommendations are made for inclusion of OHS performance (including <i>positive performance indicators</i>) in the organisation's business plan.</p>
2. Participate in the development of an OHS plan	<p>2.1 Potential <i>motivators</i> amongst stakeholders together with potential <i>barriers to the implementation of a systematic approach to managing OHS</i> are identified.</p> <p>2.2 An <i>OHS plan</i> is developed, in consultation with workplace stakeholders, based on agreed priorities and with measurable outcomes.</p> <p>2.3 <i>Resources</i> required for implementation of the OHS plan are identified.</p> <p>2.4 Action plans with relevant responsibilities and time lines are developed.</p> <p>2.5 Action plans are communicated to key personnel.</p>
3. Support the implementation of the systematic approach to managing OHS	<p>3.1 Knowledge of OHS management and OHS disciplines is applied, in consultation with stakeholders, <i>OHSspecialists</i> and <i>technical advisors</i>, to the development of <i>policies and procedures</i>.</p> <p>3.2 Support is provided to managers to meet OHS responsibilities and for the implementation of action plans.</p> <p>3.3 Strategies are developed to effectively integrate OHS within <i>other functional areas and management systems</i> that impact on the management of OHS.</p> <p>3.4 OHS training needs are identified and recommendations for delivery formulated.</p>
4. Provide advice to key personnel and stakeholders	<p>4.1 Objective advice is provided in an <i>ethical</i> and non-discriminating manner.</p> <p>4.2 Situations are identified where OHS specialists may be required.</p>
5. Participate in monitoring OHS	<p>5.1 Implications for the management of OHS and <i>proposed changes to the workplace</i> are identified in consultation with stakeholders.</p> <p>5.2 Implications for the management of OHS, <i>external changes</i> and changes to available information and data are identified in</p>

ELEMENT

PERFORMANCE CRITERIA

- consultation with stakeholders.
- 5.3 *Sources of workplace information and data* are accessed as part of regular monitoring of OHS.
- 5.4 Achievement against action plans is monitored and plans updated as appropriate.
- 5.5 Action is taken to update systematic approaches to managing OHS, taking into account proposed changes.
6. **Participate in reviewing the management of OHS**
- 6.1 The effectiveness of systematic approaches to managing OHS is reviewed regularly.
- 6.2 Frequency, method and scope of review is determined in consultation with stakeholders.
- 6.3 Stakeholders have input to the review.
- 6.4 Targets for improvement in the management of OHS are identified and recommendations made for improvement.
- 6.5 Improvement strategies arising from the review are communicated to appropriate levels of authority through planning, documentation and implementation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- applying continuous improvement and action planning processes
- contributing to the strategic OHS performance of the organisation
- employing project management skills to achieve change
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- conducting effective formal and informal meetings
- using basic computer and information technology skills to access internal and external information and data on OHS.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for recordkeeping that addresses OHS, privacy and other legislation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated

REQUIRED SKILLS AND KNOWLEDGE

- standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- facilitation of the use of tools such as positive performance indicators (PPIs) in assessment of OHS performance
- nature of information and data that provides valid and reliable results on performance of OHS management processes (including positive indicators, such as number of safety audits conducted)
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- principles and practices of systematic approaches to managing OHS
- other function areas that impact on the management of OHS
- auditing methods and techniques
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- basic knowledge of organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- professional liability in relation to providing advice
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS502A Participate in the management of the OHS information and data systems
- PSPSOHS503A Assist in the design and development of OHS participative arrangements.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the coordination and maintenance of a systematic approach to managing OHS
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when participating in the coordination and maintenance of a systematic approach to managing OHS.

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when participating in the coordination and maintenance of a systematic approach to managing OHS, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- participation in the coordination and maintenance of a systematic approach to managing OHS in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Stakeholders may include***
- managers
 - supervisors
 - health and safety and other employee representatives
 - employees
 - OHS committees
- Key personnel may include***
- managers from other areas
 - people involved in OHS decision making or who are likely to be impacted by decisions relating to OHS
- Positive performance indicators are***
- a means of focusing on assessing how successfully a workplace is performing through measuring OHS processes
- Motivators include***
- factors that make stakeholders likely to adopt OHS processes
- A systemic approach to managing OHS involves***
- comprehensive processes that are combined in a methodical and ordered manner to minimise the risk of injury or ill health in the workplace
 - processes of planning, allocation of resources, communication and consultation, hazard management, record keeping and reporting, training and competency, and review and evaluation for ongoing improvement
- Barriers to implementation of a systematic approach to managing OHS may include***
- barriers to communication, such as language/literacy
 - workplace culture issues, such as management commitment, supervisors' approach to compliance and acceptance of the priority of safety
 - diversity of workers
 - structural factors, such as multiple locations, shift work and supervisory arrangements
- OHS plan is***
- is a document that is usually developed annually but may be developed for a shorter or longer period and reviewed regularly, and
 - has OHS performance indicators (ie objectives and targets that are achievable and practical) reflecting systematic approaches to managing OHS
- Resources may include***
- financial requirement for implementation
 - personnel, including time allocation

RANGE STATEMENT

- equipment
 - specialised resources
 - access to other resources such as:
 - OHS publications
 - OHS internal sites
 - industry-specific information
- OHS specialists may be internal or external and include***
- ergonomists
 - occupational hygienists
 - occupational health professionals
 - injury management advisors
- Technical advisors may include***
- engineers (such as design, acoustic, safety, mechanical and civil)
 - legal practitioners
 - workplace assessors and trainers
 - maintenance and trades persons
- Policies and procedures may include***
- is a document that is usually developed annually but may be developed for a shorter or longer period and reviewed regularly, and
 - has OHS performance indicators (ie objectives and targets that are achievable and practical) reflecting systematic approaches to managing OHS
- Other functional areas and management systems may include***
- strategic planning
 - purchasing, procurement and contracting
 - logistics
 - human resource, industrial relations and personnel management including payroll
 - engineering and maintenance
 - information, data and records management
 - finance and auditing
 - environmental management
 - quality management
- Ethical advice means that***
- the OHS practitioner provides objective advice with the prime aim of reduction of workplace injury and ill health
- Proposed changes to the workplace may include***
- design of workplace
 - design or purchase of new plant or equipment
 - materials purchases
 - changes to work processes, work systems, work organisation, work practices and conditions
 - changes to management practices
- External changes may***
- changes to legislation
 - new information and data available on OHS

RANGE STATEMENT

include

Sources of workplace information and data may include

- hazard, incident and investigation reports
- workplace inspections
- minutes of meetings
- reports - including those of external consultants
- audits
- questionnaire information and data
- material safety data sheets (MSDSs) and registers

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS502A Participate in the management of the OHS information and data systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers participation in the provision of technical and legal information and data necessary to ensure that management and other stakeholders are informed about OHS and the effectiveness of the management of OHS.

It includes accessing and providing OHS information; collecting, collating and analysing data; and ensuring that this information and data is distributed throughout the workplace. It also addresses the legislative requirements for reporting and notification of OHS matters.

In practice, participation in the management of OHS information and data systems may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with managerial responsibility for providing technical and legal information and data necessary to ensure that management and other stakeholders are informed about OHS and the effectiveness of the management of OHS

It includes accessing and providing OHS information; collecting, collating and analysing data; and ensuring that this information and data is distributed throughout the workplace. It also addresses the legislative requirements for reporting and notification of OHS matters.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access sources of OHS information and data	<p>1.1 <i>Sources of OHS information and data</i> are identified, accessed and reviewed regularly.</p> <p>1.2 Information and data is critically evaluated to ensure its accuracy, currency and relevance.</p> <p>1.3 <i>Appropriate formats</i> for information and data storage and retrieval are determined.</p>
2. Assist in the application of policies and procedures for collection of workplace information, data and records	<p>2.1 Managers and <i>key personnel</i> are informed of <i>legal requirements</i> for information and data collection and record keeping.</p> <p>2.2 OHS records are kept using <i>appropriate tools</i>.</p> <p>2.3 Workplace information and data is collected according to <i>established procedures</i>.</p> <p>2.4 Procedures for information and data collection, record keeping, amendments to legislation, and distribution of records are reviewed regularly to ensure their usability and relevance.</p>
3. Assist in maintaining an information and data management system that enables retrieval and distribution of OHS information and data	<p>3.1 Recommendations are made for storage of OHS information and data in a manner that makes it accessible to <i>stakeholders</i> and key personnel.</p> <p>3.2 OHS information, data and records are accurately entered, and stored <i>ethically</i>.</p> <p>3.3 Purposes and appropriate uses of OHS information and data are identified for meaningful outcomes.</p> <p>3.4 <i>Legislated reporting requirements</i> to external bodies are met accurately and within time limits.</p> <p>3.5 Training needs relevant to the management of the information and data system for appropriate personnel are regularly assessed and actioned as appropriate.</p> <p>3.6 Information and data management system is regularly evaluated to ensure its ease of use and relevance to the OHS needs of the organisation.</p>
4. Assist in the application of policies and procedures for collection of workplace information, data and records	<p>4.1 <i>Information and data collected</i> is evaluated for validity and reliability.</p> <p>4.2 <i>Analytical techniques</i> appropriate for evaluation of OHS performance (including <i>positive performance indicators</i>) and identification of areas for improvement are identified.</p> <p>4.3 Analytical techniques are applied appropriately and accurately.</p> <p>4.4 OHS information and data analysis processes are reviewed regularly, in consultation with stakeholders, to ensure organisational and legislative requirements.</p>
5. Communicate OHS information and	<p>5.1 Outcomes of information and data analysis are appropriately formatted taking account of the <i>target audience</i>.</p>

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| <p>results of data analysis to stakeholders and external bodies</p> | <p>5.2 OHS information and data is disseminated to managers, key personnel and stakeholders taking account of legal and ethical requirements.</p> <p>5.3 OHS information and data is communicated objectively and feedback sought.</p> <p>5.4 Recommendations are made for improvement in prevention strategies based upon information accessed and data analysis.</p> |
| <p>6. Communicate the effectiveness of OHS information and data systems through monitoring and evaluation</p> | <p>6.1 The effectiveness of the OHS information and data system is reviewed regularly.</p> <p>6.2 Frequency, method and scope of review is determined in consultation with stakeholders.</p> <p>6.3 Stakeholders are enabled to have input to review.</p> <p>6.4 Areas for improvement in the OHS information and data system are identified and recommendations made for improvement.</p> <p>6.5 Improvement strategies arising from the review are communicated to appropriate levels of authority through planning, documentation and implementation.</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- applying continuous improvement and action planning processes
- contributing to the strategic OHS performance of the organisation
- employing project management skills to achieve change
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- using electronic systems to enter workplace information and data and produce effective graphical representations
- using a range of communication media
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for recordkeeping that addresses OHS, privacy and other legislation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material

REQUIRED SKILLS AND KNOWLEDGE

- difference between common law and statutory law
- concept of common law duty of care
- methods of providing evidence of compliance with OHS legislation
- facilitation of the use of tools such as positive performance indicators (PPIs) in assessment of OHS performance
- nature of information and data that provides valid and reliable results on performance of OHS management processes (including positive indicators, such as number of safety audits conducted)
- methods of collecting reliable information and data, commonly encountered problems in collection and strategies for overcoming such problems
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- internal and external sources of OHS information and data
- auditing methods and techniques
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- ethics related to professional practice
- professional liability in relation to providing advice
- knowledge of organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

PSPETHC501B Promote the values and ethos of public service

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS

- PSPSOHS503A Assist in the design and development of OHS participative arrangements.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to management of OHS information and data systems
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when participating in the management of OHS information and data systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when participating in the management of OHS information and data systems, including coping with difficulties, irregularities and breakdowns in routine
- participation in the management of OHS information and data systems in a range of three or more contexts or occasions, over

EVIDENCE GUIDE

time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Sources of OHS information and data may include

- external sources such as:
 - OHS legislation and codes of practice
 - Australian and industry standards
 - Australian Bureau of Statistics (ABS)
 - OHS authorities
 - unions and industry bodies
 - OHS professional bodies
 - internet, journals, magazines
 - technical information and data
 - research literature
 - manufacturers' manuals and specifications
 - National Occupational Health and Safety Commission (NOHSC)
- internal sources such as:
 - OHS policies and procedures
 - work instructions
 - job and work system analysis (JSAs)
 - risk assessments (past and present)
 - material safety data sheets (MSDSs) and registers
 - manufacturers' manuals
 - organisational data such as insurance records, incident investigation, enforcement notices and actions, workers compensation data, OHS performance indicators, audits etc
 - safety handbooks
 - employee information papers, brochures, notes, newsletters
 - OHS reports including, workplace inspections, hazard and incident reports, technical reports, consultations and observations

Appropriate formats may be

- electronic or paper-based
- available through an intranet or CD-ROM
- recognised records and data management systems

Key personnel may include

- managers from other areas
- people involved in OHS decision making or who are affected

RANGE STATEMENT

- by OHS decisions
- Legal requirements may include*
- legislation, regulations and standards governing:
 - reporting of incidents
 - records for monitoring and exposure to specific hazards
 - privacy and confidentiality of personal records
 - workplace equity
 - workers compensation
- Appropriate tools may be*
- electronic systems
 - paper-based systems
 - and may include:
 - registers
 - graphical representations
 - performance monitoring charts and checklists
 - handbooks
- Established procedures may include*
- legislation and codes of practice
 - OHS management systems
 - relevant workers compensation processes
 - organisational policies and procedures including accident and incident recording system
 - recognised industry standards
 - manufacturers' recommendations, and maintenance and servicing schedules
 - contract and tender documentation
 - formal and/or informal procedures
- Stakeholders may include*
- management
 - supervisors
 - employees
 - OHS committees
 - health and safety and other employee representatives
- Ethical requirements for OHS records storage include*
- privacy, as appropriate
 - confidentiality
 - ensuring access to personal records, within legislative requirements
 - commercial in confidence information as appropriate
- Legislated reporting requirements include*
- serious injury and serious incident reporting to OHS authorities
- Information and data collected may include*
- data relating to implementation of OHS plans and processes
 - OHS performance indicators
 - hazard registers

RANGE STATEMENT

- incident data including injury and disease
 - MSDSs and registers
 - risk assessments
 - job safety analyses
 - OHS policies and procedures
- Analytical techniques may include*
- basic statistical tests such as means, standard deviation and percentage change
- Positive performance indicators are*
- a means of focusing on assessing how successfully a workplace is performing through measuring OHS processes
- Target audience may include*
- internal stakeholders, including the board of management, managers, OHS committees, supervisors, employees (and their families), contractors, visitors and others on site
 - external stakeholders, including customers, shareholders, local community (directly or via the media), representatives of special interest groups and agencies, insurance agencies, OHS regulators and other relevant statutory bodies

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS503A Assist in the design and development of OHS participative arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers identifying participative needs and designing, developing and reviewing formal and informal processes to enable people to participate in OHS decision making. This process will result in stakeholders having real opportunities to participate in OHS processes.

In practice, assisting in the design and development of OHS participative arrangements may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with managerial responsibility for identifying, designing, developing and reviewing formal and informal processes to enable people to participate in OHS decision making. The unit also addresses influencing others from an OHS perspective and takes account of the responsibilities for managing OHS.

The requirements outlined in this unit to assist the design, development and review of OHS participative processes are underpinned by those in PSPSOHS402A Contribute to the implementation of the OHS consultation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT

PERFORMANCE CRITERIA

- 1. Identify the need for OHS participative arrangements**
 - 1.1 OHS legislation is reviewed to identify legal requirements for *participative arrangements*.
 - 1.2 *Factors that may impact on the design of the participative arrangements* are identified.
 - 1.3 Organisational policies and procedures are reviewed to identify requirements and opportunities for OHS consultation and communication.
 - 1.4 Effectiveness of existing workplace arrangements for OHS consultation and communication are reviewed in consultation with *stakeholders*.
 - 1.5 Information and consultation requirements for specific roles and groups are defined in consultation with stakeholders and *key personnel*.
- 2. Assist in the design of participative arrangements**
 - 2.1 Processes for providing required OHS information and data are designed in consultation with stakeholders.
 - 2.2 Processes to enable individuals and groups to be consulted regarding workplace OHS issues and to have input to OHS decision making are designed in consultation with stakeholders.
 - 2.3 *Training needs* to enable effective participation are identified and documented.
 - 2.4 Recommendations for participative arrangements are reviewed, in consultation with stakeholders, to ensure they meet legislative requirements and are realistic, practical and acceptable in the workplace.
- 3. Assist in developing participative arrangements**
 - 3.1 Policies and procedures for participative arrangements are developed.
 - 3.2 Key personnel in the introduction and maintenance of the participative arrangements are identified.
 - 3.3 Strategies for the delivery of training are developed.
 - 3.4 *Resources* necessary to introduce and maintain the participative arrangements are identified and documented.
- 4. Participate in supporting the implementation of participative arrangements**
 - 4.1 Priorities for action are determined in consultation with stakeholders.
 - 4.2 Action plans are developed with allocated responsibilities and time lines.
 - 4.3 Advice and support is provided to key personnel.
 - 4.4 Implementation is monitored, in consultation with stakeholders, to ensure that participatory arrangements are effective in providing information and data to all groups and providing opportunity for participation in OHS decision making.
 - 4.5 Recommendations are made for adjustment to the implementation as required.

ELEMENT

PERFORMANCE CRITERIA

- 5. Participate in evaluating the design and development of participative arrangements**
- 5.1 The *evaluation protocol* is designed in consultation with stakeholders.
 - 5.2 A plan is developed for collection of *information and data*.
 - 5.3 Information and data is analysed and evaluated.
 - 5.4 Recommendations are made for improvement in the participatory arrangements as a result of the evaluation findings.
 - 5.5 A report is provided to stakeholders and key personnel on the outcomes of the evaluation and the recommendations for further development and improvement.
 - 5.6 Feedback is obtained from stakeholders and an action plan developed for ongoing improvements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- applying continuous improvement and action planning processes
- employing project management skills to achieve change
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- undertaking basic research to access relevant information and data.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative requirements for OHS information and data, and consultation
- rights of OHS inspectors
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- methods of providing evidence of compliance with OHS legislation
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
- labour market changes

REQUIRED SKILLS AND KNOWLEDGE

- structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy
- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- ethics related to professional practice
- professional liability in relation to providing advice
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- knowledge of organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

PSPETHC501B Promote the values and ethos of public service

PSPGOV512A Use complex workplace communication strategies

PSPLEGN501B Promote compliance with legislation in the public sector

PSPSOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS

- PSPSOHS502A Participate in the management of the OHS information and data systems.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the design and development of OHS participative arrangements
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when assisting in the design and development of OHS participative arrangements.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assisting in the design and development of OHS participative arrangements, including coping with difficulties, irregularities and breakdowns in routine
- assistance in the design and development of OHS participative arrangements in a range of three or more contexts or occasions,

EVIDENCE GUIDE

over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Participative arrangements

- are designed so that stakeholders are able to be involved in decision making that affects their health and safety. Participatory processes may include:
- OHS and other consultative/planning committees
- health and safety and other representatives
- employee and supervisor involvement in OHS activities, such as inspections and audits
- procedures for reporting hazards, and raising and addressing OHS issues
- OHS included in management, staff and employee meetings

Factors that may impact on the design of participative arrangements include

- language
- shift work and rostering arrangements
- timing of information and data provision
- literacy and numeracy levels
- workers with special needs
- workplace organisational structures (for example, size of organisation, geographic, hierarchical)
- cultural diversity
- management approach
- workplace culture and approach to OHS by managers, supervisors and employees

Stakeholders may include

- managers
- supervisors
- employees
- health and safety and other employee representatives
- OHS committees

Key personnel may include

- managers from other areas
- people involved in OHS decision making or who are affected by OHS decisions

Training needs should be defined for

- managers
- supervisors
- health and safety representatives
- OHS committees

RANGE STATEMENT

- Resources may include*
 - other key personnel
 - employees generally
 - financial requirements for implementation
 - personnel including time allocation
 - equipment
 - access to sources of information and data, such as OHS journals, web sites and guidance material to circulate to stakeholders and key personnel
- Evaluation protocol includes*
 - criteria for evaluation, how the criteria will be measured, how the information and data will be collected, time period for collection of information and data
- Information and data for evaluating participation arrangements may include*
 - feedback from individuals and representatives, minutes of meetings, questionnaires, workshops and OHS management audits

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS504A Apply principles of OHS risk management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge and skills required to provide a systematic approach to hazard identification, risk assessment and risk control, with the emphasis on elimination or, where this is not possible, minimisation of risk. It also includes conceptual models for understanding the nature of hazards.

In practice, applying the principles of OHS risk management may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with managerial responsibility for providing a systematic approach to hazard identification, risk assessment and risk control, with the emphasis on elimination or, where this is not possible, minimisation of risk. It also includes conceptual models for understanding the nature of hazards.

In practice, applying the principles of OHS risk management may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

The unit provides the basis for the hazard-specific competencies PSPSOHS505A Manage hazards in the work environment and PSPSOHS506A Monitor and facilitate the management of hazards associated with plant.

The unit is underpinned by the units of competency PSPSOHS403A Identify hazards and assess OHS risks, and PSPSOHS404A Contribute to the implementation of strategies to control OHS risk.

A more advanced approach to risk assessment, which identifies the separate elements of risk analysis and risk evaluation, is provided in unit PSPSOHS603A Analyse and evaluate OHS risk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access external sources of information and data to identify hazards	1.1 <i>External sources of information and data</i> are accessed to assist in identifying <i>hazards</i> . 1.2 <i>Workplace sources of information and data</i> are reviewed to access and assist in identification of hazards. 1.3 Input is sought from <i>stakeholders, key personnel</i> and <i>OHS specialists</i> . 1.4 Formal and informal research is conducted to ensure currency with <i>workplace issues</i> .
2. Analyse the work environment to identify hazards	2.1 <i>Occasions when action for hazard identification is required</i> are defined, documented and communicated. 2.2 <i>Tools</i> are sourced to assist in the analysis of identified hazards. 2.3 <i>Task demands</i> and <i>task environment</i> are examined for impact on the person to identify situations with a potential for injury or ill health. 2.4 Workforce structure, organisation of work and work relationships are examined to identify situations with a potential for injury or ill health. 2.5 Work environment is examined for <i>agents</i> with a potential for injury or ill health. 2.6 Input is sought from stakeholders to clarify and confirm issues.
3. Assess risk associated with a hazard	3.1 <i>Factors contributing to risk</i> are identified. 3.2 Current risk controls for each hazard are identified. 3.3 Adequacy of current controls (if any) is evaluated taking account of <i>relevant standards</i> and knowledge. 3.4 Discrepancies between current controls and required <i>quality of control</i> are identified. 3.5 Hazards requiring further control action are <i>prioritised</i> . 3.6 Method and outcomes of <i>risk assessment</i> are documented.
4. Control risk associated with a hazard	4.1 A range of control options is developed in consultation with stakeholders and taking account of the outcomes of the risk assessment and the <i>hierarchy of control</i> . 4.2 Potential <i>factors impacting on the effectiveness of controls</i> are identified 4.3 Advice is sought from OHS specialists and key personnel if required. 4.4 Appropriate authority and relevant resources to initiate and maintain controls are identified and sought. 4.5 Actions required to achieve change are identified and

ELEMENT	PERFORMANCE CRITERIA
	documented.
	4.6 Extent of change and reduction in risk as a result of controls is analysed.
5. Maintain hazard identification and risk control processes	<p>5.1 A <i>risk register</i> is established and maintained relevant to the workplace.</p> <p>5.2 Risk management procedures are documented and communicated as appropriate to stakeholders and key personnel.</p> <p>5.3 Outcomes of risk management processes are documented and communicated to stakeholders and key personnel as appropriate.</p> <p>5.4 Stakeholders and operational staff are involved in the risk management processes.</p> <p>5.5 Situations are identified where OHS specialists may be required.</p>
6. Monitor and review risk management processes	<p>6.1 The effectiveness of the risk management processes is reviewed regularly.</p> <p>6.2 Frequency, method and scope of review are determined in consultation with workplace stakeholders and key personnel.</p> <p>6.3 Stakeholders and key personnel have input to the review.</p> <p>6.4 Areas for improvement in the risk management processes are identified and recommendations made.</p> <p>6.5 Action plans, including allocated responsibilities and time frames, are prepared for implementation.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- legislative requirements for OHS information and data, and consultation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- concept of common law duty of care
- methods of providing evidence of compliance with OHS legislation

REQUIRED SKILLS AND KNOWLEDGE

- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard specific OHS legislation and codes of practice
- basic principles of incident causation and injury processes
- characteristics, mode of action and units measurement of major hazard types
- basic physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce harm
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards
- types of hazard identification tools, including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- principles and practices of systematic approaches to managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- basic knowledge of organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- professional liability in relation to providing advice
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS505A Manage hazards in the work environment
- PSPSOHS506A Monitor and facilitate the management of hazards associated with plant.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the application of principles of OHS risk management
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when applying the principles of OHS risk management.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of OHS risk management, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of OHS risk management in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace

EVIDENCE GUIDE

and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

External sources of information and data may include

- OHS regulatory authorities
- industry bodies
- employer groups
- unions
- OHS specialists
- legislation, codes of practice and standards
- databases such as national and state injury data and National Industrial Chemicals Notification and Assessment Scheme (NICNAS)
- journals and web sites
- manufacturers' manual and specifications

A hazard is

- a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to the environment, or a combination of these

Workplace sources of information and data may include

- employees
- OHS representatives
- hazard, incident and investigation reports
- workplace inspections
- minutes of meetings
- reports
- audits
- material safety data sheets (MSDSs)
- manufacturers' manuals and specifications

Stakeholders include

- managers
- supervisors
- health and safety and other employee representatives
- OHS committees
- employees

Key personnel may include

- managers from other areas
- people involved in OHS decision making or who are affected by OHS decisions

OHS specialists may be

- ergonomists

internal or external and include

- engineers
- occupational hygienists
- toxicologists
- organisational psychologists
- workplace injury and return to work advisors

Workplace issues may include

- changes in work practice
- changes in equipment, including technology
- changes in work organisation, including contracting, hire arrangements, casualisation, supervisory arrangements, outworkers, rosters, shift work, work hours and work relations
- changes to legislation and standards
- outcomes of court rulings
- new knowledge on hazards
- changes in social, political or community environment

Occasions when action for hazard identification is required include

- at design or pre-purchase of buildings, equipment and materials
- commissioning or pre-implementation of new processes or practices
- new forms of work and organisation of work
- before changes are made to workplace, equipment, work processes or work arrangements
- planning major tasks or activities, such as equipment shutdowns
- following an incident report
- when new knowledge becomes available
- at regular intervals during normal operations
- prior to disposal of equipment, buildings or materials

Tools may include

- job safety analysis (JSA)
- audits
- cause and effect diagrams
- surveys

Task demands may include

- required precision or accuracy
- machine pacing or time pressure to complete a task
- physical or physiological demands
- arousal and alertness
- repetitive nature of task

Task environment may include

- lighting
- noise
- air quality
- thermal

Agents may be

- chemical
- physical
- biological

- Risk is**
- ergonomic
 - psychosocial
 - the chance of something occurring that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- Factors contributing to risk may include those associated with**
- equipment
 - work environment
 - work organisation
 - task
 - the individual/operator
 - frequency and duration of exposure
 - number of people exposed/ involved
- Relevant standards may include**
- legislation
 - codes of practice
 - Australian and industry standards
 - current practice in the industry
 - current knowledge related to the specific hazard and controls
- Quality of control refers to**
- the level and reliability of the control compared with the level of risk
- Prioritisation may be done using**
- standard ranking tools
 - specially designed tools
 - other recognised processes
- Risk assessment includes identification of**
- factors contributing to risk
 - current controls and their adequacy
 - discrepancy between current control and required standard
 - prioritisation or ranking of a number of risks, where appropriate
- Hierarchy of control means developing risk controls within the following priority order**
- eliminate hazards
 - and where this is not practicable, minimise risk by:
 - substitution
 - isolating the hazard from personnel
 - using engineering controls
 - using administrative controls (eg procedures, training)
 - using personal protective equipment (PPE)
- Factors impacting on the effectiveness of controls may include**
- language
 - shift work and rostering arrangements
 - literacy and numeracy levels
 - workplace organisational structures (size of organisation, geographic, hierarchical)
 - cultural diversity

A risk register may include all of the following

- training required
- workplace culture related to OHS including commitment by managers and supervisors and compliance with procedures and training
- a list of hazards, their location and people exposed
- a range of possible scenarios or circumstances under which the hazards may cause injury or damage
- the results of the risk analysis related to the hazards
- possible control measures and dates for implementation

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS505A Manage hazards in the work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to identify hazards and assess and control risks in the work environment. It focuses on the knowledge, processes and techniques necessary to control specific hazards in the work environment.

Application of the Unit

Application of the unit

Hazards may include noise, light, radiation, hazardous substances, dangerous goods, dusts and fibres, gravity (falls from heights), thermal environment, ergonomic hazards, manual handling, biological or psychosocial hazards or hazards arising from work organisation.

In practice, managing hazards in the work environment may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Where the use of monitoring equipment is appropriate, useful underpinning skills are provided in unit PSPSOHS406A Use equipment to conduct workplace monitoring.

This unit differs from PSPSOHS504A Apply principles of OHS risk management, which takes a generic approach to risk management and provides underpinning knowledge and skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Access sources of information and data and the work environment to identify hazardous tasks or conditions</p>	<p>1.1 <i>External sources of information and data</i> are accessed to assist in identifying hazardous tasks or conditions for the selected <i>hazard</i>.</p> <p>1.2 <i>Workplace sources of information and data</i> are reviewed to assist in identification of hazardous tasks or conditions for the selected hazard.</p> <p>1.3 <i>Appropriate tools</i> are used in identifying hazardous tasks or conditions for the selected hazard.</p> <p>1.4 Workplace inspections are conducted, in consultation with stakeholders, using appropriate tools.</p> <p>1.5 Input is sought from <i>stakeholders, key personnel</i> and <i>OHS specialists</i> if required.</p>
<p>2. Analyse the work environment to assess the risk</p>	<p>2.1 <i>Equipment</i> and <i>strategies</i> required for basic workplace measurement and monitoring of the selected hazard are identified and used as appropriate.</p> <p>2.2 Results of workplace measurements are interpreted in accordance with <i>recognised standards</i>.</p> <p>2.3 Input is sought from stakeholders to clarify and confirm issues related to the selected hazard.</p> <p>2.4 Results of workplace measurements and interpretations are reported to stakeholders in a format easily understandable by the target group.</p> <p>2.5 <i>Risk</i> associated with identified hazards in the work environment is assessed in consultation with stakeholders and taking account of effectiveness of existing controls.</p> <p>2.6 Hazardous tasks or conditions requiring control action are identified and prioritised in consultation with stakeholders and taking account of recognised standards.</p> <p>2.7 <i>Risk register</i> is established and updated as appropriate.</p>
<p>3. Control risk associated with hazard</p>	<p>3.1 Information and data on control options for the specific hazard is sought from external sources.</p> <p>3.2 Information and data on control options for the specific hazard is sought from stakeholders and key personnel.</p> <p>3.3 A range of control options is developed and advised in consultation with stakeholders and key personnel by applying the <i>hierarchy of control</i>, noting that <i>personal protective equipment</i> is regarded as the least satisfactory control measure.</p> <p>3.4 <i>Factors with a potential to impact on the effectiveness of controls</i> are identified.</p> <p>3.5 Control strategy for the selected hazard is developed in</p>

ELEMENT

PERFORMANCE CRITERIA

- consultation with stakeholders.
- 3.6 Outcomes of hazard identification, workplace monitoring and analysis and the resultant control strategy are communicated to stakeholders and key personnel for action as appropriate.
- 4. Monitor and review effectiveness of control strategy**
- 4.1 Effectiveness of control strategy is regularly reviewed.
- 4.2 Frequency, method and scope of review is determined in consultation with workplace stakeholders and workplace procedures.
- 4.3 Input to review is obtained from stakeholders.
- 4.4 Areas for improvement in the control of the selected hazard are identified and recommendations made for improvement.
- 5. Apply professional practice**
- 5.1 Collection of information and data, reporting of outcomes and maintenance of records are managed in an *ethical manner*.
- 5.2 Situations are identified where OHS specialists may be required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS
- using basic measuring equipment including reading scales and dials applicable to selected hazards
- interpreting results from workplace measurements
- paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- legislative requirements for OHS information and data, and consultation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- concept of common law duty of care

REQUIRED SKILLS AND KNOWLEDGE

- methods of providing evidence of compliance with OHS legislation
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard specific OHS legislation and codes of practice
- basic principles of incident causation and injury processes
- characteristics, mode of action and units measurement of major hazard types
- basic physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce harm
- basic physiology related to temperature control of the human body, hazards or working in hot environments, and appropriate controls
- principles of human behaviour and response to interactions with human, physical and task environment to identify psychosocial hazards
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards
- types of hazard identification tools, including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- principles and practices of systematic approaches to managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- basic knowledge of organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- professional liability in relation to providing advice
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- sources of occupational disease and their prevention
- basic knowledge of toxicology of hazardous materials and potential health effects in the workplace

REQUIRED SKILLS AND KNOWLEDGE

- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS504A Apply principles of OHS risk management
- PSPSOHS506A Monitor and facilitate the management of hazards associated with plant.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to management of hazards in the work environment
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when managing hazards in the work environment.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing hazards in the work environment, including coping with difficulties, irregularities and breakdowns in routine
- management of hazards in the work environment in a range of 3 or more contexts or occasions, over time, and across at least 4 of the major hazard groups.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of

EVIDENCE GUIDE

this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

External sources of information and data may include

- OHS regulatory authorities
- National Occupational Health and Safety Commission (NOHSC)
- industry bodies
- employer groups
- unions
- OHS specialists
- legislation, codes of practice and standards
- databases such as national and state injury data and NICNAS (National Industrial Chemicals Notification and Assessment Scheme)
- journals and web sites
- manufacturers' manual and specifications

A hazard is

- a source or a situation with a potential for harm in terms of injury or ill-health, damage to property, damage to the environment, or a combination of these

Workplace sources of information and data may include

- employees
- OHS representatives
- hazard, incident and investigation reports
- workplace inspections
- minutes of meetings
- reports and audits
- material safety data sheets (MSDSs)

Appropriate tools may include

- checklists produced as part of codes of practice
- photographs
- notes or drawings
- tools developed for a specific work environment, situations or hazard
- tools provided by external sources or advisors

Stakeholders include

- managers
- supervisors
- health and safety and other employee representatives
- OHS committees

RANGE STATEMENT

- Key personnel include**

 - employees
 - managers in related areas
 - people involved in OHS decision making or who are or are affected by OHS decisions
- OHS specialists may be internal or external and include**

 - ergonomists
 - engineers
 - occupational hygienists
 - toxicologists
 - organisational psychologists
 - workplace injury and return to work advisors
- Equipment may include**

 - basic instrumentation such as sound level meters, light meters, goniometer, simple gas sampling devices and temperature and humidity measuring devices
- Strategies may include**

 - questionnaire, interview, focus group
- Recognised standards may include**

 - OHS regulations
 - national and industry standards
 - codes of practice
 - exposure standards
 - guidance notes
- Risk is**

 - the chance of something happening that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- A risk register covers**

 - a list of hazards, their location and people exposed
 - a range of possible scenarios or circumstances under which these hazards may cause injury or damage
 - the results of the risk assessment
 - and may include possible control measures and dates for implementation
- Hierarchy of control means developing risk controls within the following priority order**

 - eliminate hazards
 - and where this is not practicable, minimise risk by:
 - substitution
 - isolating the hazard from personnel
 - using engineering controls
 - using administrative controls (eg procedures, training)
 - using personal protective equipment (PPE)
- Personal protective equipment (PPE) is**

 - equipment designed to be worn by a person to provide protection from hazards, and may include:

Risk is

- the chance of something happening that will result in injury or damage
- measured in terms of consequences (injury or damage) and likelihood of the consequence
- head protection
- face and eye protection
- respiratory protection
- hearing protection
- hand protection
- clothing and footwear

Factors with a potential to impact on effectiveness of controls may include

- language
- shift work and rostering arrangements
- literacy and numeracy levels
- workplace organisational structures (size of organisation, geographic, hierarchical)
- cultural diversity
- training required
- workplace culture related to OHS including commitment by managers and supervisors and compliance with procedures and training

Ethical manner includes attention to

- confidentiality
- privacy as appropriate
- commercial in confidence information and data as appropriate
- own currency of knowledge

Unit Sector(s)

Not applicable.

Competency field

Competency field

Specialist Occupational Health&Safety

PSPSOHS506A Monitor and facilitate the management of hazards associated with plant

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to effectively identify hazards, and assess and control risks associated with plant and equipment, including mobile plant, machinery, electrical equipment, pressure vessels and plant affecting public safety. It has been designed to be consistent with the National Standard for Plant [NOHSC: 1010 (1994)].

In practice, monitoring and facilitating the management of hazards associated with plant may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit This unit applies to individuals with managerial responsibility for applying a systematic approach to monitoring the identification of hazards and assessing risk arising from the use of plant, and systems of work associated with plant. The focus is on eliminating the hazard or, where this is not possible, minimising risks to health and safety arising from plant.

The unit includes regulatory requirements for design, manufacture, testing, installation, commissioning, use, repair, alteration, dismantling, storage and disposal of plant. Identification and elimination of OHS hazards at the design stage guides the selection and implementation of appropriate OHS risk controls throughout the life cycle of plant or equipment.

Unit PSPSOHS504A Apply principles of OHS risk management, covers a generic approach to risk management and should be utilised as underpinning knowledge for this unit.

While hazards associated with plant may include noise, chemicals and ergonomic hazards, these are specifically addressed under unit PSPSOHS505A Manage hazards in the work environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify hazards arising from the use of plant and associated systems of work</p>	<p>1.1 <i>Sources of information, data and advice on plant and equipment hazards</i> are accessed to assist in identifying hazards associated with plant.</p> <p>1.2 <i>Hazards</i> in the design, manufacture, registration, supply, installation, commissioning, use, maintenance, testing, dismantling, storage and disposal of plant and <i>systems of work associated with plant</i> are identified.</p> <p>1.3 Work environment, tasks and circumstances that may lead to hazardous situations or exacerbate risk associated with use of plant and equipment are identified and analysed.</p> <p>1.4 Appropriate <i>specialist advisors, stakeholders</i>, relevant <i>key personnel</i> and other parties are identified and consulted in the process of hazard identification.</p> <p>1.5 Appropriate procedures for <i>recording and reporting</i> on hazards associated with plant are established, reported and reviewed as part of the systematic approach to managing OHS.</p>
<p>2. Analyse OHS risk associated with plant</p>	<p>2.1 The method of <i>risk assessment</i> is determined in consultation with operators and stakeholders and, if required, specialist advisors.</p> <p>2.2 Risks associated with identified hazards arising from plant are assessed in consultation with operators and stakeholders, taking into account the effectiveness of existing controls.</p> <p>2.3 <i>Risk registers</i> are developed and regularly updated for items of plant and associated equipment.</p> <p>2.4 Risks requiring further control action are identified.</p>
<p>3. Control risks associated with plant hazards</p>	<p>3.1 Information, data and advice on risk control options for plant and machinery hazards are sourced.</p> <p>3.2 Operators and stakeholders and key personnel are involved in the development of controls.</p> <p>3.3 Measures for ensuring the health and safety of persons accessing, using and/or maintaining plant are adopted and controlled by applying the <i>hierarchy of control</i>.</p> <p>3.4 Controls for risks associated with plant, including <i>access, egress, dangerous parts, guarding, operational controls, emergency stops and warning devices, registration and design of plant, and certification of operators</i> are applied.</p> <p>3.5 Workplace monitoring processes to eliminate or control risks are properly used and maintained.</p> <p>3.6 Regular and appropriate reporting to stakeholders is undertaken.</p>

ELEMENT	PERFORMANCE CRITERIA
<p>4. Identify and recommend controls for hazards associated with maintenance activities and continued safe use of plant and equipment</p>	<p>4.1 Stakeholders and key personnel are involved in the development of controls.</p> <p>4.2 Circumstances are identified where <i>permit to work procedures</i> or <i>certification</i> are required to assist in ensuring a safe working environment.</p> <p>4.3 Permit to work procedures or certification are responded to and monitored in liaison with relevant key personnel to assist in ensuring a safe working environment.</p> <p>4.4 <i>Isolation procedures</i> are implemented and monitored in liaison with relevant key personnel to ensure continued safety of maintenance and <i>other personnel</i>.</p> <p>4.5 Purchasing procedures include actions to address OHS implications of plant and equipment purchase.</p> <p>4.6 Maintenance procedures are developed, documented and communicated to ensure plant and equipment are in a safe condition for use.</p> <p>4.7 Action is taken to ensure that any <i>modifications to plant or equipment</i> are safe and suitable for the task, appropriately documented and work practices modified as required for safe operation.</p> <p>4.8 Maintenance systems are monitored and evaluated for effectiveness, suitability and accuracy in ensuring safe operation of plant and equipment, and action taken as appropriate.</p>
<p>5. Identify and advise on licensing and certification issues associated with plant and equipment</p>	<p>5.1 Types of plant (including plant design) requiring <i>registration</i> and tasks requiring <i>operator licensing and/or certification</i> are identified in accordance with legislative requirements.</p> <p>5.2 <i>OHS requirements</i> to meet plant registration, operator licensing and certification, and other legal requirements are documented and communicated to managers and relevant key personnel.</p> <p>5.3 <i>Training requirements</i> to meet <i>licensing, certification, registration</i> and <i>other legal requirements</i> are documented and communicated to managers and key personnel.</p> <p>5.4 Training needs are analysed to ensure information, instruction and training prior to commencement of work on new plant and equipment and new operating methods.</p> <p>5.5 Compliance with regulatory requirements for operator licensing, registration and certification in the workplace is monitored and reported.</p> <p>5.6 Appropriate records for statutory and specialist plant and associated operator competencies are identified, documented and maintained.</p>

ELEMENT

PERFORMANCE CRITERIA

6. Review and evaluate risk control measures for plant

- 6.1 Effectiveness of control measures are reviewed and risk assessments conducted as appropriate.
- 6.2 Outcomes of OHS risk assessments are compared with criteria to identify risks requiring further risk control and risks deemed *as low as reasonably achievable (ALARA)*.
- 6.3 Stakeholders, key personnel, operators and appropriate specialist advisors, are involved in developing relevant risk control plans for plant.
- 6.4 *Appropriate records* are maintained for the operating life of the plant.
- 6.5 Improvements arising from the review process are recommended or implemented with appropriate key personnel including manufacturers.
- 6.6 The system of managing OHS is reviewed to ensure plant safety.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- employing project management skills to achieve change
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS
- paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- legislative requirements for OHS information and data, and consultation
- requirements for record keeping that addresses OHS, privacy and other legislation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material

REQUIRED SKILLS AND KNOWLEDGE

- concept of common law duty of care
- methods of providing evidence of compliance with OHS legislation
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- basic principles of incident causation and injury processes
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- principles and practices of systematic approaches to managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- Plant specific knowledge:
 - roles and responsibilities of employers, employees, supervisors, contractors, designers, etc under OHS legislation
 - specific requirements under National Plant and Certification Standards and associated guidance material (such as [NOHSC: 1010])
 - concepts of hazards arising from plant and systems of work associated with plant
 - hazards associated with mobile/fixed plant equipment and risk control strategies
 - basic physics of fluids under pressure and pressure vessels, and the behaviour of pressurised fluid when pressure is released
 - strategies for guarding moving parts in machinery, human factors related to machine guarding, safe design principles, features and limitations
 - knowledge of industry practices related to permit to work and isolation and tag out systems
 - registration requirements of plant, licensing and certification competencies
 - basic knowledge of organisational behaviour and culture as it impacts on OHS and on change
 - ethics related to professional practice
 - professional liability in relation to providing advice
 - knowledge of organisational OHS policies and procedures
 - nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
 - language, literacy and cultural profile of the workgroup
 - organisational culture as it impacts on the workgroup.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS504A Apply principles of OHS risk management
- PSPSOHS505A Manage hazards in the work environment.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the management of hazards associated with plant
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when monitoring and facilitating the management of hazards associated with plant.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring and facilitating the management of hazards associated with plant, including coping with difficulties, irregularities and breakdowns in routine
- monitoring and facilitation of hazard management associated with plant in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of

EVIDENCE GUIDE

this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Plant (as defined in National Standard for Plant) may include

- any machinery, equipment (including scaffolding), appliance, implement or tool and any other component, fitting or accessory
- fixed and or specified plant as related to Commonwealth, state and territory OHS legislation
- mobile plant and load shifting equipment
- pressure equipment such as boilers, pressure vessels and pressure piping
- electrical installation and plant such as wiring, accessories, fittings, consuming devices, control and protective gear, converters and generators

Sources of information, data and advice on plant and equipment hazards may include

- relevant Commonwealth, state or territory OHS legislation, regulations, associated standards and codes of practice
- Australian standards
- National Plant and Certification Standards and associated guidance material
- National Occupational Health and Safety Commission (NOHSC)
- state and territory OHS regulatory bodies
- professional associations such as Institute of Engineers Australia, Design Institute of Australia, Building Design Professionals
- employer groups, unions and industry bodies
- OHS professionals including those working in safety engineering, occupational hygiene, occupational health, injury management, toxicology, ergonomics and epidemiology
- manufacturers' manuals and specifications
- employees and operators
- hazard, incident and investigation reports
- workplace inspections
- minutes of meetings
- reports
- audits
- questionnaires and surveys

A hazard is defined as

- a source or a situation with a potential for harm in terms of

RANGE STATEMENT

- human injury or ill health, damage to property, damage to the environment, or a combination of these
- Systems of work associated with plant may be described in***
- organisation policies and procedures addressing areas, such as operations, maintenance, purchasing
 - management systems, such as fleet management, procurement, design and quality assurance
 - manufacturers' operations manuals
 - standard operating procedures
 - documents describing how tasks, projects, inspections, jobs and processes are to be undertaken
- Specialist advisors may be internal or external and include***
- ergonomists
 - occupational hygienists
 - engineers (such as design, acoustic, safety, mechanical, maintenance)
 - injury management personnel
 - manufacturers
 - designers
 - suppliers and distributors
- Stakeholders may include***
- managers
 - employees
 - supervisors
 - health and safety and other employee representatives
 - OHS committees
- Key personnel may include***
- maintenance and trade persons
 - workplace trainers and assessors
 - managers
 - supervisors
 - users/operators
 - OHS representatives
- Recording and reporting procedures may include***
- policies and procedures underpinning systems of management, particularly OHS
 - purchasing and contracting procedures
 - standard operating procedures
 - job and task statements
 - documents describing how tasks, projects, inspections, jobs and processes are to be undertaken
 - job safety analysis worksheets
 - risk assessments
 - plant and equipment registers
 - maintenance and service logs, sheets, cards, diaries
 - quality system documentation

RANGE STATEMENT

- Risk is***
- the chance of something happening that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- Risk assessment includes identification of***
- factors contributing to risk
 - current controls and their adequacy
 - any discrepancy between current controls and required standard and quality of control
 - prioritisation or ranking of risk where appropriate
- A risk register may be an internal or external document customised for the workplace and include***
- a list of hazards, their location and people exposed
 - a range of possible scenarios or circumstances under which the hazards may cause injury or damage
 - the results of risk assessments
 - and may include possible control measures and proposed dates for implementation
- Hierarchy of control means developing risk controls within the following priority order***
- eliminate hazards
 - and where this is not practicable, minimise risk by:
 - substitution
 - isolating the hazard from personnel
 - using engineering controls
 - using administrative controls (eg procedures, training)
 - using personal protective equipment (PPE)
- Access and egress to plant must allow for***
- access to parts of plant which require cleaning and maintenance
 - access/egress to operator's workstation for normal and emergency conditions
 - may include systems to enable safe access and egress such as:
 - emergency lighting
 - safety doors
 - alarm systems
- Dangerous parts***
- are potential contact or entrapment points to which the operator may be exposed during:
 - operation
 - examination
 - lubrication
 - adjustment
 - maintenance
- Guarding may include***
- permanently fixed physical barriers where no access of any part of a person is required
 - interlocking physical barriers where access to dangerous areas is required during operation
 - physical barriers securely fixed by means of fasteners or

RANGE STATEMENT

- devices
- presence-sensing safeguarding systems
 - be suitability identified
 - have nature and function clearly indicated
 - be readily and conveniently located
 - be guarded to prevent unintentional activation
 - be capable of locking in 'off' position to enable disconnection of all motive power and forces
 - be of 'fail safe' type
- Operational controls must***
- prominently, clearly and durably marked
 - coloured red (push buttons, bars or handles)
 - unable to be affected by electrical or electronic circuit malfunction
 - fitted where risk assessment identifies a need
 - relevant state and territory jurisdictional requirements
- Emergency stops and warning devices must be***
- Registration and design of plant may include***
- Operator certification is***
- the process by which a certificate to use or operate industrial equipment is issued by a certifying authority
- Permit to work procedures or certification are defined as written authority documents that may***
- include approval to undertake work and activities including tests, measurements and monitoring such as hot work permits for welding and cutting in hazardous environments, and confined space entry
 - be authorised by a responsible or designated person directly in control of the work
 - certify appropriate precautions and controls to be followed
 - incorporate checklists, conditions and actions such as the frequency and duration of the work and atmospheric tests
 - follow recognised industry standard recording practices
- Isolation procedures, known also as lock-out and tag-out, is a safety device system and may***
- include devices such as isolating switches, locks, safety bars, shields, full pressure blanks, spectacle blanks to lock controls - especially moving parts, equipment, systems or devices with stored energy - to an 'off' position while a worker is in a vulnerable position such as:
 - performing maintenance on rotating equipment, and electrical and hydraulic systems
 - locking switches with keys needed to open the lock
 - be used in conjunction with a danger tag system that promotes greater safety consciousness amongst the workforce for all situations in which danger to persons could arise from:
 - the operation of machinery, plant or equipment
 - the flow of steam, electricity, gases or liquids

RANGE STATEMENT

- the use of faulty or unsafe plant and equipment
 - include multiple locking systems and involve written authorisation by a competent person
- Other personnel may include*
- visitors
 - public
 - general community
 - other employees and contractors
- Modifications to plant and equipment may include*
- changes to physical specification of plant, parts or associated tools
 - changes in specification of raw material or plant operating materials, such as lubricants
 - changes to work processes and systems
 - introduction of contractual arrangements
 - introduction of new and emerging technology
- Registration means*
- the administrative process by which a certifying authority requires an organisation or industry to register plant, machinery and equipment
- Operator licensing and/or certification means*
- any form of regulation that restricts entry to an occupation or a profession to those who meet competency related requirements stipulated by a regulatory authority. (This includes any physical or implied licence, registration, certification, approval or permit that is required by a person in order to gain employment/self employment)
- OHS requirements related to plant may include*
- OHS obligations and responsibilities to provide safe equipment
 - OHS consultation and participation
 - systematic hazard identification, risk analysis and evaluation, and risk control
 - compliance licensing and certification competencies for operators applicable to state and/or territory legislation
 - documentation requirements relating to plant
 - OHS training and information
 - purchasing/procurement policy and procedures
 - OHS policies and procedures
 - safe work procedures
 - task observation
 - safe behaviour and defensive driving practices
 - emergency preparedness
 - incident investigation
- Training requirements should be defined for*
- person(s) undertaking supervised and/or accredited training towards assessment for a particular certificate
 - persons requiring training for safe use of plant or equipment

RANGE STATEMENT

- Licensing, certification and registration requirements may be defined in***
- relevant national and Australian standards
 - state and territory OHS legislation and codes of practice
 - licensing and certification requirements applicable to state and/or territory legislation including OHS, dangerous goods, hazardous substances, mining and petrochemical
- Other legal requirements include***
- relevant state or territory transport regulations
- As low as reasonably achievable (ALARA) means***
- a basic concept where risks are kept as low as is reasonably achievable
- Appropriate records include***
- compliance with legislative requirements
 - risk assessments
 - noise and vibration analysis
 - maintenance and modification records

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS507A Facilitate the application of principles of occupational health to control OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers application of principles of occupational health and implementation of strategies to control OHS risk.

In practice, facilitating the application of principles of occupational health to control OHS risk may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals with managerial responsibility for managing OHS risk in the workplace to consider the impact of agents in the workplace on the health of workers, and the physical and psychosocial effects to workers' health arising from work organisation and work processes. It includes contributing to the implementation of developed strategies, systems and plans, as well as recognising the need for expert advice.

It includes identifying occupational health hazards, seeking solutions and interventions to bring about change in the workplace, and facilitating risk assessment and controls to reduce exposure to the effects of hazardous materials and hazardous conditions in the workplace.

Hazards of both short-term and long-term latency, including those hazards that impact on health are covered in PSPSOHS505A Manage hazards in the work environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the potential for adverse effects on health from agents in the workplace	<p>1.1 <i>External sources of information and data</i> are accessed to assist in identifying <i>agents</i> in the workplace with a potential to adversely affect health.</p> <p>1.2 <i>Workplace sources of information and data</i> are reviewed to access information to assist in identifying agents in the workplace with a potential to adversely affect health.</p> <p>1.3 The role of individual difference in susceptibility to occupational disease or injury is considered in identifying adverse effects on health.</p> <p>1.4 Situations are identified where <i>health professionals</i> may be required.</p>
2. Identify the potential for adverse effects on health related to the interaction of the work environment, work systems and people	<p>2.1 Knowledge of sources of occupational disease and injury are applied to analyse <i>job characteristics and nature of work</i> and the <i>context of work</i> to identify situations with a potential for physical or psychological harm to employees.</p> <p>2.2 Workplace and <i>internal sources of information and data</i> are accessed, taking account of privacy requirements, to assist in identifying situations with a potential for physical or psychological harm to employees.</p> <p>2.3 The role of individual differences in susceptibility is considered in assessing the potential scope and impact of situations with adverse effects on health.</p>
3. Facilitate the control of risks to health in the workplace	<p>3.1 The <i>hierarchy of control</i> is applied to control risks to occupational health.</p> <p>3.2 Workplace policies, procedures and schedules are examined to minimise situations with a potential to adversely cause physical or psychological harm.</p> <p>3.3 <i>Organisational communication processes</i> are examined to maximise clarity of roles and employee involvement.</p>
4. Participate in the development of strategies to communicate occupational health information and data	<p>4.1 <i>Target groups</i> for advice are researched and identified.</p> <p>4.2 Health effects that may result from work and working environment are interpreted and discussed with <i>stakeholders</i></p> <p>4.3 Communication strategies are implemented in accordance with <i>legal and ethical requirements</i>.</p> <p>4.4 The effectiveness of health communication processes is evaluated and monitored.</p>
5. Monitor and facilitate occupational health, education training	<p>5.1 The need for health information and data, and training is identified in consultation with workplace stakeholders.</p> <p>5.2 Personnel including health professionals and <i>resources</i> to deliver the occupational health training are identified.</p>

ELEMENT

PERFORMANCE CRITERIA

- 5.3 Roles and responsibilities for delivery of training are identified and allocated.
- 5.4 Health information and data, and education is provided to managers and workers in a manner that facilitates understanding and uptake.
- 6. Review and evaluate the occupational health program**
- 6.1 Outcomes of occupational health programs evaluated through *the evaluation plan*.
- 6.2 The overall impact of the occupational health program is evaluated and documented.
- 6.3 Recommendations are made for future programs as a result of the evaluation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- applying continuous improvement and action planning processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- methods of providing evidence of compliance with OHS legislation
- requirements under hazard specific OHS legislation and codes of practice
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
- structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy

REQUIRED SKILLS AND KNOWLEDGE

- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- basic knowledge of organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- sources of occupational disease and their prevention
- basic knowledge of toxicology of hazardous materials and potential health effects in the workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS
- PSPSOHS504A Apply principles of OHS risk management.

Overview of evidence requirements In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the control of OHS risk
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when facilitating the application of principles of occupational health to control OHS risk.

Where and how to assess evidence Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating the application of principles of occupational health to control OHS risk, including coping with difficulties, irregularities and breakdowns in routine
- facilitating the application of principles of occupational health to control OHS risk in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

EVIDENCE GUIDE

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance criteria is explained here.

External sources of information and data may include

- OHS regulatory authorities
- National Occupational Health and Safety Commission (NOHSC)
- industry bodies
- employer groups
- unions
- OHS specialists
- legislation, codes of practice, associated standards and guidance material
- databases such as national and state injury data, NICNAS (National Industrial Chemicals Notification and Assessment Scheme)
- journals and web sites
- manufacturers' manuals and specifications

Agents may be

- chemical
- physical
- biological
- ergonomic
- psychosocial

Workplace sources of information and data may include

- employees
- hazard, incident and investigation reports
- written and verbal complaints
- minutes of meetings
- reports
- audits
- material safety data sheets (MSDSs)
- questionnaires

Health professionals may include

- occupational health physicians
- general practitioners
- occupational health nurses
- health educators

Job characteristics and nature of work may

- workplace processes and the hazards they produce
- toxicology of hazardous materials

RANGE STATEMENT

include

- health effects of physical hazards in the workplace such as noise, vibration, thermal extremes
- effectiveness of different control strategies
- relative costs of implementation of appropriate control strategies
- job demands such as high physical, mental or emotional demands; lack of variety; short work cycle; workload
- work load and scheduling issues such as pace; shift work, inflexible work schedules; unpredictable, long or unsocial hours
- participation in decision making and control of workload
- adequacy of or faulty equipment

Context of work may include

- organisational factors such as communication; levels of support for problem solving and personal development; changing employment patterns; and definition of organisational objectives
- interpersonal relationships at work, including with supervisors and peers
- role ambiguity, role conflict, role responsibilities
- career issues including promotion, job security and skills

Internal sources of information and data may include

- human resource, industrial relations, personnel management and staff
- occupational health and employee assistance staff
- supervisors
- managers
- OHS and employee representatives

Hierarchy of control means developing risk controls within the following priority order

- eliminate hazards
- and where this is not practicable, minimise risk by:
 - substitution
 - isolating the hazard from personnel
 - using engineering controls
 - using administrative controls (eg procedures, training)
 - using personal protective equipment (PPE)

Organisational communication processes may include

- formal and informal communication processes
- training
- position descriptions and performance appraisal processes

Target groups identification includes

- characteristics such as, but not limited to:
 - size of workforce, group, team etc
 - location
 - variability of roles, responsibilities etc
 - language and literacy
 - cultural background

RANGE STATEMENT

- characteristics influencing communication strategies, such as access to information and data and empowerment
- Stakeholders may include*
- employees
 - managers
 - health and safety and other employee representatives
 - OHS committees
 - families of employees
 - local community
- Ethical requirements may include*
- confidentiality
 - privacy
 - equity
 - workplace diversity
- Resources may include*
- physical
 - financial
- The evaluation plan may include*
- appropriate communication strategies for the workplace
 - training content
 - training availability including delivery schedule
 - identification of relevant target groups
 - impact on workforce
 - impact on improvements to the workplace as a result of interventions

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS508A Participate in the investigation of incidents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers participation in the planning, conduct and reporting of investigations of incidents which have resulted in, or have a potential to result in, injury or damage. Situations may range from relatively minor through to major incidents.

In practice, participating in the investigation of incidents may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

Application of the unit This unit applies to individuals with managerial responsibility for occupational health and safety (OHS) who are required to participate in the investigation of incidents for prevention.

It includes conducting an initial assessment of the situation, establishing the scope and legal parameters of the investigation, conducting a systematic analysis to identify underlying causes and actions for prevention and reporting on the outcomes of the investigation.

The unit applies to both straightforward investigations as well as formal investigations of complex situations. Where the investigation is of a complex situation or the application of the skills and knowledge is in a larger organisation, procedures for incident investigation will exist. In smaller organisations there may not be existing investigation procedures and external OHS expertise should be accessed where required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate initial assessment of situation	1.1 Area is checked to ensure that it is safe and arrangements have been made to meet initial needs of those involved in the incident. 1.2 Integrity of the site and personnel is established and maintained in accordance with legal requirements and to ensure objectivity of information collected. 1.3 Statutory and legal obligations are identified and, if required, <i>relevant government agencies</i> advised. 1.4 <i>Key persons within the organisation</i> are notified. 1.5 Factors affecting the <i>complexity</i> of the investigation are determined and notified. 1.6 <i>Stakeholders and interested parties</i> are identified and notified as appropriate.
2. Participate in the establishment of an investigation processes	2.1 Organisational policies and procedures for incident investigation are accessed and known. 2.2 <i>Investigation team</i> is convened appropriate to the level of the investigation. 2.3 Scope of the investigation is defined taking account of legislative requirements. 2.4 Involvement of interested parties is facilitated in accordance with legislative requirements. 2.5 Resources required to conduct the investigation, including the need for expert advice (if required), are identified and sourced. 2.6 <i>Barriers to investigation</i> are identified and addressed. 2.7 Action plans and time lines are developed by the investigation team.
3. Collect information and data for analysis	3.1 Sources of information and data are identified and accessed. 3.2 Incident site, equipment and other evidence involved is inspected. 3.3 Gathering of information and data by others is facilitated. 3.4 Statements, photographs, measurements and documentary evidence are taken and recorded, taking account of objectivity, confidentiality and legal implications. 3.5 Site, evidence and all necessary documentation is appropriately secured. 3.6 Members of investigation team are appropriately involved.
4. Analyse information and data gathered to identify immediate	4.1 <i>Conceptual basis for the analysis</i> is identified and understood by the investigation team.

ELEMENT	PERFORMANCE CRITERIA
and underlying causes and practical prevention measures	<p>4.2 <i>Time line of events</i> leading up to incident is constructed.</p> <p>4.3 <i>Causative event/s</i> is researched.</p> <p>4.4 <i>Conditions and circumstances</i> that contributed to the causative event are identified.</p> <p>4.5 Intervention points on the time line for prevention are identified.</p> <p>4.6 Strategies to prevent the re-occurrence of the incident are identified.</p>
5. Compile investigation report	<p>5.1 Results of analysis are documented in a format to suit the required <i>target audiences</i> and legal requirements.</p> <p>5.2 Report is phrased in objective terms and cites evidence and reasons for conclusions.</p> <p>5.3 Report includes recommendations for prevention.</p> <p>5.4 Following appropriate authorisation, relevant information and data is disseminated to key personnel, stakeholders and external agencies as appropriate.</p> <p>5.5 Findings from the report are used to develop further prevention strategies.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing legally defensible reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS
- paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- legislative requirements for OHS information and data, and consultation
- rights of OHS inspectors
- requirements for record keeping that addresses OHS, privacy and other legislation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- concept of common law duty of care
- methods of providing evidence of compliance with OHS legislation
- principles and practices of continuity and validity of evidence retention for potential legal action
- requirements for reporting under OHS and other relevant legislation including notification

REQUIRED SKILLS AND KNOWLEDGE

and reporting of incidents

- requirements under hazard specific OHS legislation and codes of practice
- basic principles of incident causation and injury processes
- characteristics, mode of action and units measurement of major hazard types
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards
- principles and practices of systematic approaches to managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- ethics related to professional practice
- knowledge of organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS504A Apply principles of OHS risk management
- PSPSOHS505A Manage hazards in the work environment
- PSPSOHS506A Monitor and facilitate the management of hazards associated with plant.

Overview of evidence requirements In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the investigation of incidents
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when participating in the investigation of incidents.

Where and how to assess evidence Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when participating in the investigation of incidents, including coping with difficulties, irregularities and breakdowns in routine
- participation in the investigation of incidents in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of

EVIDENCE GUIDE

this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Relevant government agencies may include***
- OHS authorities
 - environment protection agencies
 - police and other emergency services
- Key persons within the organisation may include***
- senior management
 - OHS specialists within organisation
 - organisational legal advisor
 - union or staff association representatives
 - workgroup members
 - supervisors
 - personnel involved in incident/situation
 - employee assistance personnel
 - external specialist personnel and contractors
- Complexity may be affected by***
- legal implications arising from the incident or post incident related matters
 - involvement of external agencies
 - language competencies of parties involved
 - technical implications
 - seriousness of injury or other outcomes
 - conflict of interest issues
 - existence of secondary hazards
 - administrative implications
 - level of public or political interest
 - international conventions
 - number of other parties, including sub-contractors
- Stakeholders and interested parties may include***
- community
 - the organisation's board or advisory council
 - coroner
 - government agencies, including OHS and emergency service agencies
 - managers
 - insurance companies
 - employees and family members

- politicians
- workgroup members and people who may be exposed to similar situations
- unions
- employers
- designers
- manufacturers
- suppliers and distributors
- persons in control of workplaces
- sub-contractors
- importers
- installers
- media

Investigation team should include persons

- familiar with the task and the work environment
- responsible for performance standards within the work environment (eg supervisor)
- with OHS expertise
- in OHS representative role
- in authority in organisation such as company/organisational legal advisor and technical experts as required
- Note: that different roles may be performed by the one person, especially in smaller organisations

Barriers to investigation may include

- changes to incident scene
- length of time from when incident occurred/first identified
- management and employee attitude including desire to protect self and others
- political and community stakeholder sensitivity
- time limits imposed
- limited resources available
- legal restrictions or limitations (temporary, short-term or long-term)
- geographical location and/or accessibility
- economic implications
- condition of witnesses
- cultural issues
- language
- availability of research data and analysis or testing equipment
- availability of technical design information and data relevant to the investigation
- lack of records

Conceptual basis for the analysis should

- emphasise analysis of the systems in place at the time of the incident
- focus on the 'why' and 'how' rather than the 'what'

- encourage an open minded, objective approach
 - not focus on individual behaviour or fault
 - extend back in time as far as required and not just focus on immediate events
- Time line of events should***
- A causative event is***
- the key event that resulted in the particular outcome/s of injury or damage
- Condition is***
- a permanent situation such as type of equipment, work practice, design of work environment
- Circumstance is***
- a short-term situation that is relatively unusual, such as a storm or when a key person is absent
- Target audiences for the report/s may include:***
- board of management
 - senior managers
 - OHS committee
 - external agencies
 - police or coroner

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS601A Develop a systematic approach to managing OHS

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge and skills required to effectively design and develop a systematic approach to managing OHS for a specific workplace to ensure it is, as far as practicable, safe and without risks to the health of employees and others. This includes the systems, documentation, strategies and plans necessary to manage OHS and its evaluation in the workplace and may include development and implementation of an OHS Management System (OHSMS).

In practice, developing a systematic approach to managing OHS may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit applies to individuals who are required to effectively design and develop a systematic approach to managing OHS for a specific workplace to ensure it is, as far as practicable, safe and without risks to the health of employees and others.

It includes analysing the workplace to clarify needs, selecting an appropriate standard, developing systematic approaches and associated documentation, and planning, supporting and monitoring the systematic approach.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the workplace to identify needs	1.1 <i>External motivators</i> for development of <i>systematic approaches to managing OHS</i> are identified in consultation with managers and other <i>stakeholders</i> . 1.2 <i>Internal motivators</i> for development of systematic approaches to managing OHS are identified. 1.3 <i>Workplace factors</i> that may impact on the design and development of systematic approaches to managing OHS are identified.
2. Design integrated approaches to managing OHS	2.1 <i>Relevant standards</i> , codes of practice and guidance material that provide a basis for systematic approaches to managing OHS are reviewed, in consultation with managers and other <i>stakeholders</i> . 2.2 <i>Elements of systematic approaches to managing OHS</i> are defined to suit the workplace in consultation with stakeholders. 2.3 Elements are evaluated for compliance with <i>legal obligations</i> . 2.4 Situations are identified where <i>OHS specialists</i> and <i>technical advisors</i> may be required.
3. Plan and develop integrated approaches to managing OHS	3.1 <i>Policies and procedures</i> are developed to support systematic approaches to managing OHS, taking account of workplace factors. 3.2 Links with <i>other functional areas and management systems</i> are identified and incorporated. 3.3 Relevant roles and responsibilities are identified and allocated. 3.4 Training needs for the introduction and ongoing maintenance of systematic approaches to managing OHS are identified and documented. 3.5 <i>Resources</i> necessary to introduce and maintain systematic approaches to managing OHS are identified and documented. 3.6 A strategic implementation plan is developed to manage OHS.
4. Support planning and implementation of integrated approaches to managing OHS	4.1 Priorities for action are determined in consultation with managers and employee representatives. 4.2 Action plans are developed with allocated responsibilities and time lines. 4.3 Advice and support are provided to managers and other <i>key personnel</i> . 4.4 Implementation is monitored, in consultation with

ELEMENT

PERFORMANCE CRITERIA

- stakeholders, to ensure practicality, compatibility with other management systems and management practices, and acceptance of systematic approaches and support of programs by all levels of the organisation.
- 4.5 Regular reports and feedback including recommendations for adjustment in the implementation are provided to key personnel.
- 5. Evaluate the design and development of integrated approaches to managing OHS**
- 5.1 The *evaluation protocol* is designed in consultation with stakeholders.
- 5.2 A plan is developed for collection of *information and data*.
- 5.3 Information and data is analysed and evaluated
- 5.4 Recommendations are made for improvement in the systematic management of OHS as a result of the evaluation findings.
- 5.5 A report is provided to management on the outcomes of the evaluation and the recommendations for further development and improvement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- advanced written communication including development of policies and procedures, plans
- applying continuous improvement and action planning processes
- contributing effectively to the strategic OHS performance of the organisation
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- interpreting information and data to identify areas for improvement
- conducting effective formal and informal meetings
- using information and data gathering techniques such as brainstorming, polling, interviews
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material

REQUIRED SKILLS AND KNOWLEDGE

- difference between common law and statutory law
- concept of common law duty of care
- requirements for recordkeeping that address OHS, privacy and other relevant legislation
- nature and use of information and data that provides valid and reliable results on performance of OHS management processes (including positive performance indicators (PPIs) and limitations of other types of measures
- development of tools such as PPIs in assessment of OHS performance
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- principles of incident causation and injury processes
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- principles and practices of a systematic approach to managing OHS
- requirements of OHS and standards related to systematically managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- methods of providing evidence of compliance with OHS legislation
- professional liability in relation to providing advice
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPSOHS602A Develop OHS information and data analysis and reporting and recording processes
- PSPSOHS608A Conduct an OHS audit.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the development of a systematic approach to managing OHS
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when developing a systematic approach to managing OHS.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing a systematic approach to managing OHS, including coping with difficulties, irregularities and breakdowns in routine
- development of a systematic approach to managing OHS in a range of 2 or more contexts or occasions, over time., including examples of development activities to suit a specific organisational context across at least 4 areas of an OHS system.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

EVIDENCE GUIDE

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- External motivators may include***
- legal obligations
 - customer/contract demand
 - corporate image/reputation
- A systematic approach to managing OHS***
- is part of the organisation's overall management system that covers developing, implementing, reviewing and maintaining the activities for managing OHS
 - is not a commercial package or folders on the shelf
 - may involve use of OHS management systems developed in the workplace to meet the OHS situation in that particular workplace
- Internal motivators may include***
- injury and illness prevention (ethical)
 - industrial relations
 - financial
- Workplace factors may include***
- whether certification is required
 - organisational structure
 - management commitment
 - management style, and OHS knowledge and skills of organisation
 - workplace culture, including industrial relations and safety culture
 - consultation and communication processes
 - other management systems requiring interface or integration with systematic approaches to managing OHS
 - resources available
 - nature of hazards and level of risk
 - staff profile including language, literacy and numeracy, cultural diversity and special needs for employees
- Relevant standards may include***
- Australian standards
 - standards developed by OHS authorities
 - industry standards
- Stakeholders may include***
- managers
 - supervisors
 - employees

RANGE STATEMENT

- health and safety and other employee representatives
 - OHS committees
- Elements of systematic approaches to managing OHS are*
- a list of key requirements or major principles that are combined in a methodical and ordered manner to minimise the risk of injury or ill health in the workplace, and may include for example:
 - processes of OHS planning
 - allocation of resources
 - communication and consultation
 - hazard management
 - record keeping and reporting
 - training and competency
 - review and evaluation for ongoing improvement of OHS
- Legal obligations include those under legislation relating to*
- OHS
 - equity
 - workplace diversity
 - privacy
 - freedom of information
 - trade practices
 - industrial relations
- OHS specialists may be internal or external and include*
- ergonomists
 - occupational hygienists
 - injury management advisors
 - health professionals
- Technical advisors may include*
- legal practitioners
 - engineers (such as design, acoustic, safety, mechanical, civil)
 - workplace trainers and assessors
 - maintenance and trade persons
- Policies and procedures may include*
- policies and procedures underpinning OHS
 - purchasing and contracting procedures
 - documents describing how tasks, projects, inspections, jobs and processes are to be undertaken
 - standard operating procedures
 - job/task statements
 - quality system documentation
- Other functional areas and management systems may include*
- strategic planning
 - purchasing, procurement and contracting
 - logistics
 - human resource, industrial relations and personnel management, including payroll

RANGE STATEMENT

- engineering and maintenance
 - information, data and records management
 - finance and auditing
 - environmental management
 - quality management
- Resources may include*
- financial requirements
 - personnel, including time allocation
 - equipment
 - specialised resources
- Key personnel are*
- those people who have a key role in OHS including managers, supervisors, OHS representatives and other functional areas
- Evaluation protocol includes*
- criteria for evaluation
 - how the criteria will be measured
 - how the information and data will be collected
 - time period for collection of information and data
- Information and data may include*
- minutes of meetings
 - workplace inspections
 - feedback from questionnaires
 - workshops
 - audit reports

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS602A Develop OHS information and data analysis and reporting and recording processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the design and development of a system for managing the collection, analysis and dissemination of OHS information and data, statistics and records.

In practice, developing OHS information and data analysis, reporting and recording processes may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

The unit applies to the design and development of a formal OHS management system or other systematic approaches to managing OHS.

The information and data system covers analysing workplace information and data in a systematic manner to ensure effective measurement and evaluation of OHS performance with the objective of improving the management of OHS. This includes informing management and other stakeholders about OHS performance and meeting legislative requirements regarding the use, distribution and maintenance of records under relevant statutory provisions.

This unit covers system design and development and is therefore more complex than PSPSOHS502A Participate in the management of the OHS information and data systems, which addresses the management of an already developed OHS information and data system.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify requirements for OHS information and data	<p>1.1 <i>Relevant legislation and standards</i> are reviewed to identify obligations relevant to OHS information and data.</p> <p>1.2 Policies and procedures are accessed to identify requirements for OHS information and data.</p> <p>1.3 Priorities for OHS information and data collection and management are determined in consultation with relevant <i>stakeholders</i>.</p> <p>1.4 <i>Workplace factors</i> that may impact on the design and development of OHS information and data processes are identified.</p> <p>1.5 Recommendations are made for appropriate indicators of OHS performance.</p> <p>1.6 Requirements for OHS information and data are drafted in consultation with relevant stakeholders.</p>
2. Make recommendations for the design of the OHS information and data processes	<p>2.1 Relevant <i>sources and types of OHS information and data</i> are identified and accessed.</p> <p>2.2 <i>Formats</i> for, and availability of, databases are investigated to identify the most appropriate format.</p> <p>2.3 Legal and <i>ethical requirements</i> are addressed in recommendations.</p> <p>2.4 Limits of own professional expertise are recognised and advice is sought from <i>relevant specialists</i> as required.</p> <p>2.5 Specifications are prepared for the OHS information and data processes.</p>
3. Develop the OHS information and data, and reporting and recording processes	<p>3.1 <i>Tools</i> for recording and collating information and data are identified and accessed or developed, recognising the limitations of information and data and measurement indices, and controlling for potential biases.</p> <p>3.2 Links with <i>other functional areas and management systems</i> to ensure comprehensive information and data collection are identified and facilitated.</p> <p>3.3 Relevant roles and responsibilities are identified and allocated.</p> <p>3.4 Policies, procedures and tools are developed for the collection, collation and recording of workplace OHS information and data, taking account of workplace factors and system requirements.</p> <p>3.5 Training needs for collection, collation and analysis of OHS information and data are identified and documented.</p> <p>3.6 <i>Resources</i> necessary for the collection, collation, recording, analysis and distribution of OHS information and data are</p>

ELEMENT

PERFORMANCE CRITERIA

- identified.
- 4. Record and analyse information and data to monitor OHS performance and evaluate methods of prevention**
- 4.1 *Descriptive and analytical techniques* for systematic evaluation of OHS performance monitoring (including *positive performance indicators*) and areas for improvement are identified and applied.
 - 4.2 *Information and data* is accessed and applied to determine potential associations between workplace hazards and their adverse effects on exposed workers.
 - 4.3 Information and data is recorded to assist identification of patterns of occupational injury and disease within particular areas.
 - 4.4 Information and data collection, recording, analysis and application are managed ethically.
 - 4.5 OHS information and data is critically evaluated to ensure accuracy, reliability, relevance and *validity*.
 - 4.6 Outcomes of information and data analysis are appropriately formatted and disseminated, considering the target audience and legal and ethical requirements.
 - 4.7 Appropriate strategies for improvement are identified, and recommendations are formulated as a consequence of information and data analysis.
- 5. Monitor and evaluate the effectiveness of information and data collection and analysis processes**
- 5.1 OHS information and data collection, recording, analysis and application processes are regularly reviewed to ensure relevance to the needs of the organisation in managing OHS and compliance with legislative requirements.
 - 5.2 Frequency, method and scope of review are determined in consultation with stakeholders.
 - 5.3 Recommendations are made for improvement to OHS information and data processes as required.
 - 5.4 Improvement strategies arising from the review are implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- advanced written communication including development of policies and procedures, plans
- applying continuous improvement and action planning processes
- contributing effectively to the strategic OHS performance of the organisation
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and producing graphs of workplace information and data to identify trends and recognise limitations of information and data
- carrying out simple statistical analysis eg mean, standard deviation, regression
- using electronic information and data systems to enter workplace information and data and produce effective graphical representations
- interpreting information and data to identify areas for improvement
- conducting effective formal and informal meetings
- using information and data gathering techniques such as brainstorming, polling, interviews
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS
- paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc

REQUIRED SKILLS AND KNOWLEDGE

- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- requirements for recordkeeping that address OHS, privacy and other relevant legislation
- requirements of effective records management systems including collection, filing, retention, retrieval, archiving and disposal
- standards related to OHS information and data, statistics and records management including requirements for information and data under elements of systematically managing OHS
- examples of OHS information and data management systems and tools
- nature and use of information and data that provides valid and reliable results on performance of OHS management processes (including positive performance indicators (PPIs) and limitations of other types of measures
- development of tools such as PPIs in assessment of OHS performance
- methods of collecting reliable information and data, commonly encountered problems in collection, and strategies for overcoming such problems
- principles and practices of continuity and validity of evidence retention for potential legal action
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- principles and practices of a systematic approach to managing OHS
- requirements of OHS and standards related to systematically managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender

REQUIRED SKILLS AND KNOWLEDGE

- workers with special needs
- ethics related to professional practice
- organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPSOHS601A Develop a systematic approach to managing OHS
- PSPSOHS608A Conduct an OHS audit.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the development of OHS information and data analysis and reporting and recording processes
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when developing OHS information and data analysis and reporting and recording processes.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing OHS information and data analysis and reporting and recording processes, including coping with difficulties, irregularities and breakdowns in routine
- development of OHS information and data analysis and reporting and recording processes in a range of 2 or more contexts or occasions, over time, with at least 2 examples provided under controlled conditions to demonstrate understanding of basic statistical processes as well as the ability

EVIDENCE GUIDE

to use software to carry out statistical analysis.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Relevant legislation may include***
- OHS, including serious injury and incident reporting
 - workers compensation
 - equity and workplace diversity
 - privacy
 - freedom of information
 - trade practices
- Standards may include***
- standards developed by OHS authorities
 - National Occupational Health and Safety Commission (NOHSC) standards
 - international, Australian or industry standards
- Stakeholders may include***
- management
 - supervisors
 - employees
 - OHS committees
 - health and safety and other employee representatives
- Workplace factors may include***
- size of organisation and industry type
 - organisational structure
 - management commitment
 - management style and OHS knowledge and skills of organisation
 - workplace culture, including industrial relations and safety culture
 - other management systems requiring interface or integration with the information and data processes for OHS
 - resources available
 - nature of hazards and level of risk
 - staff profile including language, literacy and numeracy, cultural diversity
 - required level of security for OHS system, including prevention of theft and fraud; access security; prevention of interruption of services; inadvertent release of material; and information and data destruction, corruption and alteration
- Relevant sources of OHS***
- external sources such as:

***information and data
may include***

- OHS legislation, codes of practice and guidance material
- Australian and industry standards
- Australian Bureau of Statistics (ABS)
- OHS authorities
- unions and industry bodies
- OHS professional bodies
- internet, journals and magazines
- technical information and data
- research literature
- manufacturers' manuals and specifications
- National Occupational Health and Safety Commission (NOHSC)
- internal sources such as:
 - employees
 - OHS policies and procedures
 - work instructions, job and work system analysis (JSAs)
 - risk assessments (past and present)
 - material safety data sheets (MSDSs) and registers
 - manufacturers' manuals
 - OHS positive performance indicators
 - insurance and incident investigation records
 - workers compensation data
 - safety handbooks
 - employee information papers, brochures, notes and newsletters
- OHS reports including, workplace inspections, hazard and incident reports, technical reports, consultations and observations

***Types of OHS
information and data
may include***

- risk management records
- OHS positive performance indicators
- incident reports, including reports on near misses, hits, incidents, injuries, first aid reports, illness, disease and dangerous occurrences
- enforcement notices and actions
- lost time reports and summaries
- sickness absence records
- workers' individual histories of exposure to specific substances, such as lead, asbestos, benzene and vinyl chloride
- medical records, including results of medical tests
- results of workplace environmental monitoring such as occupational, industrial hygiene monitoring, health screening and surveillance
- rehabilitation information, including case management
- workers compensation records

- performance appraisal and training records, including instruction and supervision logs, diaries and workbooks
- certification, registration and licensing
- reports for committees
- reports from OHS consultants
- research results
- rectification action reports and plans, inspections, plant maintenance and servicing records, and records of plant stoppages
- correspondence with agencies
- reports of proposed changes that may affect OHS
- safety manuals for plant and tools
- workplace procedure manuals
- registers, such as hazards, risk, hazardous substances, Dangerous Goods, MSDSs, confined spaces
- results of tests, measurements and analyses, for example noise and air
- risk assessments
- training records, including records of competencies to operate plant, and records of load shifting equipment and tools, such as EWP and explosive powered tools
- occupational health information and data
- ergonomic information and data, such as job and task analysis
- electronic information and data management systems, where system refers to computer software, hardware, users and other elements
- paper-based systems such as cards, files, registers and spreadsheets
- privacy
- confidentiality
- access to personal records
- ergonomists
- occupational hygienists
- health professionals
- legal practitioners
- injury management advisors
- emergency services personnel who may need to access hazardous substances and dangerous goods information and data
- medical and first aid personnel who may need to access relevant medical records and hazardous substances information and data
- information and data technology and database management support

Formats may include

Ethical requirements may include

Relevant specialists may include in-house and external OHS personnel such as

Tools may be electronic or paper-based and may include

- registers
- software for information and data recording and analysis
- performance monitoring charts and checklists
- handbooks
- available system of backup/archiving/storage/disposal

Other functional areas and management systems may include

- strategic planning
- purchasing, procurement and contracting
- logistics
- human resource, industrial relations and personnel management including payroll
- engineering and maintenance
- information, data and records management
- finance and auditing
- environmental management
- quality management

Resources include

- financial requirements
- personnel, including time allocation
- equipment
- specialised resources, such as electronic information and data management system, communications media and information/data technology equipment

Descriptive and analytical techniques may include

- statistical tests and methods such as:
- mean, standard deviation, regression analysis and percentage change
- making comparisons using basic tests of significance
- broad analytical studies to determine estimates of risk

Positive performance indicators are

- a means of focusing on assessing how successfully a workplace is performing through measuring OHS processes

Information and data may include

- organisational information and data
- industry information and data
- epidemiological studies such as:
- descriptive studies examining who, what, where, when, why - distribution and frequency
- analytical studies attempting to analyse cause or determinants of disease by testing a hypothesis
- experimental or intervention approaches such as clinical and community trials
- evaluation of particular occupational health programs

Validity is

- a reflection of the true state of a test result and includes tests for systematic distortions such as:
- information/data bias

- observational bias
- selection bias
- confounding bias
- recall bias

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS603A Analyse and evaluate OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to conduct a formal risk assessment comprising analysis and evaluation of OHS risk. It has been designed to be consistent with Australian Standard AS/NZS 4360: Risk Management (1999), or as revised.

In practice, analysing and evaluating OHS risk may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit addresses the knowledge, processes and techniques necessary to analyse and evaluate OHS risk as part of the risk management process.

OHS risk analysis involves defining the range of consequences, assessing the effectiveness of existing controls and deciding the likelihood of each consequence - and combining these in some way to obtain a level of risk. Risk evaluation is the comparison of pre-established criteria for tolerance and the subsequent ranking of risks requiring control.

The situation to be analysed and evaluated may involve a single task or a process comprising a series of tasks.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define parameters of the OHS risk study	1.1 Information and data on the <i>hazard</i> identification process and the <i>context</i> of the OHS <i>risk</i> are accessed. 1.2 The <i>scope of the OHS risk study</i> is established. 1.3 The activity to be analysed is divided into logical and manageable elements. 1.4 The <i>method of OHS risk analysis</i> is defined and documented.
2. Analyse the OHS risk of a task or process	2.1 The nature of the hazard including the process of injury or damage is clarified. 2.2 The need for further information such as <i>monitoring activities</i> is identified. 2.3 <i>Information and data about the OHS risk</i> are communicated to <i>stakeholders</i> . 2.4 A range of stakeholders is consulted and involved in the analysis. 2.5 Existing <i>controls</i> are identified and their <i>effectiveness</i> evaluated, taking account of <i>relevant standards</i> . 2.6 Specific scenarios to be considered are determined. 2.7 From the various scenarios possible <i>consequences</i> and the <i>likelihood</i> of their occurrence are determined. 2.8 Steps are undertaken to ensure <i>comprehensive analysis of information, data and techniques</i> . 2.9 The OHS risks are <i>ranked</i> in order of level of risk. 2.10 <i>OHS specialist advisers</i> are consulted if required.
3. Evaluate OHS risk of a task or process	3.1 Relevant legislation, codes of practice and standards are accessed and referenced. 3.2 Stakeholders are consulted in determining criteria for OHS <i>risk evaluation</i> . 3.3 Outcomes of OHS risk analysis are compared with <i>criteria</i> to identify risks requiring further risk control and risks deemed as low as reasonably achievable. 3.4 Process and outcomes of <i>analysis and evaluation</i> are <i>documented</i> in a manner that is accessible and facilitates understanding by the stakeholders. 3.5 Documentation of outcomes includes explanation of the legal ramifications of decision making based on risk prioritisation.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- applying continuous improvement and action planning processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and producing graphs of workplace information and data to identify trends and recognise limitations of information and data
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS
- undertaking basic research to access relevant information and data

paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance

approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc

- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- principles of incident causation and injury processes
- principles of human behaviour and response to interactions with human, physical and task environment to identify psychosocial hazards
- knowledge of a range of risk analysis/assessment techniques and tools and the application and limitations of those techniques and tools
- standard industry controls for a range of hazards
- types of hazard identification tools including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- pertinent sections of relevant Australian and other standards such as AS/NZS 4360: Risk management, National Standard for the Storage and Handling
- requirements for control of work permits/written authorities in workplace monitoring activities
- principles and practices of a systematic approach to managing OHS
- range of risk analysis/assessment techniques and tools and their application and limitations
- requirements of OHS and standards related to systematically managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- sources of occupational disease and their prevention
- knowledge of toxicology of hazardous materials and potential health effects in the

workplace

- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPSOHS604A Apply ergonomic principles to control OHS risk
- PSPSOHS605A Apply occupational hygiene principles to control OHS risk.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the analysis and evaluation of OHS risk
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when analysing and evaluating OHS risk.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when analysing and evaluating OHS risk, including coping with difficulties, irregularities and breakdowns in routine
- analysis and evaluation of OHS risk in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or

▪

more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- | | |
|--|--|
| <i>A hazard is</i> | <ul style="list-style-type: none"> • a source or situation with a potential for harm in terms of human injury or ill health, damage to property or the environment, or a combination of these |
| <i>Context includes description of</i> | <ul style="list-style-type: none"> • workplace • activities • internal and external factors that impact on OHS risk • stakeholders • level of documentation required • controls currently in place |
| <i>Risk is</i> | <ul style="list-style-type: none"> • the chance of something happening that will result in injury or damage • measured in terms of consequences (injury or damage) and likelihood of the consequence |
| <i>Scope of OHS risk study covers</i> | <ul style="list-style-type: none"> • why it is being done • who will use the output and for what purpose • activities, job role, area, location to be analysed |
| <i>Method of OHS risk analysis</i> | <ul style="list-style-type: none"> • may be agreed by the parties or may be defined by standards or legislation |
| <i>Monitoring activities may include but not be limited to</i> | <ul style="list-style-type: none"> • air monitoring • noise monitoring • medical monitoring |
| <i>Information and data about the OHS risk includes</i> | <ul style="list-style-type: none"> • the outcomes of OHS risk analysis • mode/s of action of the hazard causing injury or damage |
| <i>Stakeholders include</i> | <ul style="list-style-type: none"> • managers, including boards of management • employees and their representatives • customers/users of the product or process • the community |
| <i>Controls are</i> | <ul style="list-style-type: none"> • actions implementing risk management decisions, programs or policies; may involve monitoring, re-evaluation and compliance with decisions |
| <i>Effectiveness of controls</i> | <ul style="list-style-type: none"> • may be determined by detailed investigation; alternatively, |

• RANGE STATEMENT

	consideration of the hierarchy of control may be sufficient
<i>Relevant standards include</i>	<ul style="list-style-type: none"> • legislation • codes of practice and guidance material • Australian and industry standards • current practice • current knowledge • common law duty of care
<i>Consequence is</i>	<ul style="list-style-type: none"> • the injury or damage outcome of an event which may be expressed quantitatively or qualitatively; there may be a range of possible outcomes for a specific event or scenario
<i>Likelihood refers to</i>	<ul style="list-style-type: none"> • the likelihood of the occurrence of the consequence; not the likelihood of the hazard or the particular scenario
<i>Comprehensive analysis of information and data may include</i>	<ul style="list-style-type: none"> • past records • experience with enterprise, own/other industries • published literature • research within exposed groups • engineering modelling • specialist and expert groups
<i>Comprehensive analysis of techniques may include</i>	<ul style="list-style-type: none"> • broad consultation • multidisciplinary focus groups • structured interviews • questionnaires • processes and techniques used by specialists, such as modelling, fault tree and Hazard and Operability Studies (HazOps)
<i>Risk ranking is</i>	<ul style="list-style-type: none"> • a process of rating risks according to their severity and likelihood; common systems are based on matrices or nomograms
<i>OHS specialist advisors may include</i>	<ul style="list-style-type: none"> • engineers • ergonomists • occupational hygienists • safety professionals • occupational health practitioners • toxicologists • psychologists • people skilled in applying advanced risk analysis processes, such as modelling, fault tree, HazOps and Management Oversight and Risk Tree (MORT)
<i>Risk evaluation is</i>	<ul style="list-style-type: none"> • the comparison of risk with pre-established criteria for tolerance (or as low as reasonably achievable) and the subsequent ranking of risks requiring control
<i>Criteria may be</i>	<ul style="list-style-type: none"> • reference to established codes and standards

• **RANGE STATEMENT**

established by

- consultation

Documentation of risk analysis should include

- methods used
- groups involved/consulted
- description of consequences and their likelihood
- information and data used in estimates
- assumptions
- effectiveness of existing controls
- uncertainty in analysis
- factors affecting level of risk
- further information/data and/or investigation required

Documentation of risk evaluation should include

- method used to determine the criteria
- groups consulted/involved
- criteria determined
- list of risks and schedule for action
- statement of the legal ramifications of decision making based on risk prioritisation

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS604A Apply ergonomic principles to control OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to apply ergonomic knowledge, principles and techniques to control OHS risk.

In practice, applying ergonomic principles to control OHS risk may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

The unit addresses the principles, processes and techniques of ergonomics including the study of the interaction between people, the equipment they use and their general environment. The unit focuses on aspects of work design and work planning such as work layout, work flow, skills, individual variations and environmental factors.

Underpinning knowledge and skills for this unit are addressed in PSPSOHS504A Apply principles of OHS risk management and PSPSOHS505A Manage hazards in the work environment, and include a knowledge of systematic approaches to OHS.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess the degree of match between people and their activities, equipment, environment and systems</p>	<p>1.1 The extent of human variability in the organisation is identified.</p> <p>1.2 Demands placed on people in the organisation by their activities, equipment, environment and systems are determined.</p> <p>1.3 People's capacity to interact optimally with their activities, equipment, environment and systems is determined.</p> <p>1.4 The match between people and their activities, equipment, environment and systems is determined.</p> <p>1.5 <i>Specialist advisers</i> and relevant <i>stakeholders</i> are identified for <i>sources of information and data</i>, and consulted during the assessment process.</p>
<p>2. Design ergonomic interventions to enhance the match between people and their activities, equipment, environment and systems</p>	<p>2.1 <i>Ergonomic interventions</i> in the design process to optimise the match between people and their activities, equipment, environment and systems are identified.</p> <p>2.2 The work environment is designed to optimise the match between people, their activities, equipment, environment and systems.</p> <p>2.3 <i>Tools and databases</i> are used to assess tasks and designs to minimise risk.</p> <p>2.4 Recommendations are made to optimise the integration of controls and displays into the decision making processes within the work system.</p>
<p>3. Implement ergonomic interventions to enhance the match between people and their activities, equipment, environment and systems</p>	<p>3.1 Advice is provided on the impact of <i>legislation, codes of practice and standards</i> on the selection and implementation of ergonomic interventions.</p> <p>3.2 <i>Key personnel</i>, stakeholders and users are consulted when developing, selecting and implementing ergonomic interventions.</p> <p>3.3 Links are made with <i>other functional areas and management systems</i>.</p> <p>3.4 Implementation of the agreed intervention is facilitated.</p> <p>3.5 Training needs are identified and documented.</p> <p>3.6 <i>Resources</i> necessary to introduce and maintain the agreed interventions are identified and documented.</p> <p>3.7 The outcomes of ergonomic assessments and interventions are reported to key personnel and stakeholders.</p>
<p>4. Evaluate ergonomic interventions</p>	<p>4.1 Quality and outcomes of ergonomic interventions are evaluated in consultation with stakeholders and users.</p> <p>4.2 Modification of interventions is facilitated as required as a</p>

ELEMENT

PERFORMANCE CRITERIA

result of the evaluation findings.
4.3 Recommendations are made regarding future interventions as a result of the evaluation.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- applying continuous improvement and action planning processes
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and producing graphs of workplace information and data to identify trends and recognise limitations of information and data
- interpreting information and data to identify areas for improvement
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS
- undertaking basic research to access relevant information and data
- using anthropometric tables effectively

paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- difference between hazard and risk

- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard-specific OHS legislation and codes of practice
- characteristics, mode of action and units of measurement of major hazard types
- physiology and functional anatomy relevant to identifying and controlling ergonomic hazards
- human error and implications for design of equipment, work practices and controlling ergonomic hazards
- the basics of anthropometry and biomechanics
- basic human cognitive and perceptual capabilities relevant to the design of human/machine interfaces
- risk factors for manual handling injury and risk assessment techniques for manual handling
- principles of human behaviour and response to interactions with human, physical and task environment to identify psychosocial hazards
- direct and indirect influences that impact on OHS and the environment in the design of product/s
- interdependent relationships between ergonomics and workplace stressors such as psychosocial factors, occupational violence, shiftwork, repetitive work, awkward postures, lighting, thermal environment and work layout
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards
- strategies for minimising risk through application of ergonomic design and engineering, work layout, work processes, work organisation
- types of hazard identification tools including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- pertinent sections of relevant Australian and other standards such as AS/NZS 4360: Risk management, National Standard for the Storage and Handling
- principles and practices of a systematic approach to managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice

- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup.

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPSOHS601A Develop a systematic approach to managing OHS
- PSPSOHS603A Analyse and evaluate OHS risk
- PSPSOHS605A Apply occupational hygiene principles to control OHS risk
- PSPSOHS607A Advise on application of safe design principles to control OHS risk.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the application of ergonomic principles to control OHS risk
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when applying ergonomic principles to control OHS risk to control OHS risk.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying ergonomic principles to control OHS risk, including coping with difficulties, irregularities and breakdowns in routine
- application of ergonomic principles to control OHS risk in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might

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be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Specialists advisors may include

- specialist ergonomists
- occupational hygienists
- engineers (such as design, acoustic, safety, mechanical, civil)
- health professionals
- legal practitioners
- designers
- manufacturers and suppliers

Stakeholders may include

- managers
- supervisors
- employees
- health and safety and other employee representatives
- OHS committees

Sources of information and data may include

- external sources such as:
 - state and territory OHS regulatory bodies
 - National Occupational Health and Safety Commission (NOHSC)
 - relevant state or territory OHS legislation and codes of practice
 - international and Australian standards
 - National Plant and Certification Standards and associated guidance material
 - professional associations such as Ergonomics Society of Australia, Safety Institute of Australia, Institute of Engineers Australia, Design Institute of Australia and Building Design Professionals
 - employer groups, unions and industry bodies
 - OHS professionals, including those involved in safety engineering, occupational hygiene, occupational health, injury management, toxicology, ergonomics and epidemiology
- internal sources such as:
 - manufacturers' manuals and specifications
 - purchasing, contract and tendering procedures
 - hazard, incident and investigation reports
 - enforcement notices and actions
 - workplace inspections

• **RANGE STATEMENT**

- minutes of meetings
 - reports
 - audits, questionnaires and surveys
 - job and task statements
 - documents describing how tasks, projects, inspections, jobs and processes are undertaken
 - employees
 - design of tools
 - design of workplaces
 - design of products
 - design of equipment
 - design of work systems, processes or organisation including work flow, planning and control
 - job design
 - development of new decision making processes
 - new forms and organisations of work
 - engineering models
 - Australian and international standards
 - Australian and international anthropometric databases
 - current Commonwealth and relevant state/territory OHS legislation, regulations, codes of practice, associated standards and guidance material
 - workers compensation
 - privacy legislation
 - contract law
 - trade practices
 - criminal law
 - common law
 - industrial relations law
 - equal employment opportunity and anti-discrimination law
 - Australian and international standards
 - managers involved in OHS decision making or who may be impacted by decisions
 - strategic planning
 - purchasing, procurement and contracting
 - logistics
 - human resource, industrial relations and personnel management including payroll
 - engineering and maintenance
 - information and records management
 - finance and auditing
- Ergonomics interventions may include*
- Tools and databases may include but are not limited to*
- Legislation, codes of practice and standards may include*
- Key personnel include*
- Other functional areas and management systems may include*

• **RANGE STATEMENT**

- environmental management
- quality management
- Resources may include*
 - financial requirements
 - personnel, including time allocation
 - equipment
 - specialised resources such as electronic management systems, communications media and information/data technology equipment

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS605A Apply occupational hygiene principles to control OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers application of occupational hygiene knowledge and the techniques to control OHS risk arising from health hazards at work.

In practice, applying occupational hygiene principles to control OHS risk may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit provides for the requirement to control OHS risk arising from health hazards at work through the identification and assessment of the real or potential occurrence of chemical, physical or biological agents and other workplace stressors (including their interactions) that may affect the health or wellbeing of workers or others, and the recommendations for controls of such hazards.

Underpinning knowledge and skills for this unit are addressed in PSPSOHS504A Apply principles of OHS risk management, and PSPSOHS505A Manage hazards in the work environment, and include a knowledge of systematic approaches to managing OHS. Other useful skills that support this unit are addressed in PSPSOHS406A Use equipment to conduct workplace monitoring.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify health hazards that may result from features of the workplace or working environment	1.1 <i>Workplace factors</i> that may affect the health of workers are identified. 1.2 Health <i>hazards</i> that may result from work processes, work operations, equipment and work procedures are identified. 1.3 Possible routes of entry to the body and consequent effects on the body are identified for different workplace factors. 1.4 Situations are identified where <i>OHS specialists</i> and <i>other advisers</i> may be required.
2. Analyse the risks of worker exposure to potentially harmful agents and factors	2.1 <i>Sources of exposure</i> and <i>related factors</i> to potentially harmful agents and factors in work processes and methods are determined. 2.2 Equipment, sampling plan and techniques for assessing the exposure to selected agents and factors within a workplace are identified. 2.3 Monitoring and sampling results to provide an assessment of exposure are interpreted and evaluated. 2.4 <i>Exposure standards</i> are utilised in the assessment of risks. 2.5 Workplace measurements, interpretations and recommendations are reported to stakeholders in a suitable format for target group.
3. Design risk control strategies and advise on implementation	3.1 The <i>hierarchy of control</i> is applied to design risk control strategies, noting that <i>personal protective equipment</i> is regarded as the least satisfactory control measure. 3.2 Inadequacies in existing control measures are identified and remedial advice is provided. 3.3 Effective consultation and collaboration is undertaken with organisation, affected employees and others when developing, selecting and implementing risk control measures. 3.4 <i>External sources of information and data</i> and specialist advisers are accessed as required on nature of health hazard, level of risk, and risk control options.
4. Monitor and evaluate control strategies to minimise workplace exposures	4.1 Quality and outcomes of interventions are monitored and evaluated regularly in consultation with stakeholders and relevant employees. 4.2 Modifications to interventions are facilitated including consultations, as required, as a result of findings of regular evaluation and monitoring. 4.3 <i>Training needs</i> are identified in consultation with workplace stakeholders, documented and arranged if required.

ELEMENT

PERFORMANCE CRITERIA

4.4 Recommendations are made regarding future interventions as a result of evaluation and monitoring.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- applying continuous improvement and action planning processes
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and producing graphs of workplace information and data to identify trends and recognise limitations of information and data
- using electronic information and data systems to enter workplace information and data and produce effective graphical representations
- interpreting information and data to identify areas for improvement
- using a range of communication media
- conducting effective formal and informal meetings
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS
- undertaking basic research to access relevant information and data
- using measuring equipment including reading scales and dials applicable to selected hazards
- interpreting results from workplace measurements

paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors,

contractors, OHS inspectors etc

- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard-specific OHS legislation and codes of practice
- characteristics, mode of action and units of measurement of major hazard types
- characteristics of sound and vibration, units of noise, sound pressure levels, noise dose and process of hearing loss
- different categories of chemicals such as dangerous goods, hazardous substances, poisons, carcinogens etc
- types of hazardous dusts and fibres, hazardous environments and the possible explosion and ill health outcomes from exposure to dusts, particulates etc
- the effect of electricity on the body and the difference in action of fuses/circuit breakers and residual current devices
- difference between ionising and non-ionising radiation and the principles of decay, the effect of radiation on the body
- physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce harm
- physiology related to temperature control of the human body, hazards of working in hot environments, and appropriate controls
- direct and indirect influences that impact on OHS and the environment in the design of product/s
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards
- the role of control programs for microbiological hazards such as vaccination, local ventilation, decontamination
- requirements for individual fitting, use, maintenance and storage of a range of PPE items
- requirements for selection and limitations of use of a range of PPE items
- types of hazard identification tools including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- pertinent sections of relevant Australian and other standards such as AS/NZS 4360: Risk management, National Standard for the Storage and Handling
- types of measurement and monitoring equipment, including intrinsically safe equipment, calibration requirements and principles of how the equipment takes the measurement and limitations in use
- requirements for control of work permits/written authorities in workplace monitoring activities
- mathematical knowledge of units of measurement, logarithmic scales, decimals and order of magnitude relevant to making and interpreting measurements

- exposure standards, their limitations and their practical use
- sampling methodologies, application and related statistical measures
- principles and practices of a systematic approach to managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- sources of occupational disease and their prevention
- knowledge of toxicology of hazardous materials and potential health effects in the workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup.

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPSOHS601A Develop a systematic approach to managing OHS
- PSPSOHS603A Analyse and evaluate OHS risk
- PSPSOHS604A Apply ergonomic principles to control OHS risk.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the application of occupational hygiene principles to control OHS risk
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when applying occupational hygiene principles to control OHS risk.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying occupational hygiene principles to control OHS risk, including coping with difficulties, irregularities and breakdowns in routine
- application of occupational hygiene principles to control OHS risk in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of

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this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Workplace factors may include

- chemical agents such as:
 - solids, liquids, gases, hazardous or non hazardous substances and toxins, vapours, dusts, mists, fibres
 - chemical hazards occurring through airborne exposure and through skin contact
 - other chemical contaminants arising through direct use or as by-product contaminants
- physical agents such as:
 - noise, vibration, pressure, light, thermal
 - ionising and non-ionising radiation
- biological agents such as:
 - viruses
 - bacteria
 - zoonoses
 - animals
 - animal products
 - plants and plant products
 - allergens that may induce asthma, dermatitis etc
- ergonomic factors such as:
 - body position in relation to use of equipment or controls/awkward postures
 - harmful repetitive work
- psychosocial factors such as:
 - exposure to harmful/psychological stress at work such as work demand, environment

A hazard is

- a source or situation with a potential for harm in terms of human injury or ill health, damage to property or the environment, or a combination of these

OHS specialists may include

- specialist occupational hygienists
- ergonomists
- internal and external OHS professionals
- occupational health advisers
- allied health
- toxicologists

• **RANGE STATEMENT**

- injury management and return to work advisers
- Other advisers may include*
- equipment manufacturers and suppliers
 - substance manufacturers, importers and suppliers
 - engineers (ventilation, mechanical, chemical, electrical)
- Sources of exposure may include*
- substances/products created or generated by work processes, for example fume, carbon monoxide and dust
 - noise etc produced by plant and machinery
 - working with animals and animal products
 - needle stick exposures
 - occupationally related contact
- Related factors may include*
- synergistic/potential effects (increased effect of multiple exposures) compared with antagonistic effects (lessening effects of two or more substances than the effect of each in isolation)
 - dose related impacts
- Exposure standards are*
- established concentrations of substances that are given as guidance in assessing the risk of exposure
 - may be state, national and/or international publications
- Hierarchy of control means developing risk controls within the following priority order*
- eliminate hazards
 - and where this is not practicable, minimise risk by:
 - substitution
 - isolating the hazard from personnel
 - using engineering controls
 - using administrative controls (eg procedures, training)
 - using personal protective equipment (PPE)
- External sources of information and data include*
- state and territory OHS regulatory bodies
 - National Occupational Health and Safety Commission (NOHSC)
 - Australian standards, national codes of practice, guidance notes
 - engineers
 - external OHS professionals and specialists
 - Commonwealth Scientific and Industrial Research Organisation (CSIRO)
 - National Health and Medical Research Council (NHMRC)
 - union and employer associations
 - academic institutions, centres of research and libraries
 - Workplace Exposure Standards (WES)
 - material safety data sheets (MSDSs)
 - American Conference of Governmental Industrial Hygienists (ACGIH)

Other advisers may include

- equipment manufacturers and suppliers
- substance manufacturers, importers and suppliers
- engineers (ventilation, mechanical, chemical, electrical)
- OHS professional associations
- databases such as NICNAS (National Industrial Chemicals Notification and Assessment Scheme)
- manufacturers' manuals and specifications

Training needs may include

- legislative requirements
- risks associated with specific tasks
- methods of minimising exposure
- interpretation of information and data contained in material safety data sheets (MSDS), technical documents or brochures about substances, tools, equipment and plant
- workplace housekeeping
- personal hygiene
- maintenance of equipment, tools and plant to ensure effective performance of control systems
- requirements for health monitoring of use of certain workplace hazardous substances such as lead
- correct selection, use, servicing, storage and disposal of PPE

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS606A Develop and implement crisis management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to develop and implement the planning and management to prevent or mitigate the OHS outcomes of a crisis, where a 'crisis' is defined as an event with a potentially high consequence outcome in terms of personal injury or damage. The focus is on the development of management processes including emergency assessments, plans and preparation, analysis, monitoring, training and post incident support.

In practice, developing and implementing crisis management processes may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

This unit addresses the knowledge, processes and techniques necessary for developing and implementing crisis planning where a 'crisis' is defined as an event with a potentially high consequence outcome in terms of personal injury or damage.

Emergency preparedness and management is an important part of crisis management in that it addresses the elements of technical and tactical response. Crisis management involves a number of steps including threat analysis, crisis planning and crisis containment.

Useful underpinning knowledge and skills for the OHS practitioner that support this unit are addressed in units PPSOHS404A Contribute to the implementation of strategies to control OHS risk, PPSOHS405A Contribute to the implementation of emergency procedures, and PPSOHS504A Apply principles of OHS risk management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify sources of risk	1.1 The <i>organisational context</i> for <i>crisis</i> management is established. 1.2 The <i>environment</i> is investigated to identify <i>sources of risk</i> , <i>elements at risk</i> and <i>vulnerability</i> . 1.3 Relevant key personnel, appropriate <i>specialist advisers</i> and <i>emergency response agencies</i> are identified and consulted in the identification of sources of risk. 1.4 An <i>emergency sources of risk register</i> is developed.
2. Analyse and evaluate sources of risk	2.1 <i>Sources of information and data</i> on risk and vulnerability are accessed within the context of existing control measures to <i>characterise</i> the risk. 2.2 Appropriate specialist advisers and agencies are identified and consulted in the analysis and evaluation of sources of risk. 2.3 Risks are evaluated and prioritised for action.
3. Advise on requirements for crisis management	3.1 <i>Crisis management plan</i> is developed and <i>documented</i> . 3.2 Equipment needs are identified and documented. 3.3 Emergency communication requirements and processes for internal and external <i>stakeholders</i> and <i>resources</i> are identified and documented. 3.4 Liaison and communication processes with emergency response agencies and other external stakeholders are identified and documented. 3.5 <i>Training needs</i> are identified and documented.
4. Monitor and report on the effectiveness of crisis management	4.1 Crisis management is regularly <i>audited and reviewed</i> and actions are developed and implemented. 4.2 Emergency response equipment is routinely checked for currency and functionality. 4.3 Status of crisis management, including emergency response processes, is reported to management on a regular basis.
5. Participate in the emergency control organisation	5.1 The <i>emergency control organisation</i> is structured and acts to minimise consequences. 5.2 Own role in the emergency control organisation is known and implemented during an emergency. 5.3 Appropriate liaison is undertaken with internal personnel and external agencies.
6. Advise and support key personnel in the post	6.1 Recovery phase procedures focus on minimising consequences to the people involved, the environment and the organisation.

ELEMENT

**response/recovery
phase to minimise
consequences**

PERFORMANCE CRITERIA

6.2 *External support and resource services* are identified and accessed as appropriate to assist recovery phase.

6.3 Debriefing is conducted including key personnel and external agencies as appropriate.

6.4 Debriefing process identifies areas requiring further attention.

6.5 Appropriate *reports* are disseminated internally and to relevant external agencies.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- applying continuous improvement and action planning processes
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing and evaluating a range of information and data formats including graphs, maps, matrices, technical reports
- interpreting information and data to identify areas for improvement
- using a range of communication media
- conducting effective formal and informal meetings
- using information and data gathering techniques such as brainstorming, polling, interviews
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS

issuing instructions in an authoritative manner during unusual circumstances.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- types of measurement and monitoring equipment, including intrinsically safe equipment, calibration requirements and principles of how the equipment takes the measurement and limitations in use
- how the characteristics and composition of the workforce impact on risk and the systematic

approach to managing OHS eg

- labour market changes
- structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy
- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- emergency-specific requirements under relevant legislation, codes of practice and standards including hazardous substances, dangerous goods and environment protection
- elements of a comprehensive crisis management program (Prevention, Preparedness, Response and Recovery, PPRR)
- relevant state and national emergency response structures eg Hazmat
- role, responsibility and authority of emergency response personnel
- principles of building compartmentation eg identification and role of smoke and fire doors
- emergency alerting systems, signals and instructions typically used in workplaces
- examples of emergency response processes typically used in workplaces including roles and responsibilities
- priorities and limitations of workplace response to emergencies
- hazards and precautions during an emergency including during an evacuation
- situations when evacuation is required and when evacuation is inappropriate, including circumstances where evacuation processes may need to be modified
- principles and priorities for evacuation including checking and accounting procedures
- circumstances or actions that may block, damage or inhibit function or use of emergency equipment
- information and data needs of emergency response agencies at time of reporting emergency, arrival of response and during management of emergency
- method of use, including hazards and limitations, of relevant emergency equipment including communication equipment
- principles of effective liaison with emergency service personnel including ensuring that there is no interference or hindrance to their action
- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- key personnel, including identifying 'change agents', within workplace management structure
- formal and informal communication and consultation processes and key personnel related

to communication

- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup
- organisational emergency procedures including various roles of the workplace emergency personnel
- essential actions of self and other key personnel in an emergency

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

▪

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT608B Manage risk
- PPSOHS603A Analyse and evaluate OHS risk

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the development and implementation of crisis management processes
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and implementing crisis management processes.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and implementing crisis management processes, including coping with difficulties, irregularities and breakdowns in routine
- development and implementation of crisis management processes in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios

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- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Organisational context may include

- legislation under which the organisation operates
- arrangements or industry/community partnerships
- hazards to which the organisation is exposed
- operating environment which may be influenced by political, industrial or other internal or external factors

Crises may include

- serious injury events
- emergencies requiring evacuation
- fires and explosions
- hazardous substance spills
- explosion and bomb scares
- security emergencies such as armed robberies, intruders and disturbed persons
- internal emergencies such as loss of power or water supply
- external emergencies such as flood, storm and traffic accident impacting on organisation

Environment may include

- conditions or influences that are part of, surround or interact with the organisation. It includes:
 - built environment (buildings and other assets)
 - physical environment (natural environment including topography, water bodies and vegetation)
 - social environment (including people interactions, internal and external politics, economic and culture)

Sources of risk have been termed 'hazards' in other units but the language of emergency management uses 'sources of risk' to indicate a broader application and may include

- natural hazards and or disasters
- technological hazards (failure of technology)
- biological hazards
- civil/political hazards including civil/political unrest, terrorism, sabotage, civil unrest and hostage
- management activities and controls including deficiencies in areas of non-compliance with internal management systems, legislation, and agreements/contracts

Elements at risk may be anything valued by the organisation and may include

- people
- assets
- environment
- commercial reputation and goodwill

• **RANGE STATEMENT**

- Vulnerability is*

 - quality of life
 - the degree of susceptibility and resilience of the organisation and the environment to the risk. It is influenced by the characteristics of the organisation in terms of its capacity to anticipate, cope with and recover from the crisis
- Specialist advisers may*

 - include advisers in emergency management, evacuation, fire, security and safety
 - use advanced techniques such as Hazard and Operability Studies (HazOp), Management Oversight and Risk Tree (MORT), computer modelling and scenario analysis
- Emergency response agencies may include*

 - fire, police, ambulance, State Emergency Services (SES), government departments, and OHS authorities
- An emergency sources of risk register should include*

 - comprehensive list of events or conditions to be evaluated, their location, together with a range of possible scenarios or circumstances under which a crisis may occur
 - crisis risk management documentation such as risk assessments
- Sources of information and data may include*

 - inspection and incident records
 - enforcement notices and actions
 - organisational records and files
 - research literature
 - international and national standards, codes of practice and guidelines
 - material safety data sheets (MSDSs)
 - specialist advisers
- Characteristics of risk may include*

 - significant features of the sources of risk such as:
 - likelihood
 - intensity
 - speed of onset
 - duration
 - area affected
 - perceptions of severity
 - impact, taking account of the coping capacity of the organisation
- Crisis management plan is a flexible document that can cope with a broad range of crisis types*

 - is approved at the highest levels of the organisation
 - focuses on management control
 - identifies responsibilities for decision making
 - details communication and support processes
 - addresses arrangements with any contractors or shared tenancy
 - integrates the emergency response plans as well as recovery
 - incorporates dealing with external agencies and support
 - addresses planning for recovery before crisis occurs

• **RANGE STATEMENT**

- Documentation for crisis management plan may include**
- policy, emergency response structure, initial response instructions for various roles/areas, responsibility and authority of individual roles, warning systems, training requirements, resource inventory for response and recovery, program review and monitoring processes; and
 - crisis risk management documentation, such as risk management team lists, communications strategies, identification of issues, risk assessments/evaluations, vulnerability profiles, risk registers and treatment strategies
- Stakeholders may include**
- internal stakeholders such as the board of management, managers, employees (and their families), contractors, visitors and others on site
 - external stakeholders such as local community (directly or via the media), representatives of special interest groups, insurance agencies, OHS regulators, local government and other relevant statutory bodies
- Resources may include**
- personnel and equipment
 - community support agencies
- Training needs should**
- specifically address the needs of each role within the crisis management team as well as all levels of the organisation
 - address knowledge requirements as well as practical application and include workshops, desktop exercises and full scale exercises

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS607A Advise on application of safe design principles to control OHS risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the knowledge and skills required of the occupational health and safety (OHS) practitioner to advise on applying safe design principles to control OHS risk during a product's life cycle.

In practice, advising on the application of safe design principles to control OHS risk may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

The central feature of safe design is the application of relevant information and data about human capabilities and behaviour to the design of objects, facilities, procedures and environments that people use.

Units PSPSOHS504A Apply principles of OHS risk management, and PSPSOHS505A Manage hazards in the work environment, provide useful underpinning knowledge and skills for this unit. Knowledge of systematic approaches to managing OHS also underpins this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Advise on the OHS requirements of the design process</p>	<p>1.1 Organisation <i>decision makers</i> are made aware of their responsibility for the safety of downstream users and beneficiaries.</p> <p>1.2 Decision makers are advised of their obligation under law to <i>design</i> and supply a safe designed product by eliminating OHS <i>hazards</i> and controlling for <i>residual OHS risk</i>.</p> <p>1.3 OHS is promoted within the design requirements and includes an overall risk evaluation of the designed product's life cycle.</p> <p>1.4 The most current knowledge of OHS principles, materials, technology and systems is sourced and made available for application in the design of the product.</p> <p>1.5 Required education and training to enable decision makers to have the necessary skills and knowledge to identify and eliminate OHS hazards, and to control OHS risk in the design phase, is identified and made available.</p> <p>1.6 Relevant <i>sources of information and data</i> are identified and accessed, in particular equipment users.</p> <p>1.7 Potential users of the equipment are consulted during the design phase.</p> <p>1.8 Situations are identified where <i>specialist advisers</i> may be required.</p>
<p>2. Develop a systematic hazard identification and OHS risk evaluation system for safe design</p>	<p>2.1 OHS hazards are identified and associated <i>risks</i> are <i>analysed</i> across the <i>life cycle</i> of the designed product.</p> <p>2.2 A systematic analysis of the <i>likelihood</i> and <i>consequences</i> of injury or illness arising from exposure to identified OHS hazards guides the selection and implementation of the most appropriate OHS risk controls for the designed product.</p> <p>2.3 Hazard identification and risk analysis includes potential alterations to the designed product during its life.</p> <p>2.4 Decision making during the <i>OHS risk evaluation</i> process is <i>documented</i> and made accessible to all parties.</p> <p>2.5 A residual <i>risk register</i> is established, recording OHS hazards not eliminated in the design together with possible control strategies, and distributed to those involved in the downstream or subsequent life cycle stages.</p> <p>2.6 The design is monitored as it evolves to identify potential new OHS hazards and to manage risks if they become evident.</p>
<p>3. Advise on principles</p>	<p>3.1 Design to minimise risk is based on the <i>hierarchy of control</i>.</p> <p>3.2 The designed product includes <i>fail-to-safe action</i> to minimise</p>

ELEMENT	PERFORMANCE CRITERIA
of OHS risk control	the impact of possible failure or defect.
4. Advise on consultation processes between people involved in the life cycle of the designed product	<p>4.1 Decision makers are advised to consider the range of people who will use or interact with the designed product.</p> <p>4.2 Consultation between all <i>parties</i> is arranged during the concept and detailed design phases to identify and eliminate OHS hazards and minimise risk.</p> <p>4.3 Residual OHS risk in the designed product is communicated appropriately to those who will use or interact with the designed product throughout its life cycle.</p>
5. Advise on contractual arrangements and procurement systems to minimise 'purchased' OHS risk	<p>5.1 Decision makers involved in <i>purchasing and contractual arrangements</i> are advised to include a requirement to eliminate OHS hazards, minimise OHS risks, and provide information and data on residual OHS risk.</p> <p>5.2 The <i>design brief or draft specifications</i> include an agreement to carry out a <i>Safe Design</i> approach.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- using a range of communication media
- conducting effective formal and informal meetings
- using information and data gathering techniques such as brainstorming, polling, interviews
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS
- undertaking basic research to access relevant information and data

paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- responsibilities of designers etc under OHS legislation
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard-specific OHS legislation and codes of practice

- principles of incident causation and injury processes
- human error and implications for design of equipment, work practices and controlling ergonomic hazards
- the basics of anthropometry and biomechanics
- basic human cognitive and perceptual capabilities relevant to the design of human/machine interfaces
- risk factors for manual handling injury and risk assessment techniques for manual handling
- principles of human behaviour and response to interactions with human, physical and task environment to identify psychosocial hazards
- direct and indirect influences that impact on OHS and the environment in the design of product/s
- interdependent relationships between ergonomics and workplace stressors such as psychosocial factors, occupational violence, shiftwork, repetitive work, awkward postures, lighting, thermal
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- knowledge of a range of risk analysis/assessment techniques and tools and the application and limitations of those techniques and tools
- standard industry controls for a range of hazards
- strategies for minimising risk through application of ergonomic design and engineering, work layout, work processes, work organisation
- types of hazard identification tools including JSA
- pertinent sections of relevant Australian and other standards such as AS/NZS 4360: Risk management, National Standard for the Storage and Handling Workplace Dangerous Goods [NOHSC: 1015] and National Standard for Manual Handling [NOHSC: 1001]
- principles and practices of a systematic approach to managing OHS
- range of risk analysis/assessment techniques and tools and their application and limitations
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- professional liability in relation to providing advice
- key personnel, including identifying 'change agents', within workplace management structure

- formal and informal communication and consultation processes and key personnel related to communication.

Evidence Guide

▪

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

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Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT608B Manage risk
- PSPSOHS603A Analyse and evaluate OHS risk
- PSPSOHS604A Apply ergonomic principles to control OHS risk.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to the application of safe design principles to control OHS risk
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when advising on the application of safe design principles to control OHS risk.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when advising on the application of safe design principles to control OHS risk, including coping with difficulties, irregularities and breakdowns in routine
- provision of advice on the application of safe design principles in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays

▪

- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Decision makers may include***
- any party with influence over the specifications of the designed product including but not limited to the designer, client or commissioning agent, financier, manufacturer, supplier, purchaser, installer, user, insurer, importer, erector, maintainer and regulator, and employees of these agents
- Design***
- is the process of bringing together innovation, aesthetics and functionality to plan and create a product, process or system to meet the artistic, industrial or performance requirement of an individual or group; and
 - involves a series of activities where an idea is conceived, shaped, developed, produced and then acted upon to produce a designed product; and
 - includes any subsequent alteration of a designed product such as redesign or retrofit
- A hazard is***
- a source or situation with a potential for harm in terms of human injury or ill health, damage to property or the environment, or a combination of these
- Residual OHS risk is***
- that risk that is unable to be designed out of the product
- Sources of information and data may include***
- international and Australian standards, codes of practice and guidance material
 - industry advisory bodies
 - government and other advisory bodies such as CSIRO, National Health and Medical Research Council, National Occupational Health and Safety Commission (NOHSC), Australian Consumers Association
 - Commonwealth, state and territory OHS and other regulatory bodies
 - research literature
 - NOHSC National Standard for Manual Handling, code of practice and associated guidance material
 - Australian and international anthropometric databases
 - professional associations such as Ergonomics Society of Australia, Institute of Engineers Australia, Safety Institute of Australia
 - employer groups and unions

- Specialist advisers may include***
- engineers (such as design, acoustic, safety, mechanical, chemical, civil)
 - architects, interior designers and builders
 - design professionals
 - drafts people, quantity surveyors and surveyors
 - building surveyors and certifiers
 - occupational hygienists
 - specialist ergonomists
 - health professionals
 - legal practitioners
 - insurers
 - technical professionals
 - maintenance and trades personnel
 - manufacturers
 - suppliers and distributors
 - workplace trainers and assessors
- Risk is***
- the chance of something happening that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- Risk analysis involves***
- defining the range of consequences
 - assessing the effectiveness of existing controls
 - deciding the likelihood of each consequence
 - combining these in some way to obtain a level of risk
- Life cycle of the product includes***
- design, construction/manufacture, supply/installation, use, maintenance/servicing, decommissioning/dismantling and disposal
 - life cycle cost considerations may also include environmental clean up and redesign/retrofit
- Likelihood refers to***
- the probability of an event occurring
- Consequence refers to***
- the injury or damage outcome of an event which may be expressed quantitatively or qualitatively; it should include an estimate of cost of injury or ill health
- OHS risk evaluation involves***
- comparison of risk with pre-established criteria for tolerance (or as low as reasonably achievable) and the subsequent ranking of risks requiring control
- Documentation of risk evaluation should include***
- methods used
 - groups involved/consulted
 - description of consequences and their likelihood
 - information and data used in estimates
 - assumptions

A risk register is

- effectiveness of existing controls
- uncertainty in analysis
- factors affecting level of risk
- further information and data, and investigation required
- a list of the risks including:
- scenarios or circumstances under which damage or injury may occur
- possible consequences or outcomes in terms of injury or damage
- an indication of the likelihood of the consequence/s occurring

Hierarchy of control means developing risk controls within the following priority order

- eliminate the hazard
- and where this is not practicable, minimise risk by:
- substitution
- isolating the hazard from personnel
- using engineering controls
- using administrative controls (eg procedures, training)
- using personal protective equipment (PPE)

Fail-to-safe action ensures

- that if there is a failure or defect in the product or another factor such as loss of power, then the product is left in a safe condition

Parties for consultation may include

- user
- manufacturer
- designer
- builder
- importer
- supplier and/or distributor
- installer
- maintenance agencies
- contractors
- commissioning agent
- disposer

Purchasing and contractual arrangements may include

- specifications
- statement of work
- supplier pre-qualification
- tender documentation
- purchase order

Design brief or draft specifications may include

- form or outline of document for design brief
- instructions
- technical requirements or specifications for a designed product, structure, item, systems or process

Safe Design is

- a design process that eliminates hazards or minimises potential risk to health and safety by involving decision makers, and considers OHS risks throughout the life cycle of the designed product
- a Safe Design approach will generate a design option that eliminates OHS hazards or minimises the risks to those that make the product and those that use it

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPSOHS608A Conduct an OHS audit

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers conduct of an internal or external OHS audit that may or may not be part of certification against a recognised benchmark.

In practice, conducting an OHS audit may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

It includes developing an audit plan and tools to gather OHS information and data, ensuring client/management liaison and briefing, arranging access to information, setting up entry and exit meetings, and coordinating evaluation/audit and audit team against time lines and the submission of reports.

The unit applies to the auditing of systematic approaches to managing OHS, which may or may not be formalised as part of an OHS management system, and can apply to internal or external benchmarks. The scope and benchmark criteria for the audit will be agreed before the commencement of OHS information and data gathering and may address all areas of the organisation or an identified function, business or geographical area.

OHS audits may be conducted by an individual or by a team and may be concurrent with other management system audits or conducted as a stand-alone exercise.

This unit does not cover the evaluation that is an integral part of an OHS audit as this is addressed in unit PSPSOHS609A Evaluate an organisation's OHS performance. People having responsibility for an OHS audit will require both these units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan an OHS audit	1.1 The scope, objectives and <i>benchmarks</i> of the audit are defined. 1.2 <i>Relevant documentation</i> such as preliminary material on the operation of the organisation is identified and obtained. 1.3 <i>Resources</i> required to conduct the audit are identified and arranged. 1.4 Timing, schedule and responsibilities for the audit are assigned.
2. Develop an OHS audit plan	2.1 Nature of <i>information and data collected</i> provides valid and reliable evidence of the <i>systematic approach to managing OHS</i> and risk controls within the context of the organisation. 2.2 Sources of evidence include <i>key personnel and stakeholders</i> . 2.3 Information and data collection strategies address issues of security, confidentiality, impartiality and equity. 2.4 Information and data collection strategies include opportunities for corroborating evidence. 2.5 The <i>audit plan</i> is developed, documented and submitted to client. 2.6 The audit plan is modified as a result of client input and to adapt to contingencies.
3. Develop an OHS audit tool	3.1 <i>Audit tool(s)</i> accurately reflect the criteria of the benchmark, nature of risks and identified relevant information and data types. 3.2 Audit tools focus on evaluation of performance of the OHS management processes. 3.3 Audit tools can be used with consistent outcomes by all members of the audit team. 3.4 Audit tools enable collection of evidence in a timely and efficient manner. 3.5 Audit tools are modified as a result of preliminary trial/s.
4. Gather information, data and OHS records	4.1 A broad range of workplace personnel are consulted during evidence gathering activities throughout the audit. 4.2 Types and sources of evidence gathered are compared with the audit plan, and reasons for discrepancies are identified. 4.3 <i>Alternative methods</i> are identified and utilised when evidence is not forthcoming, using planned methods. 4.4 Information and data reliability is checked with a number of sources.
5. Undertake OHS audit	5.1 <i>Preliminary evaluation</i> is undertaken.

ELEMENT**activities****PERFORMANCE CRITERIA**

- 5.2 Audit plan is re-submitted to client for comment as appropriate.
- 5.3 Issues concerning the audit plan are negotiated with the client and documents amended where required.
- 5.4 Initial meetings and worksite familiarisation are undertaken.
- 5.5 Progress of the audit plan is monitored with the client and/or audit team members to ensure resources are being used as planned, and that the audit objectives and audit time lines are being achieved.
- 5.6 Records of evidence and findings are progressively documented in an appropriate format and retained.
- 5.7 Hazards identified during the audit are reported promptly to the appropriate person/s, including supervisor and/or person in control of the workplace.
- 5.8 Own health and safety is addressed during the audit in accordance with organisational requirements and standards for safe work practices.
- 5.9 Information and data collection and evaluation activities comply with legal requirements and are carried out ethically.
- 5.10 Exit meetings with key personnel and stakeholders are undertaken as appropriate.
6. **Report on the outcomes of the OHS audit**
- 6.1 Summary audit findings and recommendations are presented to the clients at the *closing meeting*, after consultation with key personnel and stakeholders.
- 6.2 Results of the evaluation are compared against the audit criteria.
- 6.3 *Objective evidence* is presented with clear and concise findings, including benefits to be achieved by adoption of the audit report recommendations.
- 6.4 Where challenges to the report are anticipated, further explanations to promote acceptance are prepared.
- 6.5 Corrective action and *follow-up processes* are recommended to the client.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- advanced written communication including development of policies and procedures, plans
- applying continuous improvement and action planning processes
- achieving change using project management processes
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS

paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- legislative requirements for OHS information and data, and consultation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- requirements for recordkeeping that address OHS, privacy and other relevant legislation
- standards related to OHS information and data, statistics and records management including requirements for information and data under elements of systematically managing OHS
- nature and use of information and data that provides valid and reliable results on

performance of OHS management processes (including positive performance indicators (PPIs) and limitations of other types of measures

- development of tools such as PPIs in assessment of OHS performance
- methods of collecting reliable information and data, commonly encountered problems in collection, and strategies for overcoming such problems
- requirements under hazard-specific OHS legislation and codes of practice
- principles of incident causation and injury processes
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- standard industry controls for a range of hazards
- limitations of generic hazard and risk checklists and risk ranking processes
- sampling methodologies, application and related statistical measures
- principles and practices of a systematic approach to managing OHS
- requirements of OHS and standards related to systematically managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
 - labour market changes
 - structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
 - language, literacy and numeracy
 - communication skills
 - cultural background/workplace diversity
 - gender
 - workers with special needs
- auditing methods and techniques
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- methods of providing evidence of compliance with OHS legislation
- professional liability in relation to providing advice
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group.

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT602B Manage resources
- PSPMNGT611A Manage evaluations
- PSPSOHS609A Evaluate an organisation's OHS performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to OHS audits
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting an OHS audit.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting an OHS audit, including coping with difficulties, irregularities and breakdowns in routine
- conduct of OHS audits in a range of 3 or more contexts or occasions, over time, with at least 1 audit having a broad scope.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

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- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- Benchmarks may include***
- Australian or international standards
 - standards developed by OHS authorities
 - industry standards
 - standards developed internally by the organisation or by commercial organisations
- Relevant documentation may include***
- OHS legislation, codes of practice and guidance material
 - industry standards
 - organisational documents
- Resources may include***
- specialist personnel
 - equipment
- Information and data collected may be in hard copy or electronic and may include***
- management system documentation including policies and procedures, position descriptions and duty statements
 - operational documentation including completed forms, schedules, checklists, log books, minutes of meetings, action plans, maintenance reports and health surveillance records
 - claims, legal reports, complaints, hazard logs and incident and injury reports, enforcement notices and actions
 - reports and management reviews
 - previous management system reports and industry risk profiles
 - interviews with management, supervisors, work groups, employees and other parties across a range of levels and roles including health and safety representatives, OHS committee members and design personnel and contractors, where appropriate
 - observations in the workplace, work operations and records
 - training materials and records
 - for surveillance audits, information and data should include changes since last audit such as new equipment, processes, products, substances or projects
- A systemic approach to managing OHS involves***
- a comprehensive set of processes that are combined in a methodical and ordered manner to minimise the risk of injury or ill health in the workplace; and for example may include:
 - processes of OHS planning
 - allocation of resources
 - communication and consultation

- hazard management
- record keeping and reporting
- training and competency
- and review and evaluation for ongoing OHS improvement

Key personnel and stakeholders may include

- management, persons in control of the workplace, supervisors
- employees and other parties across a range of levels and roles including health and safety representatives, OHS committee members, design personnel and, where appropriate, contractors
- customers/clients

Audit plan includes

- scope of audit
- personnel involved
- time lines
- meetings to be scheduled, people to be interviewed
- locations to be inspected
- information and data required to be on hand
- sampling methodology including statistical measures

Audit tools

- are the instruments for collecting evidence and conducting the analysis and evaluation (they are not the same as the audit criteria or benchmarks) and may be:
- developed specifically for the purpose
- adapted from existing tools
- purchased or accessed from existing tools

and include:

- performance checklists
- sets of questions to be asked
- descriptions of required characteristics to be checked
- limitations for and instructions for use

Alternative methods may involve

- interviewing
- alternate sampling methodologies
- discussion groups
- surveys
- observation
- alternative information and data
- modified audit checklists
- how evidence deficiencies will be addressed

Preliminary evaluation may include

- off-site consultations
- reviews of relevant organisational documentation, information and data

Audit closing meetings are

- usually conducted within an agreed period after the client has viewed the written report

Objective evidence may be defined as

- information and data obtained through observation, measurement, tests or other means

Follow-up processes usually comprise

- an agreed meeting date with the client organisation, following sufficient time for implementation of corrective actions; and may include:
- checks of the rigour of original audit findings
- verification of effectiveness of recommendations and control action/s, particularly in correction of non-compliance/s
- provision of new non-conformance report/s if required

Unit Sector(s)

Not applicable.

Competency field

Competency field

Specialist Occupational Health&Safety

PSPSOHS609A Evaluate an organisation's OHS performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the outcomes required to make judgments as a consequence of an OHS audit and to evaluate an organisation's arrangements for identifying hazards, assessing and controlling risks, and monitoring and improving the effectiveness of the management of OHS and compliance against agreed benchmarks.

In practice, evaluating an organisation's OHS performance may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

Application of the unit

The unit focuses on evaluation of the effectiveness of an organisation's management of OHS. Aspects of the integration with other organisational management systems, the appropriateness of participative arrangements and OHS improvements are some components of the evaluation. The scope may cover OHS performance measures and outcomes, strategies, policies, programs, procedures and the organisation's resources.

This unit applies to the auditing of systematic approaches to managing OHS, which may or may not be formalised as part of an OHS management system, and can apply to internal or external benchmarks. The scope and benchmark criteria for the OHS audit will be agreed before the commencement of information and data gathering, and may address all areas of the organisation or an identified function, business or geographical area.

This unit is a companion unit to PSPSOHS608A Conduct an OHS audit, which together address the knowledge and skills required to conduct an OHS audit and to evaluate an organisation's OHS performance. People with overall responsibility for OHS audit will require both units.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Evaluate effectiveness of systematic approaches to identifying OHS hazards</p>	<p>1.1 Workplace <i>hazard</i> identification activities being undertaken are identified and compared with organisational policies and procedures.</p> <p>1.2 Products, processes and systems are examined to determine whether <i>hazards of long latency and low frequency/high consequence</i> are included and minimised.</p> <p>1.3 Products, processes and systems are examined to determine whether <i>risks to persons other than employees</i> are identified and minimised.</p> <p>1.4 <i>Organisational factors</i> that impact on OHS are identified.</p> <p>1.5 Outcomes of the evidence gathering are reviewed with <i>specialist personnel</i>, if required.</p>
<p>2. Evaluate the effectiveness of systematic approaches to OHS risk management</p>	<p>2.1 Appropriateness of the organisation's risk assessment tool/s and processes are evaluated.</p> <p>2.2 Outcomes of the risk assessment process are assessed for validity, reliability and inclusion of all major OHS risks, in particular demonstrated use of risk assessment methods in the organisation.</p> <p>2.3 Risk controls are evaluated for suitability and effectiveness in relation to the organisation's systematic management of OHS.</p>
<p>3. Evaluate the effectiveness of systematic OHS monitoring processes</p>	<p>3.1 The scope of organisational processes to monitor the implementation and status of systematic approaches to managing OHS is evaluated.</p> <p>3.2 The quality of information and data obtained from the monitoring processes is evaluated.</p> <p>3.3 The managerial level of response to the issues raised in the monitoring process is evaluated in relation to the level of risk.</p>
<p>4. Assess whether the OHS management approaches have produced improved performance</p>	<p>4.1 Performance indicators (including <i>positive performance indicators</i>) are evaluated to determine whether they provide a true, reliable and timely measure of the effectiveness of the OHS management approaches to reducing OHS risk.</p> <p>4.2 Reported performance is compared with evidence gathered, and differences are documented.</p> <p>4.3 Outcomes of evaluation of performance are documented in a clear and objective manner.</p>
<p>5. Assess and advise on organisational OHS compliance against</p>	<p>5.1 Systematic analysis is undertaken to identify areas of OHS compliance and non-compliance with <i>benchmarks</i>.</p> <p>5.2 Advice on the impact of legislation and standards on the</p>

ELEMENT

agreed benchmarks

PERFORMANCE CRITERIA

selection, suitability and implementation of a range of OHS performance interventions is provided.

5.3 Outcomes of evaluation of compliance are documented and reported to *key personnel and stakeholders*.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- contributing effectively to the strategic OHS performance of the organisation
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- analysing relevant workplace information and data, make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- analysing and evaluating a range of information and data carrying out simple statistical analysis eg mean, standard deviation, regression formats including graphs, maps, matrices, technical reports
- using electronic information and data systems to enter workplace information and data and produce effective graphical representations
- interpreting information and data to identify areas for improvement
- using a range of communication media
- conducting effective formal and informal meetings
- using information and data gathering techniques such as brainstorming, polling, interviews
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS

paying attention to detail when making observations and recording outcomes.

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- responsibilities of designers etc under OHS legislation
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors

- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- requirements for recordkeeping that address OHS, privacy and other relevant legislation
- standards related to OHS information and data, statistics and records management including requirements for information and data under elements of systematically managing OHS
- nature and use of information and data that provides valid and reliable results on performance of OHS management processes (including positive performance indicators (PPIs) and limitations of other types of measures
- development of tools such as PPIs in assessment of OHS performance
- methods of collecting reliable information and data, commonly encountered problems in collection, and strategies for overcoming such problems
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard-specific OHS legislation and codes of practice
- principles of incident causation and injury processes
- characteristics, mode of action and units of measurement of major hazard types
- principles of human behaviour and response to interactions with human, physical and task environment to identify psychosocial hazards
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- knowledge of a range of risk analysis/assessment techniques and tools and the application and limitations of those techniques and tools
- standard industry controls for a range of hazards
- types of hazard identification tools including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- sampling methodologies, application and related statistical measures
- principles and practices of a systematic approach to managing OHS
- range of risk analysis/assessment techniques and tools and their application and limitations
- requirements of OHS and standards related to systematically managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS eg
- labour market changes

- structure and organisation of workforce eg part-time, casual and contract workers, shift rosters, geographical location
- language, literacy and numeracy
- communication skills
- cultural background/workplace diversity
- gender
- workers with special needs
- auditing methods and techniques
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- methods of providing evidence of compliance with OHS legislation
- professional liability in relation to providing advice
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup.

Evidence Guide

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The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT602B Manage resources
- PSPMNGT611A Manage evaluations
- PPSOHS608A Conduct an OHS audit.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to evaluation of organisational OHS performance
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when evaluating an organisation's OHS performance.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating an organisation's OHS performance, including coping with difficulties, irregularities and breakdowns in routine
- evaluation of an organisation's OHS performance in a range of 3 or more contexts or occasions, over time, with at least 1 evaluation of broad scope.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or

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more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

• RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

- A *hazard* is
 - a source or situation with a potential for harm in terms of human injury or ill health, damage to property or the environment, or a combination of these
- Hazards of long latency* include
 - conditions, illnesses and other health risks that result from longer term exposure to specific triggers such as chemicals, noise, radiation and psychosocial factors
- Low frequency/high consequence hazards* are
 - high impact events that occur rarely such as explosions, fires and building collapses but may result in very serious injury, death or multiple death situations
- A *risk* is
 - the chance of something occurring that will result in injury or damage
 - measured in terms of consequences (injury or damage) and likelihood of the consequence
- Persons other than employees* may include
 - neighbourhood or local community members
 - contractors
 - visitors to premises
 - customers/clients
- Organisational factors* may include
 - geographical spread of sites
 - roster and shift arrangements
 - supervision structure
 - participatory arrangements
 - authority and reporting structure
 - workforce structure such as labour hire, contractors, part-time and casual workers
 - cultural diversity
 - workplace culture including industrial relations and safety culture
 - other management systems requiring interface or integration with management of OHS
 - nature of hazards and level of risk
- Specialist personnel* may include
 - external consultants specialising in specific areas of OHS such as safety engineering, ergonomics, hygiene, toxicology, psychology, occupational health
 - specialist staff within government agencies offering assistance

• **RANGE STATEMENT**

- Positive performance indicators* are
- in specialist or problem areas within OHS
 - a means of focusing on assessing how successfully a workplace is performing through measuring OHS processes
- Benchmarks* may include
- specific legislation
 - OHS management system standards
 - industry specific standards
 - organisation's business plan
- Key personnel and stakeholders* may include
- boards of management and shareholders
 - management, persons in control of the workplace, supervisors
 - employees and other parties across a range of levels and roles including health and safety representatives and OHS committee members
 - customers/clients

Unit Sector(s)

Not applicable.

Competency field

Competency field Specialist Occupational Health&Safety

PSPTIS501A Negotiate translating and interpreting assignments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to collect and assess information about the nature and conditions of translating and interpreting assignments, to inform the decision to accept or decline them. The unit also describes the skills and knowledge required to negotiate an agreed approach to assignments with clients and booking agencies.
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Application of the Unit

Application of the unit	This unit applies to all translators and interpreters and to agents working on behalf of translators and interpreters in negotiating assignments.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess assignment information.	<p>1.1. Clarify the <i>scope of assignments</i> with clients, including languages, <i>terms and conditions</i>, and any specific requirements.</p> <p>1.2. Analyse background information for details of the nature and conditions of assignments.</p> <p>1.3. Provide information to clients on terms, conditions and conventions to reach an <i>agreed approach</i>.</p> <p>1.4. Identify <i>performance expectations</i> and <i>their implications for undertaking the assignment</i>.</p>
2. Assess ability to complete assignment.	<p>2.1. Evaluate <i>personal competence</i> and <i>preparedness</i> to satisfy assignment requirements and areas for negotiation with clients.</p> <p>2.2. Identify and assess <i>limits and responsibility, and their implications</i>.</p> <p>2.3. Seek advice to inform decision-making process.</p>
3. Respond to assignment proposal.	<p>3.1. Review and <i>maintain a record</i> of decision-making process.</p> <p>3.2. Advise client or agency of decision to accept or decline the assignment in a professional and timely manner.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to assess personal competence to meet task requirements
- communication skills to discuss translating or interpreting process, outcomes and potential difficulties
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of levels of communication
 - seek advice to inform assessment of assignment
 - make clients aware of translating and interpreting protocols and expectations
 - convey decision to accept or decline assignment in a professional and timely manner
- language skills to negotiate about cross-cultural expectations
- language and literacy skills to read client-provided information and establish its key features
- numeracy skills to calculate costs and contract fees
- negotiation skills to clarify client requirements, performance expectations, agreement terms and conditions, and agreed approach, and to reach a mutually accepted agreement
- problem-solving skills to address areas of skill needs, logistics and potential ethical issues
- research skills to gather information to assist in negotiating assignments.

Required knowledge

- personal safety and welfare issues related to specific assignments and potential risks
- professional procedures, ethical practices and business standards applicable to negotiating an assignment
- roles and responsibilities of translators and interpreters and their associated skills
- relevant code of ethics
- source and target languages to determine scope and expectations of the project
- tools and equipment relevant to project.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to clarify required approach to assignments with a range of clients to reach agreement on terms and conditions. This includes:

- analysing information about the nature and scope of assignment
- negotiating agreed approach and conditions with clients
- undertaking risk analysis and identifying and addressing concerns
- establishing preparedness and personal competence to successfully complete assignment
- accepting and declining assignments within required timeframe
- *maintaining a record of* agreements and preparation outcomes for future reference.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate issues of negotiating assignments.

Resources for assessment include:

- a range of clients and environments where assignments are clarified, negotiated, accepted and declined
- assignment and contractual documentation
- business records
- relevant codes of practice.

Assessment should be gathered to demonstrate negotiated agreements with a range of different client requirements and conditions and with examples of both accepting and declining assignments. Evidence may include examples of formal and informal contracts, and should also include evidence of decision making where there are ethical,

EVIDENCE GUIDE

	business and professional issues influencing decisions.
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope of assignments
may include:

- source and target languages
- stakeholders
- preparation of supporting resources
- required equipment and tools, including software
- responsibilities of role
- confidentiality
- client awareness of professional terms, conditions and expectations
- environmental issues such as sight lines, lighting and seating position
- for interpreting:
 - topic, purpose and nature of assignment
 - setting, and mode of interpreting appropriate to setting
 - parties involved and relevant social and cultural requirements
 - date, time and location
 - duration
- for translating:
 - assignment schedule, including stage deadlines
 - field, subject and topic
 - previous translations and translators
 - volume of material to be translated
 - type of technology to be used and who will provide
 - type of text and its end use
 - application of assignment-specific style guide conventions
 - translation memory tools.

Terms and conditions
may include:

- assignment timeframe
- financial arrangements, such as:
 - costings

	<ul style="list-style-type: none"> • expense reimbursement • invoicing and schedule of payment • necessary arrangements for travel and accommodation • contract conditions, including variation and termination procedures.
<i>Agreed approach</i> may include:	<ul style="list-style-type: none"> • increased client awareness and acknowledgement of the role of the practitioner • addressing potential misunderstandings • clarifying expectations • determining alternative strategies with client where assignment is accepted • conditions applying to known requirements exceeding personal competence • for interpreting: <ul style="list-style-type: none"> • chuchotage, consecutive or simultaneous interpreting mode • team or collaborative interpreting • for translating: <ul style="list-style-type: none"> • translating as part of a team • translating alone.
<i>Performance expectations</i> may include:	<ul style="list-style-type: none"> • background resources for preparation • privacy and confidentiality agreements • culture-specific requirements • limits, responsibilities and risks associated with role • attesting to work • client glossaries • equipment and technology • acknowledgement of professional standards and codes of practice • for interpreting: <ul style="list-style-type: none"> • sight translation • setting and register • physical parameters relating to such things as: <ul style="list-style-type: none"> • background noise • sight lines and visibility • voice projection <ul style="list-style-type: none"> • transcribing • type of interpreting service • for translating: <ul style="list-style-type: none"> • formatting or text-processing requirements

	<ul style="list-style-type: none"> • style guides • presenting non-text components • required timeframe for completed translation.
<i>Personal competence</i> may include:	<ul style="list-style-type: none"> • ability to meet performance expectations of required languages, including passive and active facility • familiarity with context, topic and terminology • mastery of register appropriate to audience and setting • previous relevant experience • relevant social, cultural or kinship factors.

<i>Preparedness</i> may relate to:	<ul style="list-style-type: none"> • checking required equipment and software • developing familiarity with topic and subject matter • identifying conflict of interest • identifying relevant social, cultural or kinship factors • for translating: <ul style="list-style-type: none"> • checking formatting or text-processing requirements.
<i>Limits and responsibility</i> may include:	<ul style="list-style-type: none"> • health and safety concerns • legal and accountability issues • potential conflict of interest • personal competence and risks of miscommunication • duty of care.
<i>Maintain a record</i> may include:	<ul style="list-style-type: none"> • client and assignment details • formal and informal contracts • exchange of communication on: <ul style="list-style-type: none"> • agreed duties • assignment conditions • assignment requirements • explanation of why the assignment cannot be undertaken.

Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS502A Prepare to translate and interpret

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to prepare work necessary to develop effective work plan and develop resources for translating and interpreting assignments. It includes the ability to analyse and address specific translating and interpreting assignment requirements, to identify and source suitable reference material, and to make efficient use of tools and equipment.
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Application of the Unit

Application of the unit	This unit applies to translators and interpreters who are required to undertake preparation that maximises assignment outcomes and minimises the risks associated with inadequate preparation. Most commonly, this unit will apply to self-employed practitioners whose preparation is sufficient to meet client expectations and assignment requirements.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse assignment information for planning purposes.</p>	<p>1.1. Confirm <i>scope and nature of assignments</i>, identify stakeholders and determine <i>other relevant factors</i>.</p> <p>1.2. Obtain and analyse assignment documentation and related <i>background material</i> according to standard protocols.</p> <p>1.3. Select and obtain <i>tools and equipment</i> and identify and analyse up-to-date, relevant and comprehensive <i>resources</i>.</p> <p>1.4. Consider assignment requirements and familiarity with topic and other relevant factors to determine planning needs.</p> <p>1.5. Identify and resolve <i>factors that may affect assignment outcomes</i>.</p>
<p>2. Establish familiarity with topic and context.</p>	<p>2.1. Analyse assignment requirements and build on existing knowledge.</p> <p>2.2. Identify <i>areas requiring further research</i> and seek additional information.</p> <p>2.3. Access and develop assignment-specific resources.</p> <p>2.4. Identify and resolve problems, and seek assistance from client or <i>peer network</i> where necessary.</p>
<p>3. Develop work plan.</p>	<p>3.1. Identify objectives with measurable targets according to assignment requirements.</p> <p>3.2. Explore innovative and flexible options for achieving objectives.</p> <p>3.3. Reflect OHS requirements when determining realistic time commitments and allocations.</p> <p>3.4. Collaborate as required in planning process to ensure mutual agreement.</p>
<p>4. Review and evaluate work plan.</p>	<p>4.1. Review preparation to confirm that it addresses assignment requirements, and resolve outstanding issues.</p> <p>4.2. Discuss preparation and plan with appropriate persons and incorporate their feedback.</p> <p>4.3. Consider and implement adjustments to improve process and outcomes of future preparation.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
 - confirm assignment requirements with clients and colleagues
 - interact with a wide range of people from culturally and linguistically diverse backgrounds
 - seek assistance from clients, specialist advisers and peers
- language skills to analyse the demands of assignments
- literacy skills to:
 - comprehend and use a range of information sources
 - read and note resources for future reference
 - update and manage glossaries
- organisational skills to manage an effective work environment and resources
- research skills to:
 - identify suitable resources and update specialist and non-specialist knowledge
 - select and make critical use of precedents and reference material
 - make efficient use of print, electronic and human resources
 - prepare bilingual glossaries
- self-management skills to plan personal priorities and daily tasks for maximum efficiency of work time and to undertake preparation within required assignment timeframe
- technology skills to:
 - make efficient use of electronic resources
 - select and use resources, techniques and equipment, including office equipment and information and communications technology.

Required knowledge

- key sources of required information to inform the assignment preparation
- professional procedures and guidelines, ethical practices and business standards applicable to preparation
- conditions that require team or relay interpreting
- source and target languages to meet performance expectations
- subject, specialist area and culture-specific knowledge relevant to topic
- tools and equipment relevant to assignment
- code of ethics, codes of professional practice
- commercial software used in assignments and office management
- file and information management procedures, including process for storing,

REQUIRED SKILLS AND KNOWLEDGE

- | |
|---|
| retrieving and returning assignment material |
| <ul style="list-style-type: none">• OHS practices and procedures relevant to nature of assignment• privacy and confidentiality requirements. |

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to demonstrate a planned approach to undertaking assignments aimed at achieving effective outcomes. This includes:

- identifying and analysing assignment requirements and associated reference material and the need for additional information
- planning and organising activities within required timeframe and appropriate to type and complexity of translating and interpreting assignment to ensure effective outcomes
- critically evaluating preparation for adequacy and appropriateness.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate the preparation required for a range of different assignments.

Resources for assessment include:

- a range of clients and environments where preparation for assignments requires problem solving, research, critical analysis and familiarity with assignment and contractual requirements
- a range of suitable resources and their sources
- relevant codes of practice
- technical and routine equipment and resources.

Evidence for assessment should be gathered to demonstrate preparation for a range of different client requirements and conditions and with examples of a range of degrees of preparation determined by the demands of the assignment. Evidence may include examples of comprehensive

EVIDENCE GUIDE	
	preparation as well as for quick and immediate preparation in a very short timeframe. Examples should also include evidence of decision making where there are ethical, business and professional issues influencing planning decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Scope and nature of assignment</i> may include:</p>	<ul style="list-style-type: none"> • desired outcomes • required timeframe • source and target languages • context, subject and topic • any specific requirements • specialist terminology and required contextual knowledge • for interpreting: <ul style="list-style-type: none"> • purpose of interpreting and subject matter • setting and mode of interpreting appropriate to setting • sight translation of documents during interpreting • positioning requirements • for translating: <ul style="list-style-type: none"> • assignment schedule, including volume of material and stage deadlines • assignment-specific style guide conventions • end use of text • recording requirements • translation memory tools.
<p><i>Other relevant factors</i> may include:</p>	<ul style="list-style-type: none"> • access to specialist advisers • background reference material • tools and equipment required and available, including software • confidentiality or access requirements, such as police clearances • need for team or relay interpreting • translators or interpreters previously involved • for interpreting, participants': <ul style="list-style-type: none"> • cultural background • gender • languages spoken

	<ul style="list-style-type: none"> • religion.
<p>Background material refers to assignment-specific documentation, including:</p>	<ul style="list-style-type: none"> • contextual information, including: <ul style="list-style-type: none"> • general information relating to such things as health and legal systems • geography and maps of relevant places • forms or paperwork • glossaries and terminology lists • existing bilingual or multilingual material • for interpreting: <ul style="list-style-type: none"> • client documents • dialogue-related documents • list of participants and their titles and affiliations • for translating: <ul style="list-style-type: none"> • existing translation precedents • related texts • other target language material.

<p>Tools and equipment may include:</p>	<ul style="list-style-type: none"> • commercial software • current and emerging technology • hardware, such as computers, printers, scanners and telephones • spreadsheets • internet search engines • virtual collaboration • stationery supplies, such as batteries, note books.
<p>Resources may include:</p>	<ul style="list-style-type: none"> • field trips to clarify field-specific concepts and terms • internet search engines • personal and organisational records • libraries • general and specialised, including bilingual and monolingual dictionaries and glossaries • books and brochures • assignment documents and references • reference material, such as parallel texts and specialist references • print and electronic resources, such as: <ul style="list-style-type: none"> • style guides • thesaurus • topic or subject-specific references • human resources, such as:

	<ul style="list-style-type: none"> • field or topic experts • opposite language colleagues • other practitioners previously involved • peer help groups.
<p><i>Factors that may affect assignment outcomes may include:-</i></p>	<ul style="list-style-type: none"> • types of risks and their implications, such as: <ul style="list-style-type: none"> • language issues relating to risk of miscommunication • legal issues relating to: <ul style="list-style-type: none"> • access and equity • discrimination • duty of care • informed consent or decisions • potential conflict of interest • negligence • potential for litigation <ul style="list-style-type: none"> • health and safety concerns, which may occur as a result of: <ul style="list-style-type: none"> • criminal or mental health contexts • duration of assignment • distressing or stressful assignments • employment conditions • situations of real or threatened violence • possible community repercussions or payback • pressure of time constraints to complete assignments.
<p><i>Analyse may include:</i></p>	<ul style="list-style-type: none"> • sourcing precedents and relevant reference material, including: <ul style="list-style-type: none"> • parallel texts • client-provided glossaries • existing texts in target language • previous related practice and experience • applying context-specific knowledge • identifying: <ul style="list-style-type: none"> • key concepts, words and terms • culturally specific terms, expressions and ideas • idiomatic words and expressions • technical terms and jargon • unknown terms and expressions • undertaking linguistic analysis of source language, such as: <ul style="list-style-type: none"> • semantic structure, e.g. cohesive markers and coherence of text.

<i>Areas requiring further research</i> may include:	<ul style="list-style-type: none"> contextual information, including that related to specialist professional, educational and government systems particular and specialist subject knowledge.
<i>Peer network</i> may include:	<ul style="list-style-type: none"> practitioners previously involved professional association networks specialist advisers and colleagues.

Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	

PSPTIS503A Apply codes and standards to ethical practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to ensure that translators and interpreters apply current and relevant standards of professional and ethical behaviour in general settings. The unit requires knowledge of professional codes of ethics and their application to practice. It requires the ability to consider a range of ethical issues and to reflect on and continuously develop professional practice.
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Application of the Unit

Application of the unit	This unit applies to translators and interpreters.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop knowledge of ethical and professional issues.	<p>1.1. Use reliable sources of information to ensure that knowledge of ethical practice and professional issues is current, comprehensive and relevant.</p> <p>1.2. Maintain productive professional relationships and networks to facilitate awareness of current issues.</p> <p>1.3. Analyse applicable codes of ethics and conduct and their relationship to work practices.</p>
2. Apply ethical standards to professional practices.	<p>2.1. Reflect on and evaluate <i>ethical practices</i> in work assignments.</p> <p>2.2. Identify and examine <i>factors</i> that impact on professional and ethical decision making.</p> <p>2.3. Apply <i>codes of ethics and conduct and standards of professional practice</i> to develop strategies for dealing with possible dilemmas.</p> <p>2.4. Promote ethical standards and practice with clients, colleagues and others.</p>
3. Evaluate professional practices and knowledge related to ethical practice.	<p>3.1. Monitor and <i>review practice in relation to standards of ethics and conduct</i>.</p> <p>3.2. Seek advice and feedback on performance to improve ethical practice.</p> <p>3.3. Participate in professional development activities and networks to address identified needs in current ethical practice.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - participate in professional networks and exchange professional opinions
 - express and seek advice on professional issues and dilemmas
- interpersonal skills to:
 - apply cultural and linguistic protocols to a range of work situations
 - develop and use contacts and networks to enhance professional knowledge
 - maintain appropriate standards of behaviour and presentation in all work situations
 - demonstrate confidence and assertiveness when necessary
- language skills to understand and apply protocols in work performance
- literacy skills to read and apply industry codes and standards
- analytical skills to:
 - develop broad knowledge and skills required to make professional judgments
 - evaluate and adjust work plans to exercise informed professional judgment
- research skills to identify and use professional resources, associations and networks
- technology skills to:
 - order and maintain professional resources
 - conduct research and maintain communication with e-networks
 - use relevant equipment
- self-evaluation skills to:
 - identify gaps in skills and knowledge and in professional experience and confidence
 - identify personal development needs to meet professional and business objectives.

Required knowledge

- industry standards of professional behaviour and presentation relating to practice
- networks relevant to own professional practice
- professional techniques, strategies and responsibilities of translators and interpreters
- types and sources of professional resources
- situations posing dilemmas and their implications for professional judgment and decisions
- relevant professional codes of ethics and conduct.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to evaluate ethical and professional issues and apply them to work practices in a diverse range of general environments. This includes:

- applying codes of ethics and professional standards to practice, including situations involving:
 - potential conflict of interest
 - conflict between client requirements and industry standards
 - differences in expectations caused by cultural requirements
 - dilemmas caused by tensions between personal and professional standards of practice and values
- reflecting on practice and participating in professional development activities and networks to address identified needs.
- maintaining knowledge of ethical and professional issues and requirements

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients that illustrate issues of professional judgments and ethical decision making.

Resources for assessment include:

- relevant codes of ethics, professional standards and professional and business procedures
- professional associations, networks and peer support activities
- performance reviews and practice reflection
- professional development and networking activities
- feedback from clients, agencies and employers

Evidence for assessment should be gathered to demonstrate a range of experiences with applying codes and standards to maintain ethical practice in different requirements and

EVIDENCE GUIDE	
	conditions and with examples of both accepting and declining assignments based on ethical action. Evidence may include examples of negotiations with client expectations, using the resources of professional associations or employers, and should also include evidence of decision making where there are ethical, business and professional issues influencing decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ethical practices may include:

- acknowledging and respecting the attitudes and beliefs of others
- separating professional and personal activities and interests
- demonstrating effective interpersonal communication skills
- maintaining informed ethical practice in the face of opposition, conflict, professional challenges and limited resources
- modelling high standards of behaviour and presentation
- offering and accepting advice as feedback on performance and for guidance and recommendations
- acknowledging and working within scope of personal competence
- keeping to commitments
- meeting performance requirements, including:
 - adequate preparation, personal presentation and time management
 - cooperating with colleagues in team and relay interpreting
 - responsibility to communication.

Factors may include:

- potential conflict of interest
- obligations of duty of care
- responsibility to communication
- expectations of different parties.

Review practice may include:

- ongoing education and training
- self-evaluation
- participating in networking opportunities.

Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS504A Maintain and enhance professional practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development.
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Application of the Unit

Application of the unit	This unit applies to translators and interpreters seeking to demonstrate high standards of performance in a range of contexts that reflect professional standards and client expectations. The unit also applies to translators and interpreters seeking professional development opportunities to address identified needs.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Model high standards of performance.</p>	<p>1.1. Model appropriate <i>professional techniques and strategies</i> for effective performance.</p> <p>1.2. Reflect individual responsibilities and accountabilities in personal work goals and plans in accordance with <i>organisational and legal requirements</i>.</p> <p>1.3. Promote practitioner's role with clients, colleagues and the public.</p>
<p>2. Determine personal development needs.</p>	<p>2.1. Assess personal skills and knowledge against industry competencies and other relevant benchmarks to determine development needs and priorities.</p> <p>2.2. Use <i>feedback</i> from colleagues and clients to identify personal learning needs and areas of professional development.</p> <p>2.3. Identify future career options and career development pathways.</p> <p>2.4. Seek advice on personal development needs from <i>relevant personnel</i>.</p>
<p>3. Participate in professional development activities.</p>	<p>3.1. Identify and pursue <i>development opportunities</i> suitable to personal learning style to support continuous learning and maintain <i>currency of professional practice</i>.</p> <p>3.2. Participate in <i>professional networks</i> to support continuous learning and to maintain professional practice.</p> <p>3.3. Maintain regular communication with relevant networks, organisations and individuals.</p>
<p>4. Reflect on and evaluate professional practice.</p>	<p>4.1. Research developments and trends impacting on professional practice and integrate these into work performance.</p> <p>4.2. Use feedback from colleagues and clients to identify and introduce improvements into work performance.</p> <p>4.3. Identify and apply innovative and responsive approaches for improving professional practice.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- self-evaluation skills to:
 - identify gaps in skills or knowledge
 - obtain competencies to meet current and future professional requirements
- communication skills to:
 - participate in professional networks
 - consult with colleagues and clients
- interpersonal skills to:
 - participate in industry events and activities
 - build professional relationships
- time management skills to:
 - organise professional development activities
 - analyse and identify career options
 - create a balance between work, study, personal and recreation activities.

Required knowledge

- client expectations and requirements, including NAATI accreditation
- personal and professional goals and objectives
- processes, procedures and opportunities relating to professional development
- range of continuous improvement techniques and processes and their application
- types and availability of professional development activities and opportunities.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Candidates must show that they have the ability to manage their personal professional performance and to take responsibility for their professional development including:</p> <ul style="list-style-type: none"> • participating in relevant industry and professional development networks, events or activities • identifying and prioritising individual professional development needs • using networks to gain information and other support appropriate to workplace or work role • showing how feedback was used to identify areas for development • using reflection strategies to identify new ways of improving performance.
<p>Context of and specific resources for assessment</p>	<p>Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate examples of activities undertaken to maintain standards of professional practice.</p> <p>Resources for assessment include:</p> <p>Candidates may provide the following products for evidence:</p> <ul style="list-style-type: none"> • documented personal learning needs • examples of developments and trends researched • examples of continuous improvement techniques and processes used • evidence based on simulations and experiences during training. <p>Candidates may provide evidence through responding to questions of:</p> <ul style="list-style-type: none"> • how practice standards were accessed and

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- applied within assignment requirements
- how and why personal development needs were identified
 - how feedback was obtained from clients and colleagues and used to improve work performance
 - how and why professional practice was reflected on and evaluated.

Resources may include:

- relevant professional, business and legal documentation
- access to relevant benchmarks
- access to networks, technology, communication.

Evidence for assessment should be gathered to demonstrate a range of experiences with applying professional standards to maintain practice in different requirements and conditions. Evidence could include examples of negotiations with client expectations, using the resources of professional associations or employers, and should also include evidence of decision making where there are ethical, business and professional issues influencing decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Professional techniques and strategies</i> may include:</p>	<ul style="list-style-type: none"> • strategies for presenting a confident and assured manner in challenging situations • maintaining ethical practice in the face of opposition • modelling behaviour and personal presentation standards • time management • strategies for acknowledging and respecting the attitudes and beliefs of others.
<p><i>Organisational and legal requirements</i> may include:</p>	<ul style="list-style-type: none"> • risk identification and management, including OHS • quality and continuous improvement processes and standards, including validation systems • financial management and reporting • recognition of competencies required for assignments • client contracts and conditions • copyright and intellectual property • collaborative arrangements • confidentiality and privacy requirements • ethical standards • defined resource parameters • administrative and records management system, for example: <ul style="list-style-type: none"> • recording requirements and arrangements • maintenance, retention, archiving, retrieval, storage and security of business and assignment information • document version control
<p><i>Feedback</i> may include:</p>	<ul style="list-style-type: none"> • formal and informal performance appraisals • obtaining comments from supervisors and colleagues • obtaining comments from clients

RANGE STATEMENT	
	<ul style="list-style-type: none"> • personal reflective behaviour • routine organisational methods for monitoring service delivery.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • education and training advisers • professional associations • NAATI.
<i>Development opportunities</i> may include:	<ul style="list-style-type: none"> • undertaking further higher education and VET qualifications • undertaking professional development in specific areas of practice • internal training and development programs • relevant conferences, seminars and workshops • reading relevant journals and literature • networking with internal and external colleagues • coaching and mentoring.
<i>Currency of professional practice</i> may include:	<ul style="list-style-type: none"> • vocational competency and technical expertise in subject matter and languages • professional practice as a translator and interpreter.
<i>Professional networks</i> may include:	<ul style="list-style-type: none"> • informal networks with: <ul style="list-style-type: none"> • other practitioners • people working in allied industry and vocational areas • contacts in professional associations • formal networks such as: <ul style="list-style-type: none"> • local, national and international networks • interest and support groups • regional, specialist and peak associations • professional and occupation associations • communities of practice.

Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS505A Translate general purpose texts from English to LOTE

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to translate general purpose texts from English to another language. The unit requires the ability to convey the purpose and use of the source information in functionally equivalent translated texts. It requires sound subject and context knowledge of the material being translated in order to produce translations that are accurate and appropriate for the context, target audience and end use.
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Application of the Unit

Application of the unit	This unit applies to translations of general purpose texts where the languages and concepts are accessible to the general public and where there are likely to be limited equivalence problems and limited requirement for research on the subject beyond client resources. The purpose of translating is to convey information written in plain language to a limited and known audience.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse general-purpose source texts.	<p>1.1. Receive and manage <i>source texts</i> according to client requirements and conditions and confirm that it is complete and legible.</p> <p>1.2. Review personal skills and experience required to undertake assignment and meet client requirements.</p> <p>1.3. Identify areas of content and language requiring additional research and gather <i>reference material</i> in suitable format and timeframe.</p> <p>1.4. Identify suitable <i>tools and equipment</i> to aid in translation.</p> <p>1.5. <i>Analyse source texts</i> and apply knowledge of subject and context and experience in related texts to determine key elements and potential translation problems.</p> <p>1.6. <i>Restructure</i> source texts to clarify meaning and discuss issues arising with clients.</p> <p>1.7. <i>Choose approach to translation suitable to target audience and purpose of translation.</i></p>
2. Translate English source texts to draft texts in LOTE.	<p>2.1. Research and apply established translation precedents and information from <i>resources to ensure consistent outcomes.</i></p> <p>2.2. Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use.</p> <p>2.3. Identify areas requiring further research or assistance and seek and incorporate additional information.</p> <p>2.4. Produce draft translations of source texts that are <i>accurate</i>, coherent, and <i>appropriate</i> for document end use and assignment requirements.</p> <p>2.5. Record translation decisions and justification in glossary.</p>
3. Check draft translations.	<p>3.1. Critically evaluate consistency, accuracy and functional equivalence of translated text.</p> <p>3.2. Identify and correct errors, distortions and unsupported translation decisions.</p> <p>3.3. Use tools and equipment to <i>check translations, refine and improve target texts</i> and manage and correct errors.</p>
4. Revise translations.	<p>4.1. Assess and incorporate advice from checking translator and subject advisers.</p> <p>4.2. Discuss and resolve outstanding issues with appropriate persons.</p>

	4.3.Undertake further revision until target text is functionally equivalent to source text.
5. Finalise and evaluate translations.	<p>5.1.Use technology to format translated texts according to agreed specifications and end use requirements, and liaise with clients where required.</p> <p>5.2.Proofread formatted texts using standard methods to annotate proof corrections.</p> <p>5.3.Certify translation as required using <i>standard methods</i>.</p> <p>5.4.Return final version of translated text and <i>supporting documentation</i> to clients according to agreed procedures and within suitable timeframe.</p> <p>5.5.Discuss issues and solutions with colleagues and advisers and explore process improvement strategies.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - analyse the requirements of assignments in terms of personal skills and capability
 - identify and resolve translation difficulties in general purpose English source texts
 - interpret and apply quality assurance parameters
 - interpret and apply style guides, glossaries and reference material
- communication skills to:
 - consult effectively with clients and colleagues
 - discuss and resolve agreed processes and translating requirements with clients
 - liaise with colleagues to obtain independent quality control and discuss and agree on recommended changes
 - seek assistance from field or subject advisors and peer help groups
- language skills to produce accurate and coherent translated general purpose texts in LOTE, including use of:
 - consistent register and style appropriate to end use
 - correct and idiomatic collocation, lexis and syntax
 - current and consistent vocabulary, including foreign loan words
 - factual correctness, including at the level of tense, gender and singular or plural
 - plain language
 - punctuation, including paragraphing
 - spelling appropriate to audience
 - textual devices that create cohesion and coherence
- literacy skills to:
 - analyse source texts written in plain language and dealing with concepts accessible to the general public
 - assess and use subject information
 - read and apply instructions concerning client needs and end user requirements
 - record translation decisions and justification in glossaries
 - proofread target texts
- organisational skills to:
 - access and return documentation according to client requirements
 - build, use and manage assignment-specific glossaries
- problem-solving skills to address discrepancies in the English language that affect

REQUIRED SKILLS AND KNOWLEDGE

transfer to LOTE

- research skills to:
 - identify translation precedents relevant to assignment
 - make critical use of reference material and resources
 - undertake further research in response to challenges encountered in translation
- self-management skills to:
 - organise and use tools and equipment suitable to task
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - meet time and contract commitments
- technology skills to:
 - use office equipment and information and communications technology for translating, formatting, proofreading and file management purposes
 - develop templates for non-narrative target texts
 - format target texts
- time management skills to ensure source texts are translated, checked, revised, formatted, proofread and returned within required timeframes.
- translating skills to translate general purpose English texts into functionally equivalent LOTE texts, including:
 - adaptation
 - contrastive analysis of meaning and language
 - equivalence at the level of discourse, pragmatics, syntax and word
 - grammatical function transposition
 - localisation
 - text manipulation to clarify meaning

Required knowledge

- certification procedures, including underpinning legal and ethical principles
- customs, cultures and socio-political systems and their terminology relevant to assignments
- discourse analysis techniques
- document, file and information management practices and procedures
- awareness of competency and limitations in work role, responsibility and professional abilities
- OHS practices and procedures specific to the demands of translating
- privacy and confidentiality requirements
- professional procedures and guidelines, ethical practices and business standards applicable to assignments
- purpose and implications of translation
- source language required to analyse and restructure text to clarify meaning

REQUIRED SKILLS AND KNOWLEDGE

- target language required to produce a functionally equivalent translation that is accurate, coherent and appropriate to end use
- research methodologies and sources of reference material suitable to translating assignments
- subject, specialist area and culture-specific knowledge relevant to subject of assignments
- tools and equipment relevant to assignments, including relevant conventional technologies
- translating theories and techniques relevant to assignments, including principles of:
 - formal and dynamic translation
 - literal and free translation
 - form based and meaning-based translation
 - direct and oblique translation.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to translate a general-purpose text from English to a LOTE, conveying the purpose and use of the source information in a functionally equivalent translated text. This includes:

- applying language and translating skills required to convey the purpose and use of source texts where there are limited equivalence problems, plain language and concepts accessible to the general public.
- using a range of techniques to produce a translation that is accurate and appropriate for the context, target audience and end use
- applying sound subject and context knowledge of the material being translated and a broad general knowledge during the translation process
- using relevant language and research skills and the ability to critically apply resources, including glossaries
- checking and correcting content and formatting of translated text for consistency and accuracy through the exercise of revision and proofreading
- using a range of word processing and document management technology to produce a target text in required format and within suitable and agreed timeframe
- incorporating revised content and feedback from clients, checking translator and appropriate advisers
- certifying translations using standard methods.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, translation copy, assignment experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for translating general purpose texts from English to LOTE.

Resources for assessment include:

- a range of narrative and non-narrative general purpose English texts and their translated LOTE texts

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • examples of critical use of resources such as glossaries and dictionaries, written and memorised • client feedback and product evaluations • sources of content information and research • part and fully completed translated <p>general purpose texts in a range of content and subject areas</p> <ul style="list-style-type: none"> • translated texts which have addressed cultural and limited equivalence issues • texts which require further research on content, language and presentation • evidence of checking, revising, formatting and proofreading. • certified translations.
	<p>While the content and scenarios may be simulated, evidence for assessment should reflect the conditions of real assignments in translating a range of narrative and non-narrative texts presenting limited equivalence problems and requiring limited research.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- General-purpose *source texts* may include:
- documents which are in general use by the wider community such as:
 - product labels and user information
 - public journal and reference documents
 - other narrative texts, including newspapers, magazines, posters and brochures
 - internal and public newsletters
 - information provided in plain language to the general public in texts related to:
 - medical
 - legal
 - welfare
 - transport
 - housing
 - education
 - community services
 - product or service publications and advice
 - general reports and correspondence
 - non-narrative texts such as transportation schedules and transcripts of personal and general information such as:
 - educational and academic records
 - licences
 - immigration documents
 - births, deaths and marriage records
 - employment records and CV.
- Reference material* may include:
- contextual information, including general information relating to personal and community support systems
 - bilingual and monolingual dictionaries and glossaries
 - parallel texts
 - style guides or manuals
 - presentation, document lay out and graphics
 - thesaurus

RANGE STATEMENT

	<ul style="list-style-type: none"> • topic and assignment-specific references.
<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • dictionaries and glossaries, including: <ul style="list-style-type: none"> • bilingual and monolingual • electronic and hard copy • hardware, including: <ul style="list-style-type: none"> • computers • printers • scanners • templates • tools and equipment including: <ul style="list-style-type: none"> • internet • voice-operated keyboards • video recording and editing equipment.
<i>Analysing source text</i> may include:	<ul style="list-style-type: none"> • key elements, including: <ul style="list-style-type: none"> • context • regional, specialist and technical aspects • style • topic • meaning in context • punctuation • purpose • semantic structure • syntactic problems • transfer problems • writing conventions • non-text elements • research and clarification.
<i>Restructured</i> text may address:	<ul style="list-style-type: none"> • anomalies in terminology • ambiguity and confused references • cultural sensitivities and equivalence issues • lexical, linguistic or structural deficiencies.
<i>Resources</i> may include	<ul style="list-style-type: none"> • human resources, such as: <ul style="list-style-type: none"> • field or subject experts • peer help groups and opposite language colleagues • reference material • examples of previously translated texts and presentations.
<i>Appropriate</i> may	<ul style="list-style-type: none"> • adaptation

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • extract and certification • localised text • register and style appropriate to audience and purpose of translation • suitable orthography and punctuation, including paragraphing • suitable vocabulary
<i>Standard methods of certification may include:</i>	<ul style="list-style-type: none"> • applying translator authority to translation according to legal, organisational and professional requirements, such as: <ul style="list-style-type: none"> • across pages • inserted header or footer text • on every page of source and target text • using signature or initials • using such things as: <ul style="list-style-type: none"> • affidavits • NAATI stamp • separate statement • statutory declarations.
<i>Supporting documentation may include:</i>	<ul style="list-style-type: none"> • background information • legal instruments certifying translated text, such as: <ul style="list-style-type: none"> • affidavits • statutory declarations • source text • updated assignment-specific glossary. •

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS506A Interpret in general dialogue settings (LOTE)

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the outcomes, skills and knowledge required to interpret from a source language to a target language in general dialogue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery.</p> <p>An interpreter in the dialogue setting is required to interpret between two languages in both directions. In a general setting the content is usually broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically only two participants and the physical elements of the setting permit the interpreter to manage the discourse to ensure that utterances are suitable for retention and recall.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively, in tandem or as part of a team. Miscommunication that may occur in this setting is readily managed through consultation and preparation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENTS	SELECTION CRITERIA
<p>1. Receive and analyse source message.</p>	<p>1.1 Establish dialogue <i>protocols</i> with participants in a professional manner to facilitate communication dynamics and outcomes, and provide clarification where required.</p> <p>1.2 Attend actively to source utterance, and identify and address <i>factors affecting communication flow</i>.</p> <p>1.3 Determine <i>linguistic, non-linguistic</i> and <i>structural elements</i> of discourse, and identify and address factors affecting meaning.</p> <p>1.4 Identify and <i>address issues of understanding or recall</i> in a manner that does not compromise <i>effective delivery</i>.</p>
<p>2. Transfer message to target language.</p>	<p>2.1 Transfer <i>communicative intent of</i> utterance into target language using <i>techniques</i> to ensure <i>impartial delivery</i>.</p> <p>2.2 Identify and address <i>issues in message transfer</i> promptly and according to established <i>techniques</i>.</p> <p>2.3 Maintain flow of communication and <i>manage discourse</i> in a professional and culturally appropriate manner.</p> <p>2.4 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.</p>
<p>3. Evaluate interpreting performance.</p>	<p>3.1 Evaluate performance in line with <i>issues</i> encountered, assignment requirements and code of ethics.</p> <p>3.2 Determine <i>personal impact</i> of assignment and identify need for debriefing and counselling.</p> <p>3.3 Implement strategies to improve future work practices.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - confirm understanding, and seek clarification or repetition of source message
 - transfer messages effectively from source to target languages
- interpersonal skills to:
 - ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - work with others who may not understand interpreting process
- interpreting skills to achieve competent message transfer, including to:
 - adapt embedded cultural concepts for correct transfer
 - conceptualise and express general and predictable information in target language, maintaining impartiality
 - include non-verbal clues in message transfer
 - manage problems of equivalence
 - reproduce factually and linguistically accurate content
 - use basic strategies to retain and recall messages
 - use technical, language and basic discourse management skills to ensure cohesive and faithful delivery of messages
- language skills to achieve competent performance
 - application of correct structures, grammar and syntax to achieve coherent delivery
 - clear pronunciation
 - correct use of common idiom, collocations and slang
 - recognition and use of a range of general and context-specific registers
 - recognition of common metaphors and similes and implied meaning
 - vocabulary based on general knowledge and specific to context
- literacy skills to prepare required background material and resources
- organisational skills to:
 - arrange work environment suitably
 - prepare and administer resources and documentation relating to assignments
- problem-solving skills to:
 - address issues in delivery
 - change conditions to enhance communication flow

REQUIRED SKILLS AND KNOWLEDGE

- manage discourse confidently
- research skills to source background information relevant to assignment
- self-management skills to:
 - apply code of practice and legislative requirements to work processes
 - mentally order information for message transfer
 - interpret in a professional and impartial manner
 - seek debriefing and support where required
 - withdraw from assignment when necessary
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Required knowledge

- broad general subject and context knowledge, including of community domains
- broad general knowledge of cultures and societies of both English and LOTE participants
- relevant codes of ethics
- concepts of meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
 - determine cultural concepts and cues embedded in language
 - transfer cultural concepts without compromising communicative intent of source
- feedback and debriefing techniques
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to interpreters, including:
 - confidentiality requirements
 - privacy legislation
 - professional indemnity
 - mandatory reporting
 - duty of care
 - conflict of interest disclosure
 - impartiality
- limitations of work role, responsibility and professional abilities
- modes of interpreting
- OHS and risk management principles and practices to ensure own physical safety and comfort
- research methods to source subject and context knowledge relevant to assignment
- source and target languages to achieve competent message transfer
- basic strategies to assist retention of information and recall of source messages.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to interpret from a source language to a target language in general dialogue settings, preserving the communicative intent of the source language, including:

- applying interpreting and English and LOTE skills required to achieve competent message transfer and competent performance
- using strategies and techniques to effectively deliver and preserve the communicative intent and maintain impartiality
- using interpersonal and communication skills to interpret in a professional manner appropriate to participants and conditions
- using basic memory retention strategies
- recognising and resolving transfer problems and correcting transfer errors
- applying knowledge of the language, conventions, culture and protocols of a range of general and predictable subjects and contexts.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for interpreting in general dialogue settings.

Resources for assessment include:

- opportunities to observe and question candidate in a range of interpreting assignments and contexts
- examples of personal glossaries and memory aid resources
- examples of documentation of client requirements and conditions
- examples of debriefing and self-evaluation opportunities taken by candidate.

The context for assessment might include simulations of general dialogue settings, and ideally will include observations conducted in real interpreting settings. Evidence

EVIDENCE GUIDE	
	for assessment should be gathered to demonstrate a range of experiences in interpreting in general dialogue settings in several community domains.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Protocols</i> may include:</p>	<ul style="list-style-type: none"> • effecting introductions • briefing participants • explaining purpose and process, including pausing utterance when at own limits of recall • confirming confidentiality of information • requesting participant details, such as names and titles • setting and organisational protocols specific to client and interpreting requirements.
<p><i>Attend actively</i> may include:</p>	<ul style="list-style-type: none"> • maintaining concentration and focus • applying subject and context knowledge to anticipate purpose of discourse • identifying strategy being used to develop ideas • deconstructing: <ul style="list-style-type: none"> • complex syntax • dense lexical content • formal register • applying strategies to support retention and recall, including: <ul style="list-style-type: none"> • reviewing records and recollection of message • recording key information • noting verbal and non-verbal cues • seeking repetition and clarification • close observation of speakers.
<p><i>Factors affecting communication flow</i> may include:</p>	<ul style="list-style-type: none"> • physical adjustments required, such as: <ul style="list-style-type: none"> • adjusting position and seating in regard to listener or speaker • adjusting lighting and ventilation, and visual and ambient noise • immediate emotional, psychological, developmental, physical, or other states or attributes of participants • factors affecting meaning, such as: <ul style="list-style-type: none"> • colloquial language

RANGE STATEMENT	
	<ul style="list-style-type: none"> • idiosyncratic language use • cultural concepts • humour • paralinguistic elements • register • direct speech (first person), reported speech (third person).
<i>Linguistic elements and non linguistic elements</i> may include:	<ul style="list-style-type: none"> • colloquial and idiomatic language • idiosyncratic language use • ellipsis • register • vocabulary based on general knowledge • voluntary and involuntary pragmatic features of speech, such as: <ul style="list-style-type: none"> • inflection and tone • nuance and intensity of feeling • stress and pitch • voluntary and involuntary prosodic features of speech, such as: <ul style="list-style-type: none"> • hesitation • pauses and silence • rhythm • body language • eye contact • facial expressions • gestures and posture
<i>Structural elements</i> may include:	<ul style="list-style-type: none"> • cultural cues • language cues necessary for following conversation, interrupting or interjecting • interpersonal elements • turning points in an argument • turn taking.
<i>Addressing issues of understanding or recall</i> may include:	<ul style="list-style-type: none"> • confirming understanding • checking communicative links • managing cultural and interpersonal dynamics • referring to dictionaries or glossaries • retaining and recalling utterances of sufficient length to ensure delivery is accurate and cohesive • seeking clarification or repetition.

RANGE STATEMENT	
<p><i>Effective delivery</i> may include:</p>	<p>delivery that is appropriate to participants, including:</p> <ul style="list-style-type: none"> • language that suits participants • conveying message • culturally appropriate verbal and non-verbal behaviour • paraphrasing unfamiliar vocabulary, idiom and abstract concepts • shortening lengthy utterances • speaking slower than normal rate of speech • clear pronunciation and delivery • appropriate register • reflecting dialogue and appropriate to setting • self-monitoring of performance, including self-correction • timely delivery.
<p><i>Communicative intent</i> may include:</p>	<ul style="list-style-type: none"> • checking for understanding in Auslan and Indigenous languages • choosing between literal transfer and the communicative intent of idiomatic expressions • colloquial language • deconstructing complex syntax, dense lexical content and formal register • exercising judgement of embedded cultural concepts • identifying and using common idiomatic expressions • identifying and using loan words or signs • incorporating implied meaning in message transfer • informal and spoken register in the active voice • maintaining logical sequence of source utterance • paraphrasing unfamiliar vocabulary, idiom and concepts • recognising and conveying implied meaning • recognising common metaphors and similes • reflecting speaker characteristics • syntactic simplicity • terminology appropriate to context • transferring cultural cues, such as laughter and euphemism • using correct common collocations • using general standard of expression, style and register • verbalising non-verbal source language elements

RANGE STATEMENT	
<i>Techniques may include:</i>	<ul style="list-style-type: none"> • continuing to interpret while searching references • correcting own errors in a timely manner • delivering in direct, not reported speech • keeping all parties informed • paraphrasing • preserving self references • repeating complex instructions • seeking repetition rather than explanation.
<i>Issues in message transfer may include:</i>	<ul style="list-style-type: none"> • transfer errors such as omissions, additions or changes that occur as a result of: <ul style="list-style-type: none"> • misinterpreting, or not transferring sensitively • jargon • cross-cultural differences • lack of common context • transfer problems, include: <ul style="list-style-type: none"> • elliptic, fragmentary or ambiguous source utterances • lack of equivalents • need for paraphrasing • unknown terms.
<i>Managing discourse may include:</i>	<ul style="list-style-type: none"> • clarifying terminology and message elements • directing speakers on length, pace and form of spoken delivery • explaining exchanges between interpreter and one party to the other party • using strategies to pause utterance at limits of recall.

<i>Issues may include:</i>	<ul style="list-style-type: none"> • assignment requirements • personal preparation • personal competency • maintaining impartiality • code of ethics • necessity to withdraw • requirement for team or relay interpreting
<i>Personal impact may include:</i>	<ul style="list-style-type: none"> • performance stress • occupational health and safety • factors affecting interpreter impartiality • factors affecting interpreter personal safety or comfort, including: <ul style="list-style-type: none"> • cultural or societal dilemmas

<i>Issues</i> may include:	<ul style="list-style-type: none"> • assignment requirements • personal preparation • personal competency • maintaining impartiality • code of ethics • necessity to withdraw • requirement for team or relay interpreting
	<ul style="list-style-type: none"> • adversarial dialogues • stressful interpreting situations • trauma and tragedy.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS507A Manage discourses in general settings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to manage the physical setting and pace of discourses in general settings. It requires knowledge of the nature and structure of general interpersonal and institutional dynamics and the ability to recognise personal and professional limitations and seek assistance from appropriate persons. The content of the general setting is usually broad and routine, and there are few or two parties involved.
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Application of the Unit

Application of the unit	This unit applies to interpreting in a range of general settings for a variety of purposes, where the interpreter has physical and visual access to participants and can take action to direct participants and manage communication flow.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan discourse.	1.1. Establish assignment <i>requirements</i> with clients to identify <i>planning</i> and <i>resource</i> needs. 1.2. <i>Arrange work environment</i> to assist performance and ensure safe, comfortable and effective discourse settings. 1.3. Identify <i>factors that may compromise interpreter effectiveness</i> , and make <i>adjustments</i> where possible.
2. Reach agreement with participants on process.	2.1. Confirm <i>relationships between and with participants</i> according to established protocols and practices. 2.2. Negotiate mutual agreement on roles, purpose and process of discourse suitable for the situation and participants and identify <i>areas requiring further research</i> . 2.3. Apply interpreting <i>protocols</i> in a professional manner and seek and provide clarification where required.
3. Manage flow of communication.	3.1. Assess participant <i>attributes</i> and use appropriate <i>communication style</i> . 3.2. Identify and address <i>factors affecting communication flow</i> . 3.3. Advise speakers on length, pace and form of delivery in a professional and courteous manner.
4. Monitor progress of discourse.	4.1. Identify and address problems in message transfer promptly to effectively transfer messages. 4.2. Monitor and facilitate interactions to ensure effective and equitable turn taking. 4.3. Identify communication challenges arising from cross-cultural and participant attributes, and use appropriate <i>strategies</i> to address them. 4.4. Identify personal and professional limitations in managing discourses and take necessary steps to accommodate these limitations. 4.5. Seek assistance from <i>appropriate persons</i> in <i>challenging situations</i> to manage discourse breakdown and restore communication. 4.6. Ensure conduct complies with professional standards and code of ethics.
5. Evaluate discourse	5.1. Seek and analyse feedback on discourse

ELEMENT	PERFORMANCE CRITERIA
management.	<p>management from <i>appropriate persons</i> and evaluate effectiveness of performance to reflect code of ethics.</p> <p>5.2. Take advice on issues and solutions and explore strategies to improve practice.</p>

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - identify and plan for assignment requirements
 - commence discourses according to established protocols
 - manage communication flow in a sensitive and effective manner
- discourse management skills to:
 - accommodate communication styles and preferences in discourse management
 - analyse discourse settings and communication preferences, and adapt style accordingly
- initiative and enterprise skills to adapt to new and varied assignment situations
- interpersonal skills to:
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - confirm assignment requirements and difficulties with clients and colleagues
 - seek assistance from clients, specialist advisers and peers
 - interact with a range of participants with confidence and cultural sensitivity
- language skills to achieve competent performance given setting of discourses
- literacy skills to prepare required background material and resources
- organisational skills to identify and prepare work environment
- problem-solving skills to:
 - assess barriers to effective communication and negotiate solutions
 - change conditions to enhance message transfer and interpreter comfort and safety
 - maintain effective communication flow in challenging situations
- self-management skills to:
 - apply code of conduct and legislative requirements to work processes

REQUIRED SKILLS AND KNOWLEDGE

- deflect pressure from other parties to perform duties other than interpreting
- evaluate performance according to client expectations
- behave professionally in all situations, including in emergencies and with time pressures
- identify personal and professional limitations in managing discourse
- seek debriefing and support where required
- technology skills to use a range of technical and electronic equipment, where necessary.

Required knowledge

- communication techniques that facilitate communication flow and discourse management
- culture-specific knowledge to:
 - arrange work environment
 - confirm relationships between and with parties
 - identify factors affecting communication flow
- strategies and techniques for working with people with special communication needs
- language structure, dialects and idioms in source and target languages
- discourse management issues, strategies and techniques
- relevant codes of ethics
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to assignment, including:
 - confidentiality requirements
 - privacy legislation
- limitations of work role, responsibility and professional abilities
- nature and structure of interpersonal, institutional and meeting dynamics
- OHS and risk management practices and procedures relevant to nature of assignment
- professional support networks, including peer help groups and mentors
- source and target languages to achieve competent performance given setting of discourses.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to manage the physical setting and pace of discourses in general settings. This includes:

- identifying and analysing assignment requirements and resources and the need for additional information
- planning in order to anticipate factors that may impact interpreting in general discourse settings.
- Supporting parties to understand and reaching agreement with parties on the interpreting process.
- Directing participants in a respectful and professional manner to maximise communication flow.
- Identifying communication challenges from cross-cultural and participant attributes and using appropriate strategies to address them.
- Identifying personal and professional limitations and challenging situations and seeking assistance to address them.
- complying with professional standards and codes.
- reflecting on practice and using opportunities to improve practice.
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Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for managing discourses in general settings.

Resources for assessment include:

- a range of clients and environments where preparation for assignments requires familiarity with assignment to plan and identify resource needs
- discourses which require general and routine concepts, including community and cultural protocols and familiar procedures
- settings which allow a range of capacity to influence meeting processes and communication flow

EVIDENCE GUIDE

- discourses which include parties with a range of experience with interpreting and its protocols and conventions.
- observations and questioning of candidates interpreting in settings which require a range of techniques to address issues affecting communication flow.

Evidence for assessment should be gathered to demonstrate a range of experiences in managing discourses in general settings. Evidence could include examples of negotiations with client and participant expectations, using the resources of professional associations or employers, and should also include evidence of decision making where there are high levels of risk in ethical, business and professional issues influencing decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Requirements</i> may include:</p>	<ul style="list-style-type: none"> • discourse participants and languages spoken • discourse location or environment • familiarity with the content, subjects and expectations • familiarity with topic and context • work conditions, such as: <ul style="list-style-type: none"> • continuous hours to be worked • need for tandem or team or collaborative interpreting • required breaks • timing of discourse.
<p><i>Planning</i> may include for:</p>	<ul style="list-style-type: none"> • purpose • context and subject • expectations and intended or desired outcomes • culturally appropriate behaviour and presentation • target language delivery • risk management considerations • safety requirements for interpreter
<p><i>Arranging work environment</i> may include:</p>	<ul style="list-style-type: none"> • clear lines of sight • adequate lighting and ventilation • acceptable visual and noise levels • comfort and safety • participant positioning appropriate to: <ul style="list-style-type: none"> • cultural and religious backgrounds • recording of assignment • party movements and dynamics • setting • visually impaired participants.
<p><i>Resources</i> may include:</p>	<ul style="list-style-type: none"> • background information • forms or paperwork • reference material, including dictionaries and glossaries • tools and equipment • supporting documentation to assist message transfer,

RANGE STATEMENT	
	such as diagrams, maps and photographs.
<i>Factors that may compromise interpreter effectiveness</i> may include:	<ul style="list-style-type: none"> • impeded lines of sight • inadequate lighting and ventilation • physical barriers to discourse management • persons other than participants present (e.g. family or observers) • visual and ambient noise.
<i>Adjustments</i> may include:	<ul style="list-style-type: none"> • addressing OHS concerns • adjusting position and setting in regard to listener or speaker as changing circumstances require • positioning self in a culturally appropriate manner • maximising access to hands-free telephone • remaining unobtrusive when not required to interpret. • using professional judgement to decide when adjustment isn't possible, and to use alternative strategies, such as withdrawal from assignment
<i>Relationships between and with participants</i> may include:	<ul style="list-style-type: none"> • details of discourse, such as: <ul style="list-style-type: none"> • first time meeting or one in a series of meetings • government service provider with public client • service provider with private client • interests in relation to purpose of discourse • personal details of participants, including religious and ethnic backgrounds • family and kinship connection • cultural protocols and conventions • introductions • primary and secondary participants • professional agents and their roles • the role and expectations of the interpreter
<i>Protocols</i> to commence discourse may include:	<ul style="list-style-type: none"> • effecting introductions • briefing participants • explaining purpose, process and recording requirements • confirming confidentiality of information, if appropriate to discourse • requesting participant details, such as names and titles.
<i>Attributes</i> may include:	<ul style="list-style-type: none"> • attitudes to: <ul style="list-style-type: none"> • communication needs of all parties • ethnicity • authority • disclosure

RANGE STATEMENT	
	<ul style="list-style-type: none"> • conflict • speaking or signing style and expression, including 'Australianised' language other than English • educational level • intellectual and physical capabilities • dialect • language proficiency, including pronunciation and vocabulary.
<i>Communication style</i> may include:	<ul style="list-style-type: none"> • language version or dialect • register • regular checking of understanding, particularly in Auslan and Indigenous dialogues.
<i>Factors affecting communication flow</i> may include:	<ul style="list-style-type: none"> • ethnic, political and religious affiliations or kinship • real or perceived direct or indirect conflicts of interest • stressful or confrontational situations • interpreter: <ul style="list-style-type: none"> • personal presentation • degree of familiarity with specific procedures • performance stress • personal beliefs, feelings and customs • personal competence.
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • adjusting register • impartial interpreting of indicators of misunderstanding • explaining exchanges between interpreter and individual parties • selecting appropriate moment and method to communicate challenges • cross-cultural and interpersonal bridging.
<i>Challenging situations</i> may include:	<ul style="list-style-type: none"> • attempts to manipulate or influence interpreter • cross-cultural communication challenges, relating to: <ul style="list-style-type: none"> • culture-specific attitudes and behaviour • cultural conflicts, such as aboriginal country boundaries • different communication styles and preferences • challenging characteristics of participants, such as: <ul style="list-style-type: none"> • age • physical or mental disability • emotional or psychological state of participants (eg traumatisation, anger, fear)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • lack of cooperation and resistance to process • discourse setting, including: <ul style="list-style-type: none"> • confined space • physical barriers to sight or sound • diverse expectations of participants • local variations in pronunciation, expression and vocabulary • type of discourse, such as: <ul style="list-style-type: none"> • emotionally charged discourses in crises, accidents or emergencies • conflict between participants.
<i>Appropriate persons</i> may include:	<ul style="list-style-type: none"> • chair of meeting • discourse participants • interpreting team colleague • mentoring interpreter. • booking agency

Unit Sector(s)

Unit sector	Interpreting
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS508A Analyse texts to be translated (LOTE)

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the outcomes required to read and analyse a written message in a source language for the purpose of later transfer to a target language, identifying the context, purpose and intent of the author and key linguistic, cultural, societal and situational elements to be conveyed in the future language transfer process.

Application of the Unit

Application of the unit This unit applies to all translating assignments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify translating requirements and expectations of audience.	<p>1.1 Identify source language, including register and style.</p> <p>1.2 Identify source, context and purpose of <i>text</i>, determining specific requirements and regional or specialist aspects.</p> <p>1.3 Identify audience for translated text and confirm that translation requirements and expectations match those of client.</p> <p>1.4 Identify salutations and other source language conventions not to be translated literally.</p> <p>1.5 Confirm and review <i>resources</i> to aid in understanding specialist or technical language.</p>
2 Analyse language of source text.	<p>2.1 Apply subject and context knowledge to translation task, sourcing further assistance where required.</p> <p>2.2 Analyse <i>language</i> and <i>writing conventions</i>, determining use of terminology and language and using <i>techniques</i> to address <i>difficulties identified</i>.</p> <p>2.3 Identify social and cultural issues and plan solutions relevant to translation task.</p> <p>2.4 Recognise idiomatic and metaphorical expressions and foreign loan words in source language.</p> <p>2.5 Build, use and maintain assignment-specific <i>glossary</i>.</p>
3 Analyse grammar and cohesion of source text.	<p>3.1 Analyse function of source language punctuation.</p> <p>3.2 Determine semantic and syntactic structure.</p> <p>3.3 Paraphrase text to check plausibility of comprehension.</p>
4 Resolve difficulties.	<p>4.1 Identify deficient source language text and discuss with client.</p> <p>4.2 Suggest solutions and reformulate text as agreed for effective translation.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language skills analyse source text for meaning, including:
 - cause and effect relationships
 - cohesive and substitution devices
 - function of words and grammatical elements
 - idioms and idiomatic expressions
 - metaphor and simile
 - parsing sentences
 - punctuation
 - register and style
 -
- literacy skills to:
 - assess and use information
 - interpret terminology and jargon
 - read and record information
- problem-solving skills to:
 - address problems in *source text*
- research skills to:
 - identify background information relevant to assignment
 - make preparations to ensure effective and efficient translations
- technical skills to:
 - select and apply appropriate resources, techniques and equipment
- technological skills to use office equipment and information and communications technology (ICT) for translating purposes.

Required knowledge

- cultural knowledge, including cross-cultural perspective to:
 - determine cultural concepts embedded in language
 - identify inherent cultural and socio-cultural concepts
- file and information management techniques
- language structure, dialects and idioms in source language
- professional procedures, ethical practices and business standards
- subject specialist area and culture-specific knowledge relevant to topic of translation.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to read and analyse a written message in a source language for the purpose of later transfer to a target language including:

- building, using and maintaining an assignment-specific glossary
- identifying the context, purpose and intent of the author
- identifying the key linguistic, cultural, societal and situational elements to be conveyed
- analysing language and writing conventions
- using a range of techniques and resources to address and resolve difficulties identified
- paraphrasing text to check plausibility of comprehension
- using technology to source and review appropriate information and reference material.

Context of and specific resources for assessment Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for analysing texts for translation.

Resources for assessment include:

- a range of source texts and their paraphrased target texts
- individual language resources such as glossaries and dictionaries, written and in memory.
- sources of content information and research.
- examples of part and fully completed translated texts
- examples of complex texts in a limited range of content and subject areas
- examples of simple texts in a range of content and subject areas
- examples of source texts which present a range of cultural and equivalence issues.
- examples of source texts which require further research on content, language and presentation.

While the content and scenarios may be simulated, evidence

EVIDENCE GUIDE

for assessment should reflect the conditions of real assignments in reading and analysing a range of texts presenting varying equivalence problems and requiring a range of research.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Resources*** may include:
- translating technology
 - dictionaries
 - glossaries
 - internet sites
 - content and subject specialists
- Language*** may include:
- idiomatic expressions in source language
 - specialist vocabulary, expressions and concepts
 - non-equivalence
 - technical terminology
 - idiosyncratic language, slang, jargon.
- Writing conventions*** include:
- abbreviations
 - acronyms
 - punctuation
 - symbols.
- Techniques*** may include:
- optical character readers
 - scanning and enlargement.
- Difficulties identified*** may include:
- concepts specific to culture or locale
 - deciphering idiosyncratic source language
 - deciphering illegible handwriting or stamps
 - linguistically complex language
 - proper nouns and their localisation
 - translation precedents
- Glossary*** includes:
- key vocabulary list
 - terminology bank
 - record of translation decisions.

Unit Sector(s)

Not applicable.

Competency field

Competency field Translating

PSPTIS509A Interpret in general monologue settings (LOTE)

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the outcomes, skills and knowledge required to interpret from a source language to a target language in general monologue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and address problems in delivery. An interpreter in the monologue setting is required to interpret in one language direction, from source to target. The speech to an audience that characterises the monologue setting typically requires the interpreter to apply public speaking or presentation skills. In a general setting the content or complexity of the situation can usually be predicted or planned for, and there are limited opportunities for error correction. There are typically only a few participants and the physical elements of the setting permit the interpreter limited scope to manage the discourse to ensure that utterances are suitable for retention and recall.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay or as part of a team. Miscommunication that may occur in this setting is readily managed through consultation and preparation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and analyse source message.	<p>1.1 Confirm that setting, context, parties and expectations are consistent with client <i>requirements, assignment agreement and interpreting protocols</i>.</p> <p>1.2 <i>Attend actively</i> to source utterance, applying strategies to support retention and recall and adjusting physical position to optimise sound reception and visual cues.</p> <p>1.3 Apply subject and context knowledge to anticipate purpose and intent of source and strategies used to develop ideas.</p> <p>1.4 Identify and record <i>key information</i> using mnemonic strategies.</p> <p>1.5 Identify relationships between <i>linguistic and non-linguistic elements</i>, and analyse cultural and other factors affecting meaning.</p> <p>1.6 Identify limits to addressing problems of understanding or recall and <i>confirm understanding</i> where appropriate in a manner that does not compromise <i>effective delivery</i>.</p>
2. Transfer message to target language.	<p>2.1 Recall information from notes and other mnemonic devices.</p> <p>2.2 Use rhetorical techniques to transfer the <i>communicative intent</i> into the target language in a timely manner appropriate to audience and setting, and <i>reflecting speaker's characteristics</i>.</p> <p>2.3 Recognise and address <i>issues in message transfer</i> associated with the setting, language and concepts.</p> <p>2.4 <u>Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment</u></p>
3. Evaluate interpreting performance.	<p>3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics.</p> <p>3.2 Determine <i>personal impact</i> of assignment and identify need for debriefing.</p> <p>3.3 Consider process improvement strategies.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - confirm understanding of source message
 - transfer messages effectively from source to target languages
 - use rhetorical techniques to transfer communicative intent in a timely manner.
- interpersonal skills to:
 - ensure behaviour and presentation are appropriate to monologue setting and cultural conventions
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - work with parties with a range of experience and awareness of interpreting protocols and expectations
- interpreting skills to achieve competent message transfer, including to:
 - adapt embedded cultural concepts for correct transfer
 - conceptualise and express general and predictable information in target language, maintaining impartiality
 - include non-verbal cues in message transfer
 - manage problems of equivalence
 - reproduce factually and linguistically accurate content
 - use basic strategies to retain and recall messages
 - produce decipherable notes of key information
 - use technical, language, research and basic public speaking skills to ensure cohesive and faithful delivery of messages
- language skills to achieve competent performance:
 - application of correct structures, grammar and syntax to achieve coherent delivery
 - clear pronunciation
 - correct use of common idiom, collocations and slang
 - recognition and use of a range of general and context-specific registers
 - recognition of common metaphors and similes and implied meaning
 - vocabulary based on general knowledge and specific to context
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- literacy skills to prepare required background material and resources
- organisational skills to:
 - arrange work environment suitably

REQUIRED SKILLS AND KNOWLEDGE

- prepare and administer resources and documentation relating to assignment
- complete required preparation
- problem-solving skills to address problems in delivery
- research skills to source background information relevant to assignment
- self-management skills to:
 - mentally order information for message transfer
 - use mnemonic strategies to recall information
 - interpret in a professional and impartial manner
 - withdraw from assignment where necessary.

Required knowledge

- broad general knowledge of cultures and societies of both English and LOTE participants
- broad general subject and context knowledge, including of community domains
- relevant codes of ethics
- concepts of meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
 - determine cultural concepts and cues embedded in language
 - transfer cultural concepts without compromising communicative intent of target message
 - use culturally appropriate message delivery
- feedback and debriefing techniques
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to interpreters, including:
 - privacy and confidentiality requirements
 - duty of care
 - impartiality
- limitations of work role, responsibility and professional abilities
- OHS and risk management principles and practices to ensure own physical safety and comfort
- research methods to source subject and context knowledge relevant to assignment
- source and target languages to achieve competent message transfer
- basic strategies to assist retention of information and recall of source messages

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to interpret from a source language to a target language in general monologue settings, preserving the communicative intent of the source language, including:

- applying interpreting and English and LOTE skills required to achieve competent message transfer and competent performance
- using strategies and techniques to effectively deliver and preserve the communicative intent and maintain impartiality
- using interpersonal and communication skills to interpret in a professional manner appropriate to speaker and audience
- using effective rhetorical techniques and methods to reflect the intention of the source
- applying knowledge of the language, conventions, culture and protocols of a range of general and predictable subjects and contexts
- drawing on research, general knowledge and information relevant to the subject
- using basic memory retention strategies
- recognising and resolving transfer problems and transfer errors to assist delivery.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for interpreting in general monologue settings.

Resources for assessment include:

- opportunities to observe and question candidate interpreting in a range of general monologue settings
 - examples of personal glossaries and memory aid resources
 - examples of documentation of client requirements and conditions
 - examples of debriefing and self-evaluation

EVIDENCE GUIDE	
	<p>opportunities taken by candidate.</p> <ul style="list-style-type: none">• . <p>The context for assessment might include simulations of general monologue settings, and ideally will include observations conducted in real interpreting settings. Evidence for assessment should be gathered to demonstrate a range of experiences in interpreting in general monologue settings in a range of fields in the community and business domains.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Requirements</i> may include:</p>	<ul style="list-style-type: none"> • source and target languages • location or environment • required equipment and resources • work conditions, such as: <ul style="list-style-type: none"> • continuous hours to be worked • need for tandem, team or relay interpreting • required breaks • sight lines and visibility • timing of monologue • using public speaking aids and equipment • purpose • context and subject • expectations and intended or desired outcomes • target language delivery • risk management considerations • briefings • research and preparation, including identifying sources of information.
<p><i>Protocols</i> may include:</p>	<ul style="list-style-type: none"> • briefing participants • explaining purpose and process, including: <ul style="list-style-type: none"> • pausing utterance when at own limits of recall • rotating interpreting when team interpreting, according to industry standards and situation' • information management appropriate to monologue • requesting party details, such as names and titles • professional and operational protocols for presentations.
<p><i>Attend actively</i> may include:</p>	<ul style="list-style-type: none"> • applying strategies to support retention and recall, including recording key information • maintaining concentration and focus • seeking repetition and clarification • note speakers gestures, facial expressions and body language

RANGE STATEMENT	
	<ul style="list-style-type: none"> • applying subject and context knowledge to anticipate purpose of discourse • deconstructing <ul style="list-style-type: none"> • complex syntax • lexically dense content • formal register • identifying strategy being used to develop ideas • noting verbal and non-verbal cues.
<i>Linguistic and non-linguistic elements may include:</i>	<ul style="list-style-type: none"> • colloquial and idiomatic language • idiosyncratic language use • discourse markers • ellipsis • register • vocabulary based on general knowledge • voluntary and involuntary pragmatic features of speech, such as: <ul style="list-style-type: none"> • inflection and tone • nuance and intensity of feeling • stress and pitch • voluntary and involuntary prosodic features of speech, such as: <ul style="list-style-type: none"> • hesitation • pauses and silence • rhythm • body language • eye contact • facial expressions • gestures and posture
<i>Key information</i> may include:	<ul style="list-style-type: none"> • basic facts, including: <ul style="list-style-type: none"> • numbers, dates and times • personal details, such as names, titles and addresses • key content words.
<i>Confirming understanding</i> may include:	<ul style="list-style-type: none"> • checking communicative links • referring to dictionaries or glossaries • seeking clarification • retaining and recalling utterances of sufficient length to ensure delivery is accurate and coherent.
<i>Effective delivery</i> may be:	<ul style="list-style-type: none"> • accurate and cohesive • appropriate to discourse, including:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • language that suits audience • culturally appropriate verbal and non-verbal behaviour • deconstructing complex syntax, high lexical density and formal register • paraphrasing unfamiliar vocabulary, idiom and abstract concepts • shortening lengthy utterances • slower than normal rate of speech • appropriate to setting • timely
<i>Communicative intent may include:</i>	<ul style="list-style-type: none"> • choosing between literal transfer and the communicative intent of idiomatic expressions • deconstructing complex syntax, dense lexical content and formal register • exercising judgement of embedded cultural concepts • identifying and using common idiomatic expressions • identifying and using loan words or signs • incorporating implied meaning in message transfer • informal and spoken register in the active voice • maintaining logical sequence of source utterance • paraphrasing unfamiliar vocabulary, idiom and concepts • recognising and conveying implied meaning • recognising common metaphors and similes • reflecting speaker characteristics • syntactic simplicity • terminology appropriate to context • transferring cultural cues, such as laughter and euphemism • using correct common collocations • using general standard of expression, style and register • verbalising non-verbal source language elements
<i>Reflecting speaker's characteristics may include:</i>	<ul style="list-style-type: none"> • using appropriate language to maintain affect • verbalising non-verbal source language components • using similar rhetorical and public speaking techniques • reflecting speaker's prosodic features in target language • maintaining impartiality.
<i>Issues in message transfer may include:</i>	<ul style="list-style-type: none"> • transfer errors such as omissions, additions or changes that occur as a result of: <ul style="list-style-type: none"> • misinterpreting, or not transferring sensitively

RANGE STATEMENT	
	<ul style="list-style-type: none"> • jargon • cross-cultural differences • lack of common context • transfer problems, include: <ul style="list-style-type: none"> • elliptic, fragmentary or ambiguous source utterances • lack of equivalents • need for paraphrasing • unknown terms. •
<i>Personal impact</i> may include:	<ul style="list-style-type: none"> • performance stress • factors affecting interpreter impartiality • occupational health and safety • factors affecting interpreter personal safety or comfort, including: <ul style="list-style-type: none"> • cultural or societal dilemmas • stressful interpreting situations.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS510A Analyse, recall and reproduce source messages (LOTE)

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes required to analyse the meaning of a source language message and to reproduce the message in the same language, applying strategies to support retention and recall.
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Application of the Unit

Application of the unit	This unit applies to interpreters who to be able to quickly and accurately analyse, remember and reproduce messages from a diverse range of sources, subjects and contexts.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse source messages.</p>	<p>1.1. <i>Attend</i> to source messages and make <i>adjustments</i> to assist concentration and comprehension.</p> <p>1.2. Analyse discourse and speaker's strategies to predict discourse direction.</p> <p>1.3. Determine <i>key information</i> and <i>relationships</i> between <i>linguistic and non-linguistic</i> elements in the messages.</p> <p>1.4. Identify <i>factors affecting the meaning</i> of the messages.</p> <p>1.5. Identify <i>structural elements of discourse</i>.</p> <p>1.6. Use effective <i>strategies</i> to support message retention and recollection.</p>
<p>2. Recall source messages.</p>	<p>2.1. Use a range of <i>encoding strategies</i> to retain and ensure the accuracy of information.</p> <p>2.2. Manage discourse to ensure the quality and reliability of recall.</p> <p>2.3. Review key information and relationships in source messages.</p> <p>2.4. Analyse notes for usefulness in recollection of messages.</p> <p>2.5. Resolve problems of understanding and recall and seek <i>clarification</i> in a sensitive manner.</p>
<p>3. Reproduce source messages.</p>	<p>3.1. Retrieve message in a timely manner.</p> <p>3.2. Reproduce message accurately, maintaining its logical sequence and communicative intent.</p> <p>3.3. Use a range of techniques to track reproduced information.</p> <p>3.4. Assess effectiveness of strategies used.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse source message for key information
- communication skills to receive and deliver information through oral, written and visual means
- language skills to:
 - apply linguistic, semantic and pragmatic strategies to address structural elements of discourse
 - reproduce information using a range of strategies, maintaining register and logical sequence of source message
 - assist retention of information and recall of source message
- literacy skills to:
 - research background information
 - produce notes of key information
- problem-solving skills to:
 - analyse and adapt conditions to enhance message reception and recall
 - manage the discourse
- self-management skills to:
 - focus on message meaning and communication intent
 - select and apply strategies to assist message recall
- technology skills to select and use information and communication technology equipment to record and recall information.

Required knowledge

- characteristics of communication
- general and special purpose subject and context
- linguistic features, including register appropriate to setting, and forms and variations of language
- techniques to assist recall
- linguistic and non-linguistic elements of messages

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to analyse the meaning of a source language message, apply strategies to support retention and recall and to ensure the quality and reliability of reproduced messages. This includes:

- analysing a range of general and specialist source messages and determining important aspects of language, content, context and intention
- identifying a range of strategies and options to address challenges of:
 - accurately conveying message intent
 - timing
 - language
 - register
 - presentation characteristics
 - idiosyncrasies
- selecting, applying and justifying a range of techniques and options to maintain information recall and reproduction and overcome problems in language, meaning and presentation.
- reproducing a range of messages accurately.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for reproducing source messages.

Resources for assessment include:

- opportunities to observe candidate in a variety of subjects, settings and cultural contexts to observe candidate
- opportunities to demonstrate analysis and recall of messages in a range of realistic scenarios
- third party reports on effectiveness and accuracy of the candidate's recall and reproduction of messages

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• explanations of recall and reproduction issues and judgements made. <p>Assessment should ideally be conducted in real interpreting assignments, but this competency may also be effectively assessed in realistic scenarios using a range of content and contexts. This unit may be assessed in conjunction with other interpreting units.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Attend</i> involves:	<ul style="list-style-type: none"> • maintaining concentration and focus • closely observing and noting gestures, body language and facial expressions • noting key information.
<i>Key information</i> includes:	<ul style="list-style-type: none"> • terms and concepts related to a specialist subject or context • key content words and ideas and facts, including numbers, dates and times • personal details, such as titles and addresses • proper nouns and names • purpose of message • series of specific details, such as lists • technical terms.
<i>Relationships</i> may be indicated by:	<ul style="list-style-type: none"> • cohesion of meaning within a message • collocation • gesture • implied meaning • register.
<i>Linguistic and non-linguistic</i> elements include:	<ul style="list-style-type: none"> • non-verbal components of message, including: <ul style="list-style-type: none"> • body language and eye contact • facial expressions • gestures and posture • verbal components of message • voluntary and involuntary features of speech, such as: <ul style="list-style-type: none"> • inflection and tone • nuance and intensity of feeling • stress and pitch • types of language • voluntary and involuntary prosodic features of speech, such as: <ul style="list-style-type: none"> • hesitation • pauses and silence

RANGE STATEMENT	
	<ul style="list-style-type: none"> • rhythm.
<i>Factors affecting meaning</i> of messages may include:	<ul style="list-style-type: none"> • colloquial language • jargon • ambiguity • cultural concepts • humour • paralinguistic elements • register.
<i>Structural elements of discourse</i> include:	<ul style="list-style-type: none"> • interpersonal elements • language cues necessary for following conversation • interrupting or interjecting • turning points in an argument • turn-taking.
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • abbreviations • chunking • recording key information, such as <ul style="list-style-type: none"> • numbers • single words and phrases • note taking: • logical (visual) order • lines to indicate end of an idea • symbols • characters • mathematical symbols • pictures for concepts • unambiguous abbreviations.
<i>Encoding strategies</i> may include:	<ul style="list-style-type: none"> • creating a mind map • visualising information • creating symbols • reflecting concepts and ideas, not words.
<i>Clarification</i> may be necessary for:	<ul style="list-style-type: none"> • ambiguous meaning • message delivered too quickly • words, expressions or intent not understood • idiosyncratic language use and speech • non-standard language variety used.

Unit Sector(s)

Unit sector	Interpreting
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS511A Demonstrate language proficiency in different subjects and cultural contexts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine spoken or signed communication in at least two different languages to meet the language and communication needs of translating and interpreting. It involves very effective and fluent communication skills with the ability to conduct negotiations, present information and participate in social and cultural activities at a high level of complexity and fluency. This unit can be used for training delivery and assessment of complex proficiency in any language including English.
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Application of the Unit

Application of the unit	This unit applies to individuals working in any context and at many different levels of responsibility. This unit may be customised for training delivery and assessment of proficiency in any language.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Conduct negotiations in different languages.</p>	<p>1.1. Establish rapport by using appropriate courtesy protocols, identifying common ground and observing social, cultural and business conventions of the specific language.</p> <p>1.2. Provide explanations, information and supporting details about specific products or services.</p> <p>1.3. Use a range of language functions to conduct <i>negotiations</i>, including introducing formal talk, using turn-taking skills, and agreeing and disagreeing tentatively.</p> <p>1.4. Use prosodic features, gestures and body language effectively.</p> <p>1.5. Exchange and agree to information, including details of personnel, dates, quantities, products and services.</p> <p>1.6. Support negotiations by using any relevant visuals, graphics and other approaches in keeping with the requirements of particular subjects or cultural contexts.</p>
<p>2. Deliver presentations in different languages.</p>	<p>2.1. Deliver <i>presentations</i> in a style relevant to the purpose and objectives, audience characteristics, occasion and venue.</p> <p>2.2. Present information in a logical and concise manner using sequencing and linguistic linking.</p> <p>2.3. Support presentations with <i>public speaking</i> techniques.</p>
<p>3. Participate in social and cultural activities.</p>	<p>3.1. Use language and language functions appropriate to given <i>social and cultural activities</i>.</p> <p>3.2. Adapt and modify communication strategies and language functions according to the situation and client requirements.</p>
<p>4. Provide summaries of complex communication.</p>	<p>4.1. Provide <i>summaries</i> of the purpose and meaning of the original utterance.</p> <p>4.2. Use communication strategies and language functions that support immediate and unhindered communication.</p> <p>4.3. Make appropriate comments between parties to check and clarify meaning.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to use language functions such as presenting, questioning and negotiating, and a sufficiently comprehensive vocabulary to conduct a range of communication in a specific language in a particular context
- analytical skills to:
 - providing summaries that support immediate and unhindered communication
 - interpersonal skills to:
 - using appropriate oral expression and vocabulary to conduct negotiations, make presentations and participate in varied social and cultural activities
- problem solving skills to:
 - apply problem solving and conflict resolution techniques to communication
 - use cross-cultural communication skills in relation to the language being assessed and the associated culture, in order to undertake the full range of social and cultural activities.

Required knowledge

- comprehensive technical vocabulary required to support specific context of communication
- standard procedures specific to communication in a particular context
- key information and information sources in relation to operations and functions in a particular language and cultural context
- key information and standard procedures specific to negotiating in a particular social and cultural context
- applications of social, business and cultural conventions specific to the language being assessed, including:
 - social conventions and consistent use of forms of address
 - customs, protocols and taboos
 - dialect, idiom, colloquialisms and language conventions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to conduct complex, creative, routine and non-routine spoken or signed communication to meet the language and communication needs of translating and interpreting. This includes:

- interacting, establishing and maintaining rapport with in a range of subject and cultural contexts, in the language being assessed.
- using a range of language functions appropriate to negotiating, conducting presentations, and participating in social and cultural activities according to the needs of particular social and cultural contexts and settings
- using a range of extended non-verbal communication skills effectively, as well as verbal skills such as narrative and descriptive statements
- using repetition, clarification and paraphrasing techniques to clarify requirements, address problems and conflict, and reassure others.

Context of and specific resources for assessment

Assessment of this unit of competency must ensure the opportunity and resources to provide examples of activities that show the candidate:

- making presentations, presenting commentary and facilitating communication between parties engaged in complex issues while using the language being assessed
- using relevant and current communication materials, resources and equipment, such as dictionaries, glossaries, researched information, subject and cultural information, presentation equipment and microphones for media and audience presentations.

Assessment may make use of scenarios, case studies, previous experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for demonstrating proficiency in languages.

EVIDENCE GUIDE

A range of assessment methods should be used to assess the candidate's practical skills and knowledge. The following examples are appropriate for this unit:

- oral testing of conversational language use
- direct observation of the candidate communicating and interacting in the language being assessed
- role-play activities that simulate language use and communication in a range of subject and cultural contexts
- written and oral questioning or interview to test knowledge of the functions of the language, culture, social and cultural conventions and cross-cultural communication requirements
- review of portfolios of evidence and third-party reports of professional performance by the candidate.
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Negotiations</i> may be conducted in the context of:</p>	<ul style="list-style-type: none"> • meeting and event activities and venues • tour and guiding services • accommodation • international business • finance and marketing activities • business arrangements involving contracts and assignments • government and community services • legal services • media and publishing • immigration • education and children's services • commercial contracts and ventures • health and welfare services.
<p><i>Presentations</i> may include:</p>	<ul style="list-style-type: none"> • arguments • persuasion • debates • narratives • reports • factual information • creative productions.
<p><i>Public speaking techniques</i> may include:</p>	<ul style="list-style-type: none"> • audience engagement • humour • irony • word play • voice projection and intonation • placement and movement • timing • non-verbal gestures and communication • audience participation • demonstrations and visual aids.
<p><i>Social and cultural</i></p>	<ul style="list-style-type: none"> • formal and informal meetings

RANGE STATEMENT	
<i>activities</i> may include:	<ul style="list-style-type: none"> • interacting with a range of people from different: <ul style="list-style-type: none"> • values and cultures • age groups • social status • introductions and invitations • ceremonies and celebrations • personal and family relationships and obligations • business and financial meetings.
<i>Summaries</i> may include:	<ul style="list-style-type: none"> • factual and personal information • cultural references and conventions • literary conventions • instructions and arrangements • information about meetings, events, tours and places of interest • information about products, services, facilities, options, advice and treatment.

Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS512A Demonstrate written language proficiency in different subjects and cultural contexts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to be effective and fluent in written communication in at least two different languages, to meet the language and communication needs of translating and interpreting. It involves the ability to read and write a range of commercial, professional and literary documents and provide summaries at a high level of complexity, accuracy and fluency. This unit can be used for training delivery and assessment of reading and writing proficiency in any language including English.
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Application of the Unit

Application of the unit	This unit may be customised for training delivery and assessment of proficiency in any language.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Read and analyse documents in different languages</p>	<p>1.1. Read and fully <i>analysed documents</i>.</p> <p>1.2. Correctly comprehend any accompanying visual and graphic material.</p> <p>1.3. Correctly identify the culturally specific meaning contained in documents.</p>
<p>2. Provide informal written texts.</p>	<p>2.1. Capture and accurately convey nuances of meaning, in <i>written texts and summaries</i>.</p> <p>2.2. Convey ideas accurately taking into consideration cultural differences and idiolects.</p> <p>2.3. Provide any required additional explanation or comments to clarify meaning, especially about culturally specific details.</p> <p>2.4. Recognise <i>documents requiring professional translation</i> and arrange for assistance if required.</p>
<p>3. Write professional and commercial documents in different languages.</p>	<p>3.1. Produce written documents according to recognised conventions, standards and formats.</p> <p>3.2. Ensure the content of written documents is appropriate to audience and purpose.</p> <p>3.3. Develop ideas in appropriate depth to meet the requirements of the particular subject and cultural contexts.</p> <p>3.4. Tailor language to meet requirements of the target document or situation.</p> <p>3.5. Observe social and cultural conventions.</p> <p>3.6. Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.</p> <p>3.7. Use standard communication and information management technology.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to allow understanding and accurate interpretation of information which may include some complex ideas and concepts
- analytic skills to determine culturally specific meaning in documents
- problem solving skills to:
 - identify and address nuances of language and cultural understanding
 - identify and advise on documents requiring professional translations
- language skills to write documents that are:
 - clear and display fluent expression of information and ideas
 - appropriately structured and use language that is tailored to a range of workplace situations
- cross-cultural communication skills related to written documents.

Required knowledge

- standard formats and protocols for a range of typical documents appropriate to the purpose and particular language
- cultural understanding in specific contexts
- social, professional, literary and cultural conventions in a range of written documents specific to the language being assessed.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to be effective and fluent in written communicating in at least two different languages. This includes:

- reading and writing a typical range of documents required to fulfill a range of general communication purposes in different subjects and cultural contexts in the range statement
- accurate applications of a range of personal, professional and commercial documents and professional writing
- preparing written documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and cultural context (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for demonstrating proficiency in written languages.

Resources for assessment include:

- production of a range of written texts in the language being assessed, including general texts from those nominated in the range statement.
- preparing written texts under assignment conditions, resources and time constraints
- use of relevant and current communication equipment, such as computers, faxes and email facilities
- use of relevant and current materials, resources and equipment, such as dictionaries, glossaries,

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researched information, technical information, presentation equipment and microphones for media and audience presentations.

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written testing
- written and oral questioning or interview to test the candidate's ability to read and interpret documents written in two languages including English
- review of samples of written communications prepared by the candidate
- written and oral questioning or interview to test knowledge of the culture, social and cultural conventions and cross-cultural communication requirements associated with the language
- written and oral questioning or interview to test linguistic knowledge, generic structure and other specific language features, such as vocabulary, grammar and sentence structure
- review of portfolios of evidence and third-party reports.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Analyse may include:</i>	<ul style="list-style-type: none"> • information and details • ideas (both explicit and implied) • technical information • written language conventions • vocabulary • grammar and syntax • writer requirements.
<i>Documents may include:</i>	<ul style="list-style-type: none"> • government, medical, legal and educational • brochures and promotional material • notes, written requests and information • schedules and itineraries • formal letters • reservation and booking information • meeting agendas • commercial, business, professional and academic reports • manuals and instructions • internet information • poetry, literature.
<i>Written texts and summaries may include:</i>	<ul style="list-style-type: none"> • factual and personal information • instructions and arrangements • information about meetings, events, tours, places of interest and special facilities • information about products, services, facilities, options, advice and costs • publications • media extracts.
<i>Documents requiring professional translation may include:</i>	<ul style="list-style-type: none"> • proposals, submissions and tenders • contractual documents • official records: <ul style="list-style-type: none"> • immigration

	<ul style="list-style-type: none">• welfare• education• employment• health• personal and family• professional documents.
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Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS513A Translate general purpose texts from LOTE to English

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to translate general purpose texts from another language to English. The unit requires the ability to convey the purpose and use of the source information in functionally equivalent translated texts. It requires sound subject and context knowledge of the material being translated in order to produce translations that are accurate and appropriate for the context, target audience and end use. The language and concepts described in this unit are accessible to the general public.
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Application of the Unit

Application of the unit	This unit applies to translations of general purpose texts where the language and concepts are accessible to the general public and where there are likely to be limited equivalence problems and limited requirement for research on the subject beyond client resources. The purpose of translating is to convey information written in plain language to a limited and known audience
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse LOTE general-purpose source texts.</p>	<p>1.1 Receive and manage <i>source texts</i> according to client requirements and conditions and confirm that it is complete and legible.</p> <p>1.2 Review personal skills and experience required to undertake assignment and meet client requirements.</p> <p>1.3 Identify areas of content and language requiring additional research and gather <i>reference material</i> in suitable format and timeframe.</p> <p>1.4 Identify suitable <i>tools and equipment</i> to aid in translation.</p> <p>1.5 <i>Analyse source texts</i> and apply knowledge of subject and context and experience in related texts to determine key elements and potential translation quality issues.</p> <p>1.6 <i>Restructure</i> source texts to clarify meaning and discuss issues arising with clients.</p> <p>1.7 <i>Choose approach to translation suitable to target audience and purpose of translation.</i></p>
<p>2 Translate LOTE texts to English texts.</p>	<p>2.1 Research and apply established translation precedents and information from <i>resources to ensure consistent outcomes.</i></p> <p>2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use.</p> <p>2.3 Identify areas requiring further research or assistance and seek and incorporate additional information.</p> <p>2.4 Produce draft translations of source texts that are accurate, coherent, and <i>appropriate</i> for document end use and assignment requirements.</p> <p>2.5 Record translation decisions and justification in glossary.</p>
<p>3 Check draft translations.</p>	<p>3.1 Critically evaluate consistency, accuracy and functional equivalence of translated text.</p> <p>3.2 Identify and correct errors, distortions and unsupported translation decisions.</p> <p>3.3 Use tools and equipment to <i>check translations, refine and improve target texts</i> and manage and correct errors.</p>
<p>4 Revise translations.</p>	<p>4.1 Assess and incorporate advice from checking translator and subject advisers.</p> <p>4.2 Discuss and resolve outstanding issues with</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>appropriate persons.</p> <p>4.3 Undertake further revision until target text is functionally equivalent to source text.</p>
<p>5 Finalise and evaluate general-purpose translations.</p>	<p>5.1 Use technology to format translated texts according to agreed specifications and end use requirements, and liaise with clients where required.</p> <p>5.2 Proofread formatted texts using standard methods to annotate proof corrections.</p> <p>5.3 Certify translation as required using <i>standard methods</i>.</p> <p>5.4 Return final version of translated text and <i>supporting documentation</i> to clients according to agreed procedures and within suitable timeframe.</p> <p>5.5 Discuss issues and solutions with colleagues and subject advisors and explore process improvement strategies.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - analyse the requirements of assignments in terms of personal skills and capability
 - identify and resolve translation difficulties in general purpose LOTE source texts
 - interpret and apply quality assurance parameters
 - interpret and apply style guides, glossaries and reference material
- communication skills to:
 - consult effectively with clients and colleagues
 - discuss and resolve agreed processes and translating requirements with clients
 - liaise with colleagues to obtain independent quality control and discuss and agree on recommended changes
 - seek assistance from field or subject advisors and peer help groups
- language skills to produce accurate and coherent translated general purpose texts in English, including use of:
 - consistent register and style appropriate to end use
 - correct and idiomatic collocation, lexis and syntax
 - current and consistent vocabulary, including foreign loan words
 - factual correctness, including at the level of tense, gender and singular or plural
 - plain language
 - punctuation, including paragraphing
 - spelling appropriate to audience
 - textual devices that create cohesion and coherence
- literacy skills to:
 - analyse source texts written in plain language and dealing with concepts accessible to the general public
 - assess and use subject information
 - read and apply instructions concerning client needs and end user requirements
 - record translation decisions and justification in glossaries
 - proofread target texts
- organisational skills to:
 - access and return documentation according to client requirements
 - build, use and manage assignment-specific glossaries
- problem-solving skills to address discrepancies in the LOTE that affect transfer to

REQUIRED SKILLS AND KNOWLEDGE

English

- research skills to:
 - identify translation precedents relevant to assignment
 - make critical use of reference material and resources
 - undertake further research in response to challenges encountered in translation
- self-management skills to:
 - organise and use tools and equipment suitable to task
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - meet time and contract commitments
- technology skills to:
 - use office equipment and information and communications technology for translating, formatting, proofreading and file management purposes
 - develop templates for non-narrative target texts
 - format target texts
- time management skills to ensure source texts are translated, checked, revised, formatted, proofread and returned within required timeframes
- translating skills to translate general purpose LOTE texts into functionally equivalent English texts, including:
 - adaptation
 - contrastive analysis of meaning and language
 - equivalence at the level of discourse, pragmatics, syntax and word
 - grammatical function transposition
 - localisation.

Required knowledge

- certification procedures, including underpinning legal and ethical principles
- customs, cultures and socio-political systems and their terminology relevant to assignments
- discourse analysis techniques
- document, file and information management practices and procedures
- awareness of competency and limitations in work role, responsibility and professional abilities
- privacy and confidentiality requirements
- professional procedures and guidelines, ethical practices and business standards applicable to assignments
- purpose and implications of translation
- source language required to analyse and restructure text to clarify meaning
- target language required to produce a functionally equivalent translation that is accurate, coherent and appropriate to end use

REQUIRED SKILLS AND KNOWLEDGE

- research methodologies and sources of reference material suitable to translating assignments
- subject, specialist area and culture-specific knowledge relevant to subject of assignments
- tools and equipment relevant to assignments, including relevant conventional technologies
- translating theories and techniques relevant to assignments, including principles of:
 - formal and dynamic translation
 - literal and free translation
 - form based and meaning-based translation
 - direct and oblique translation.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to translate a general-purpose text from LOTE to English, conveying the purpose and use of the source information in a functionally equivalent translated text. This includes:

- applying language and translating skills required to convey the purpose and use of source texts where there are limited equivalence problems
- using a range of techniques to produce a translation that is accurate and appropriate for the context, target audience and end use
- applying sound subject and context knowledge of the material being translated and a broad general knowledge during the translation process
- using relevant language and research skills and the ability to critically apply resources, including glossaries
- checking and correcting content and formatting of translated text for consistency and accuracy through the exercise of revision and proofreading
- of using a range of word processing and document management technology to produce a target text in required format and within suitable and agreed timeframe
- incorporating revised content and feedback from clients, checking translator and appropriate advisers
- certifying translations using standard methods.

Context of and specific resources for assessment

- Evidence for assessment of this unit of competency will make use of scenarios, case studies, translation copy, assignment experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for translating general purpose texts from LOTE to English.

Resources for assessment include:

- a range of narrative and non-narrative general purpose LOTE texts and their translated English texts
- examples of critical use of resources such as glossaries and dictionaries, written and memorised.
- client feedback and product evaluations

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • sources of content information and research. • part and fully completed translated <p>general purpose texts in a range of content and subject areas</p> <ul style="list-style-type: none"> • translated texts which have addressed cultural and limited equivalence issues. • texts which require further research on content, language and presentation • evidence of checking, revising, formatting and proofreading. • certified translations.
	<p>While the content and scenarios may be simulated, evidence for assessment should reflect the conditions of real assignments in translating a range of narrative and non-narrative texts presenting limited equivalence problems and requiring limited research.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>General-purpose <i>source texts</i> may include:</p>	<ul style="list-style-type: none"> • documents which are in general use by the wider community such as: <ul style="list-style-type: none"> • product labels and user information • public journal and reference documents • other narrative texts, including newspapers, magazines, posters and brochures • internal and public newsletters • information provided in plain English to the general public in texts related to: <ul style="list-style-type: none"> • medical • legal • welfare • transport • housing • education • community services • product or service publications and advice • general reports and correspondence • non-narrative texts such as transportation schedules and transcripts of personal and general information such as: <ul style="list-style-type: none"> • educational and academic records • licences • immigration documents • births, deaths and marriage records • employment records and CV.
<p><i>Reference material</i> may include:</p>	<ul style="list-style-type: none"> • contextual information, including general information relating to personal and community support systems • bilingual and monolingual dictionaries and glossaries • parallel texts • style guides or manuals • presentation, document lay out and graphics • thesaurus

RANGE STATEMENT	
	<ul style="list-style-type: none"> • topic and assignment-specific references.
<i>Tools and equipment</i> may include:	<ul style="list-style-type: none"> • dictionaries and glossaries, including: <ul style="list-style-type: none"> • bilingual and monolingual • electronic and hard copy • hardware, including: <ul style="list-style-type: none"> • computers • printers • scanners • templates • tools and equipment including: <ul style="list-style-type: none"> • internet • voice-operated keyboards • video recording and editing equipment.
<i>Analysing source text</i> may include:	<ul style="list-style-type: none"> • key elements, including: <ul style="list-style-type: none"> • context • regional, specialist and technical aspects • style • topic • meaning in context • punctuation • purpose • semantic structure • syntactic problems • transfer problems • writing conventions • non-text elements • research and clarification.
<i>Restructured</i> text may address:	<ul style="list-style-type: none"> • anomalies in terminology • ambiguity and confused references • cultural sensitivities and equivalence issues • lexical, linguistic or structural deficiencies.
<i>Resources</i> may include	<ul style="list-style-type: none"> • human resources, such as: <ul style="list-style-type: none"> • field or subject experts • peer help groups and opposite language colleagues • reference material • examples of previously translated texts and presentations.
<i>Appropriate</i> may	<ul style="list-style-type: none"> • adaptation

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • extract and certification • localised text • register and style appropriate to audience and purpose of translation • suitable orthography and punctuation, including paragraphing • suitable vocabulary •
<i>Standard methods of certification may include:</i>	<ul style="list-style-type: none"> • applying translator authority to translation according to legal, organisational and professional requirements, such as: <ul style="list-style-type: none"> • across pages • inserted header or footer text • on every page of source and target text • using signature or initials • using such things as: <ul style="list-style-type: none"> • affidavits • NAATI stamp • separate statement • statutory declarations.
<i>Supporting documentation may include:</i>	<ul style="list-style-type: none"> • background information • legal instruments certifying translated text, such as: <ul style="list-style-type: none"> • affidavits • statutory declarations • source text • updated assignment-specific glossary.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS601A Translate special purpose texts from English to LOTE

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the outcomes, skills and knowledge required to translate special purpose texts from English to another language. The unit requires the ability to convey the purpose and use of the source information in functionally equivalent translated texts. It requires sound conceptual understanding of the material being translated and its context in order to produce translations that are accurate and appropriate for the context, target audience and end use. The language transfer process described in this unit requires high-order language skills and the ability to apply specialist resources and subject specific glossaries, including specialist bilingual glossaries.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to translations of special purpose texts where the subject of the text has its own specific terminology and where there may be significant equivalence problems and the need to undertake extensive research and translate complex language and concepts. The purpose of translating is to convey information written using specific terminology for a specific audience.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse special purpose source texts</p>	<p>1.1 Receive and manage <i>source texts</i> according to client requirements and conditions and confirm that it is complete and legible.</p> <p>1.2 Review personal skills and experience required to undertake assignments and meet client requirements.</p> <p>1.3 Identify complex areas of content and language requiring additional research and gather <i>reference material</i> in suitable format and timeframe.</p> <p>1.4 Identify suitable <i>tools and equipment</i> to aid in translation.</p> <p>1.5 <i>Analyse source texts</i> and apply knowledge of subject and context and experiences in related texts to determine key elements and potential translation quality issues.</p> <p>1.6 <i>Restructure</i> source text to clarify meaning and discuss issues arising with clients.</p> <p>1.7 Choose approach to translation suitable to target audience and purpose of translation.</p>
<p>2 Translate English source texts to draft texts in LOTE.</p>	<p>2.1 Research and apply established translation precedents and information from <i>resources to ensure consistent outcomes</i>.</p> <p>2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use.</p> <p>2.3 Identify areas requiring further research or assistance and seek and incorporate additional information.</p> <p>2.4 Produce draft translations of source texts that are accurate, coherent, and <i>appropriate</i> for document end use and assignment requirements.</p> <p>2.5 Record translation decisions and justification in glossary.</p>
<p>3 Check draft translations.</p>	<p>3.1 Critically evaluate subject-specific terminology and concepts, consistency, accuracy and functional equivalence of translated text.</p> <p>3.2 Identify and correct errors, distortions and unsupported translation decisions.</p> <p>3.3 Use tools and equipment to check translations, refine and improve target texts and manage and correct errors.</p>
<p>4 Revise translations.</p>	<p>4.1 Assess and incorporate advice from checking translator and subject experts.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>4.2 Discuss and resolve outstanding issues with appropriate persons.</p> <p>4.3 Undertake further revision until target text is functionally equivalent to source text.</p>
<p>5 Finalise and evaluate translations.</p>	<p>5.1 Use technology to format translated texts according to agreed specifications and end use requirements, and liaise with client where required.</p> <p>5.2 Proofread formatted texts using standard methods to annotate proof corrections.</p> <p>5.3 Return final version of translated texts and <i>supporting documentation</i> to clients according to agreed procedures and within suitable timeframe.</p> <p>5.4 Discuss issues and solutions with colleagues and advisers and explore process improvement strategies.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - analyse the requirements of assignments in terms of personal skills and capability
 - identify and resolve translation issues and difficulties in special purpose English source texts
 - interpret and apply quality assurance parameters to translation methods and presentation
 - interpret and apply style guides, specialised reference material, including glossaries
 - research and synthesise relevant subject-specific information
- communication skills to:
 - consult effectively with clients and colleagues
 - discuss and resolve agreed processes and translating requirements with clients
 - seek assistance from field or topic experts and peer help groups
 - liaise with colleagues to obtain independent quality control and discuss and agree upon recommended changes
- language skills to meet complex demands producing accurate and coherent translated special-purpose texts in LOTE, including use of:
 - consistent use of wide range of registers and styles appropriate to end use
 - correct and idiomatic collocation, lexis and syntax
 - current and consistent specialist vocabulary, including foreign loan words
 - factual correctness, including at the level of tense, gender and singular or plural
 - complex language
 - punctuation, including paragraphing
 - spelling appropriate to audience
 - textual devices that create cohesion and coherence
- learning skills to expand technical capabilities in specialised fields
- literacy skills to:
 - analyse source texts written using specific terminology and complex language or dealing with complex concepts
 - assess and use subject information
 - read and translate at a level to cope with a range of specialised genres and technical language or to translate in a single complex and specialised subject area
 - research complex and detailed information from a range of high level, technical

REQUIRED SKILLS AND KNOWLEDGE

- and conceptual sources
 - record translation decisions and justification in glossaries
 - proofread target texts
- organisational skills to:
 - access and return documentation according to client requirements
 - apply strategies for efficient client services
 - build, use and manage assignment-specific glossaries
- problem-solving skills to:
 - address discrepancies in English that affect transfer to LOTE
 - manage conflicting and inconsistent client objectives
 - identify strategies to educate clients in translation protocols and expectations
- research skills to:
 - identify translation precedents relevant to assignments
 - make critical use of reference material
 - source and use specialised resources
 - undertake advanced research in response to challenges encountered in translation
- self-management skills to:
 - develop specialised capabilities in response to work experiences and demands
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - meet time and contract commitments
 - organise and use tools and equipment suitable to task
- technology skills to:
 - use office equipment and information and communications technology for translating, formatting, proofreading and file management purposes
 - for Auslan/English translations the ability to use video recording, viewing and editing equipment
 - format target texts
- time management skills to ensure source texts are translated, checked, revised, formatted, proofread and returned within required timeframes
- advanced translating skills to translate special purpose English texts into functionally equivalent LOTE texts, including:
 - adaptation
 - contrastive analysis of meaning and language
 - equivalence at the level of discourse, pragmatics, syntax and word
 - grammatical function transposition
 - localisation

REQUIRED SKILLS AND KNOWLEDGE

- text manipulation to clarify meaning.

Required knowledge

- awareness of competency and limitations in work role, responsibility and professional abilities
- discourse analysis techniques
- professional procedures and guidelines, ethical practices and business standards applicable to assignments
- advanced research methodologies and sources of reference material suitable to translating assignments
- extensive and high level subject, specialist area and culture-specific knowledge relevant to subject of assignments
- high-order target language required to produce a functionally equivalent translation that is accurate, coherent and appropriate to end use
- tools and equipment relevant to assignments, including relevant conventional and translation-specific technologies, such as computer assisted translation (CAT) software
- document and editing conventions such as proofreading, copy editing, footnoting, indices, tables and graphs, graphics, captions and presentation for publication
- source language required to analyse and restructure complex source text to clarify meaning, including:
 - cause and effect relationships
 - cohesive and substitution devices
 - function of words and grammatical elements
 - idioms and idiomatic expressions
 - metaphor and simile
 - parsing sentences
 - punctuation
 - register and style
- translating theories relevant to assignments, including principles of:
 - formal and dynamic translation
 - literal and free translation
 - form based and meaning-based translation
 - direct and oblique translation
- thorough and comprehensive English and LOTE specialist field systems, conventions and subject dimensions
- document, file and information management practices and procedures relevant to assignments and product context
- OHS practices and procedures specific to the demands of translating
- privacy and confidentiality requirements
- purpose and implications of translation

REQUIRED SKILLS AND KNOWLEDGE

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| <ul style="list-style-type: none">• intellectual property and copyright conventions. |
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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to translate a special-purpose text from English to another language, conveying the purpose and use of the source information in a functionally equivalent translated text. This includes:

- applying high-order language and translating skills required to convey the purpose and use of source texts where there are significant equivalence problems and complex language and concepts
- using a range of advanced techniques to produce a translation that is accurate and appropriate for the context, target audience and end use
- applying sound conceptual understanding of the specialist material being translated and its context
- using high-order language and advanced research skills and the ability to critically apply specialist resources and subject-specific glossaries, including specialist bilingual glossaries.
- checking and correcting content and formatting of translated text for consistency and accuracy and compliance with editing and publishing conventions through the exercise of revision and proofreading
- consulting checking translator and appropriate advisers and incorporating feedback into processes and products
- using a range of word processing and document management technology to produce a target text in required format and within suitable and agreed timeframe
- explaining and defending translation choices in a professional manner.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, translation copy, assignment experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for translating special purpose texts from English to LOTE.

Resources for assessment include:

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • a range of specialist English texts and their translated LOTE texts demonstrating different purpose, audience, document production, text and language complexity and extent of resources consulted • contracts and client conditions for a range of assignments • examples of critical use of resources from the range statement • examples of use of style guides, procedures for editing and publication. • opportunity to observe and question the candidate translating a functionally equivalent text, according to required assignment requirements, format and within agreed timeframe • examples of a range of complex research resources and strategies • evidence of checking, revising, formatting and proofreading.
	<p>While the content and scenarios may be simulated, evidence for assessment should reflect the conditions of real assignments in translating a range of texts presenting significant equivalence problems and the need to undertake extensive research and translate complex language and concepts.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Special purpose <i>source texts</i> may include:</p>	<ul style="list-style-type: none"> • material with its own specific terminology, such as: <ul style="list-style-type: none"> • academic papers • commercial correspondence and official reports • instructional texts, such as technical and educational materials and guides • complex legal, medical, financial or scientific texts and reports • licensing and patent material • complex product or service manuals, user guides and information • technical texts containing field-specific information or terminology • specialised and detailed texts for limited, specific audiences.
<p><i>Reference material</i> may include:</p>	<ul style="list-style-type: none"> • contextual and specialist information, including: <ul style="list-style-type: none"> • specialist information relating to topic and specialised area of translation • wider background and supplementary information to enhance application of contexts • the internet, specialist websites • bilingual and monolingual dictionaries and glossaries • parallel texts • style guides or manuals • thesaurus • customised and client provided assignment-specific references.
<p><i>Tools and equipment</i> may include:</p>	<ul style="list-style-type: none"> • dictionaries and glossaries, including: <ul style="list-style-type: none"> • bilingual and monolingual • electronic and hard copy • assignment, client and topic-specific • hardware, including: <ul style="list-style-type: none"> • computers

RANGE STATEMENT	
	<ul style="list-style-type: none"> • printers • scanners • tools and equipment including: <ul style="list-style-type: none"> • translation memory software • voice-operated keyboards • internet web sites • video recording, viewing and editing equipment • virtual networking or collaboration media, such as e-forums and internet communication.
<i>Analysing source texts</i> may include:	<ul style="list-style-type: none"> • key elements, including: <ul style="list-style-type: none"> • context • regional, specialist and technical aspects • style • topic • specialist vocabulary, language conventions and terminology • meaning in context • layout and design • punctuation • purpose • semantic structure • syntactic problems • transfer problems • writing conventions • non-text elements • research and clarification.
<i>Restructured</i> text may address:	<ul style="list-style-type: none"> • anomalies in terminology • ambiguity and confused references • cultural sensitivities and equivalence issues • lexical, linguistic or structural deficiencies.
<i>Resources</i> may include	<ul style="list-style-type: none"> • human resources, such as: <ul style="list-style-type: none"> • field or topic experts • peer help groups and opposite language colleagues • reference material • examples of previously translated material.
<i>Appropriate</i> may include:	<ul style="list-style-type: none"> • adaptation • level of complexity • localised text • register and style appropriate to audience and purpose

RANGE STATEMENT	
	of translation <ul style="list-style-type: none"> • specialised genres • suitable orthography and punctuation, including paragraphing • suitable vocabulary, including technical language •
<i>Supporting documentation</i> may include:	<ul style="list-style-type: none"> • background information • source text • updated assignment-specific glossary.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS602A Quality assure translations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the outcomes, skills and knowledge required to check and proof the translated text of another translator. Quality assurance should ensure that content is accurate, complete and correctly targeted to its intended end use, but should not infringe on the original translator's preferred writing style or altering the meaning of the source text. The unit requires the language and analytical skills to identify translation difficulties and transfer errors, and the research skills to source information that will clarify content issues. The unit also requires the interpersonal skills to collaborate with original translators in producing final versions of translated texts. Specialist subject knowledge and technical skills will inform the work undertaken in this unit.</p> <p>Certain employment conditions, roles and assignments will require translators and interpreters to have NAATI accreditation.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to translators who undertake a range of quality assurance checks of a translated text for original translators, clients or commissioning service providers.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare to quality assure translation.</p>	<p>1.1. Identify and confirm <i>work requirements</i>, <i>performance expectations</i> and <i>end use of text</i>.</p> <p>1.2. Obtain and review source and translated text files and associated documentation and determine personal competence and willingness to undertake assignment.</p> <p>1.3. Obtain resources and select and prepare <i>tools and equipment</i>.</p>
<p>2. Compare translated text to source text.</p>	<p>2.1. Analyse source text and identify subject and <i>key elements</i>.</p> <p>2.2. Compare translated text to source text for accuracy, fidelity and appropriateness to end use, and identify and resolve translation difficulties and transfer errors.</p> <p>2.3. Check coherence of translation to ensure logical structure.</p> <p>2.4. Undertake further research and seek assistance from <i>appropriate persons</i> where required, and record findings and decisions in glossary, citing sources.</p>
<p>3. Propose amendments to translation.</p>	<p>3.1. Discuss proposed corrections to text with appropriate persons according to established procedures and code of ethics.</p> <p>3.2. Provide advice to the original translator within level of expertise and in response to questions.</p> <p>3.3. Make revisions to text using an agreed process and ensure amendments are visible and queries resolved.</p> <p>3.4. Annotate text where necessary and give clear instructions to desktop publisher where required.</p> <p>3.5. Evaluate translation fitness for purpose and resolve outstanding issues.</p>
<p>4. Submit quality assured translation.</p>	<p>4.1. Provide checked translation to client in line with <i>agreed arrangements</i> and confirm that it meets client requirements.</p> <p>4.2. Retain copy of checked translation and associated documentation for future reference, according to privacy and business protocols.</p> <p>4.3. Seek feedback from relevant persons and explore process improvement strategies</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - evaluate accuracy, consistency and equivalence of translations
 - interpret and apply quality assurance parameters while checking translations
 - interpret and apply style and procedural guides, glossaries and reference material
- communication skills to:
 - consult effectively with clients and colleagues
 - establish agreed processes and outcomes with clients
 - impart knowledge through verbal and written means
- interpersonal skills to:
 - facilitate change for greater integrity of translations
 - interact with a wide range of people from culturally and linguistically diverse backgrounds
 - negotiate and confirm work requirements, performance expectations and agreed approach
 - provide advice and present options and consequences in a sensitive manner
- language skills of the opposite language of the original translator to:
 - check translated text
 - identify and resolve translation difficulties
- learning skills to extend knowledge of topic and terminology where required
- literacy skills to:
 - read and apply instructions concerning work requirements
 - use workplace information, including assignment style guides and glossaries
- organisational skills to prepare and administer documentation, including implementing version control procedures
- problem-solving skills to:
 - address discrepancies between source text and translated text
 - consider solutions to translation problems
 - respond to client expectations
- research skills to:
 - make critical use of references
 - source information to assist in quality assurance task
- self-management skills to:
 - ensure suitable work environment, including adequate ambient light, own

REQUIRED SKILLS AND KNOWLEDGE

- physical comfort and ergonomic work practices
- prepare and use assignment-specific checklist
- prepare resources, tools and equipment suitable to task
- remain objective and impartial throughout process
- teamwork skills to collaborate with original translator in producing final version of translated texts
- technical skills to:
 - apply linguistic, cultural, general and subject knowledge to task
 - select and use suitable resources, techniques and equipment
- technology skills to:
 - use communications technology for translation, recording, file management, version control and tracking purposes
 - for Auslan, use video recording, reviewing and editing equipment
- time management skills to ensure translated text is checked and returned within required timeframes.

Required knowledge

- business requirements related to recording information and administering files
- communication techniques to ensure:
 - productive collaboration with original translators
 - understanding of client needs, agreed approach and end user requirements
- limitations of work role, responsibility and professional abilities
- privacy and confidentiality requirements
- professional procedures, ethical practices and business standards
- quality assurance parameters relevant to task
- translating theories and techniques, including principles of:
 - formal/dynamic translation
 - literal/free translation
 - form-based/meaning-based translation
 - direct/oblique translation
- research methods to source information that will clarify content issues
- source and target languages to meet target text requirements
- subject, specialist area and culture-specific knowledge relevant to topic of translation
- tools and equipment relevant to task.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to check and improve the translated text of another translator, including:

- ensuring that content is accurate, complete and correctly targeted to its intended end use
- retaining the original translator's preferred writing style and the meaning of the source text
- undertaking preparations needed for an effective quality assurance process
- analysing translated texts to ensure they meet established requirements
- liaising with original translator and other appropriate persons
- providing and seeking advice in a sensitive manner and within level of personal expertise
- using technology to prepare and submit final product within suitable timeframe and according to established agreement.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for quality assuring translations.

Resources for assessment include:

- range and representative sample of original translated text and revised text
- examples of assignment contracts, conditions and documentation
- examples of translator and client feedback
- opportunities to observe and question the quality assurance process
- opportunities to observe the use of and outcomes from translating technology.

EVIDENCE GUIDE	
	This competency is ideally assessed on the basis of evidence provided by professional assignments, but may also be assessed using a range of documents which simulate realistic assignments.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Work requirements</i> may include:</p>	<ul style="list-style-type: none"> • size and nature of assignment • timeline and key deliverables, including reporting requirements • formatting or text processing requirements • certification requirements • confidentiality requirements • style and content requirements • use of client glossary.
<p><i>Performance expectations</i> may include:</p>	<ul style="list-style-type: none"> • procedures and protocols for checking and annotating translation • process for collaborating with original translator, including contact person for clarification or assistance.
<p><i>End use of text</i> may include:</p>	<ul style="list-style-type: none"> • certification • publication • special-purpose text.
<p><i>Checklist</i> may include:</p>	<ul style="list-style-type: none"> • items relating to written or verbal client brief or procedural guide • minimum task requirements • technical, subject and language-specific requirements.
<p><i>Tools and equipment</i> may include:</p>	<ul style="list-style-type: none"> • computer and relevant software, including virtual networking or collaboration media • translating technology • electronic and hard copy dictionaries and glossaries, including specialist glossaries • video recording, reviewing and editing equipment • optical character readers • procedural guides • style guides or manuals • thesaurus • voice-operated keyboard.
<p><i>Key elements</i> may include:</p>	<ul style="list-style-type: none"> • linguistic, cultural and situational elements • context • purpose

RANGE STATEMENT	
	<ul style="list-style-type: none"> • register • style • source.
Need to <i>clarify issues</i> may arise from:	<ul style="list-style-type: none"> • cultural issues and concepts • linguistics • syntactic structure and grammatical ambiguities • terminology.
<i>Appropriate persons</i> may include:	<ul style="list-style-type: none"> • client or commissioning service provider • content or language specialists • identified contacts for task • original translator.
<i>Agreed arrangements</i> may include:	<ul style="list-style-type: none"> • checked text with revisions accepted • checked text with amendments visible • required format and layout • required timeframe.

Unit Sector(s)

Unit sector	Translating
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS603A Apply codes and standards to professional judgement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to ensure that translators and interpreters apply current and relevant standards of professional and ethical behaviour in complex settings. The unit requires knowledge of professional codes of ethics and the on-going development and maintenance of professional judgement. It requires the ability to consider a wide range of professional issues and to reflect on and continuously develop a highly informed approach to practice.
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Application of the Unit

Application of the unit	This unit applies to translators and interpreters, in particular those whose work requires them to promote and monitor codes of practice and ethical standards for translating and interpreting.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Research ethical and professional issues.</p>	<p>1.1. Maintain detailed knowledge of ethical and professional practice and issues using reliable sources of information.</p> <p>1.2. Maintain productive professional relationships to facilitate awareness of current issues.</p> <p>1.3. Monitor and analyse trends to anticipate developments and directions in the field.</p> <p>1.4. Research industry discussion of professional ethical codes applied to the practitioner role.</p>
<p>2. Develop professional practices and knowledge.</p>	<p>2.1. Analyse applicable codes of ethics and conduct and their relationship to work practices and the exercise of professional judgement.</p> <p>2.2. Integrate <i>developments and trends</i> impacting on professional practice into work performance.</p> <p>2.3. Identify <i>current approaches</i> for maintaining and improving professional judgement and development.</p>
<p>3. Apply professional standards, knowledge and judgment to practice.</p>	<p>3.1. Reflect on and evaluate <i>professional practices</i> in work goals and plans.</p> <p>3.2. Apply and <i>promote ethical standards</i>, codes and practices with clients, colleagues and others.</p> <p>3.3. Identify and examine <i>factors</i> that impact on professional and ethical decision making and exercise <i>professional judgement</i> in choosing resolution strategies.</p> <p>3.4. Collaborate constructively in professional relationships to enhance own practice and the provision of peer support.</p> <p>3.5. Apply standards of ethical practice when contributing to professional debates, forums and providing feedback to colleagues.</p> <p>3.6. Regularly evaluate quality and success of professional judgement in meeting planned, professional and career outcomes.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - participate in professional networks
 - exchange professional opinions and advice
 - express professional issues, dilemmas, and judgments in a constructive manner
- initiative and enterprise skills to:
 - evaluate professional practice to maintain and improve performance
 - understand and adapt to performance contexts and needs
- interpersonal skills to:
 - demonstrate confidence and assertiveness when necessary
 - apply cultural and linguistic protocols in the exercise of professional judgment
 - develop and use contacts and networks to enhance professional knowledge
- literacy skills to read and apply industry codes and standards
- problem-solving skills to:
 - address ethical dilemmas
 - analyse and anticipate professional trends and directions
- analytical skills to:
 - develop broad skills and knowledge required to make professional judgements
 - evaluate, adjust and develop awareness of the implications and impact of professional judgment and ethical decision making
- research skills to identify and use a broad range of professional resources, associations and networks
- self-management skills to:
 - routinely reflect on judgments and decisions
 - model high standards of professional judgment
- technology skills to:
 - order and maintain professional resources
 - conduct research and maintain communication with e-networks
 - use relevant equipment
- self-evaluation skills to:
 - identify gaps in skills and knowledge and in professional experience and confidence
 - identify personal development needs to meet professional and business objectives.

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- industry standards of professional behaviour and presentation relating to practice
- policy, cultural, technological and economic trends impacting on translating and interpreting
- networks relevant to own professional practice
- professional techniques, strategies and responsibilities of translators and interpreters
- types and sources of professional resources
- ethical issues and their implications for professional judgement and decision making
- relevant professional codes of ethics and conduct.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to critically evaluate professional judgment issues and apply them to work practices in a diverse range of environments. This includes:

- researching and analysing ethical and professional practice issues
- maintaining knowledge of ethical and professional issues
- applying critical professional judgement to achieve ethical and strategic work outcomes
- applying ethical codes and standards to practice, including in situations where there are:
 - potential conflicts of interest
 - conflict between client requirements and industry standards
 - tensions between personal and client or colleague values
 - differences in expectations caused by cultural influences
 - dilemmas caused by tensions between personal and professional standards of practice and values
- reflecting on practice and justifying judgements and decisions
- maintaining and developing effective professional relationships and networks.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients that illustrate issues of professional judgements and ethical decision making.

Resources for assessment include:

- relevant professional codes, standards and professional and business procedures
- feedback from clients, agencies and employers
- professional networks and peer support activities

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- performance reviews and practice reflection
- professional development activities.

This competency is ideally assessed on the basis of evidence provided by professional assignments, but may also be assessed using a range of scenarios which simulate realistic assignments and experiences. This unit may be assessed in conjunction with other translating and interpreting assignments.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Developments and trends</i> may include:</p>	<ul style="list-style-type: none"> • legislative or regulatory changes • new developments, directions or trends in translating and interpreting • policy changes in relation to language services • positions taken by professional associations.
<p><i>Innovative approaches</i> may include:</p>	<ul style="list-style-type: none"> • assignment review and maintenance • networking • ongoing education and training • self-evaluation • strategic or business planning.
<p><i>Professional practices</i> may include:</p>	<ul style="list-style-type: none"> • respecting the attitudes and beliefs of others • separating professional and personal activities and interests • maintaining ethical practice in the face of opposition, conflict, professional challenges and limited resources • modelling high standards of behaviour and presentation • offering and accepting advice such as feedback, guidance and recommendations • acknowledging and working within scope of personal competence • meeting performance requirements, including: <ul style="list-style-type: none"> • adequate preparation, personal presentation and time management • responsibility to communication • cooperating with colleagues • making informed ethical decisions in accordance with relevant codes of ethics and conduct.
<p><i>Promoting ethical standards</i> may include:</p>	<ul style="list-style-type: none"> • demonstrating probity in all areas of responsibility • modelling professional codes of conduct • communicating and modelling new and revised policy directions in translating and interpreting • supporting colleagues in ethical conduct.

RANGE STATEMENT	
<i>Factors</i> may include:	<ul style="list-style-type: none"> • potential conflict of interest • obligations of duty of care • responsibility to communication • expectations of different parties.
<i>Professional judgement</i> may include:	<ul style="list-style-type: none"> • interpreting professional standards and codes of ethics • applying standards and codes in a range of professional and intercultural contexts.

Unit Sector(s)

Unit sector	Common
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Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS604A Translate multimedia source material

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to translate into another language audio and audiovisual source language tapes and scripts so that they may be narrated or re-voiced in a target language, or be used as subtitles or captioning to a video source text. The unit requires a high level of comprehension of the audiovisual source language, the ability to work between two different languages in spoken and written form, and the ability to reflect the register of the source in the target language
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Application of the Unit

Application of the unit	This unit applies to a range of translating assignments where target language translations will be used for media, promotion, and public information purposes requiring functional equivalence; and for entertainment and dramatic material where adaptation to audience may take precedence over fidelity to source.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to translate	<p>1.1 Confirm assignment requirements and prepare suitable <i>tools and equipment</i>.</p> <p>1.2 Attend to source content and identify topic and <i>key elements</i>.</p> <p>1.3 Identify technical problems and <i>mark up</i> source script where relevant.</p> <p>1.4 Analyse and address technical or transfer <i>issues</i> through negotiation with clients and technical advisers.</p> <p>1.5 Develop and extend glossary and make critical use of other reference material to identify meaning in context.</p> <p>1.6 Choose approach to translation suitable to target audience and purpose of the text.</p>
2. Draft translation	<p>2.1 Research and apply established translation precedents, making critical use of reference material, and identify need for additional resources and information.</p> <p>2.2 Research facts and cultural and situational references where necessary and analyse and adapt cultural and linguistic content as appropriate.</p> <p>2.3 Produce draft translations of source texts that are accurate, coherent, and appropriate for context, target audience and end use.</p> <p>2.4 Record translation decisions and justification in glossary.</p>
3. Adapt draft translation to requirements	<p>3.1 Review translation with reference to time code and vision, and <i>match to timing</i>.</p> <p>3.2 <i>Adapt to image and audio delivery applying conventions to maintain narrative flow</i>.</p> <p>3.3 Ensure that translation is <i>fit for purpose</i>.</p>
4. Check draft translation	<p>4.1 Check accuracy and coherence of draft translation, and identify and correct errors manually and using computer-based tools.</p> <p>4.2 Confirm consistency of register, style and terminology of target translation and evaluate functional equivalence and fidelity as appropriate to target audience.</p> <p>4.3 Collaborate with <i>appropriate advisers</i> to obtain independent quality control and incorporate</p>

ELEMENT	PERFORMANCE CRITERIA
	recommended changes.
5 Finalise translation	5.1 Use technology to format translation according to agreed specifications and end use requirements. 5.2 Proofread translation and produce final version according to client requirements and within suitable timeframe. 5.3 Discuss issues and solutions with relevant persons and explore process improvement strategies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse own work practices and evaluate process outcomes critically
- communication skills to identify and confirm requirements with client and collaborate with colleagues and advisors
- language skills to comprehend audiovisual source and meet target text requirements given the need to write for spoken or signed delivery, including:
 - adjusting syntax to match words to screen image
 - attending to natural semantic order
 - presenting information linearly
 - placing subject and verb in close proximity
 - re-casting relative clauses as separate sentences
 - using short sentences
- literacy skills to:
 - mark up source language script
 - read and follow instructions
 - record translation decisions and justification in glossary
 - research cultural and linguistic content
- numeracy skills to:
 - match translated text to timing of audio and visual source material
 - translate script with reference to time codes
- problem-solving skills to:
 - address technical problems
 - develop strategies for addressing translation issues and transfer problems
- research skills to:
 - develop and extend glossary and other reference material
 - identify translation precedents relevant to assignments
 - make critical use of reference material
 - undertake advanced research into cultural and situational references
- self-management skills to:
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - organise and use tools and equipment suitable to task
- teamwork skills to:
 - liaise with colleagues to obtain independent quality control

REQUIRED SKILLS AND KNOWLEDGE

- discuss and agree upon recommended changes
- technical skills to:
 - adapt translation to visual and audio delivery of source text
 - translate with reference to time code and images
- technology skills to:
 - use audio-visual equipment
 - use information and communications technology to translate audio/visual source language
- advanced translating skills to translate source texts into functionally equivalent target texts, including:
 - adaptation
 - contrastive analysis of meaning and language
 - equivalence at the level of discourse, pragmatics, syntax and word
 - grammatical function transposition
 - localisation.

Required knowledge

- advanced research methodologies and sources of reference material suitable to translating assignments
- censorship rules
- subject and assignment protocols and conventions
- purpose and implications of translation
- mark-up protocols
- narration and re-voicing techniques, limitations and protocols
- OHS practices and procedures relevant to assignment
- processes for recording data and administering records
- professional procedures and guidelines, ethical practices and business standards applicable to assignment
- high-order comprehension of spoken source language
- high-order target language to meet spoken register target text requirements
- sources of reference material suitable to translating assignment
- subtitling conventions
- techniques for adapting cultural and linguistic content
- techniques for matching translation to images or sound
- tools and equipment required to translate for audio tapes, broadcasting and subtitling.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to translate audio and audiovisual source language tapes and scripts so that they may be narrated or re-voiced in a target language, or be used as subtitles or captioning to a video source text. This includes:

- negotiating client and assignment requirements and issues associated with media sources and technology
- identifying purposes, end product, quality mechanisms, and expectations
- using specialist equipment, resources and glossaries
- drafting and reviewing translations to reflect the purpose and conditions of the end use
- maintaining consistency of register, style and terminology of target text and evaluate functional equivalence and fidelity as appropriate to purpose and target audience
- analysing and adapting cultural and linguistic content as appropriate to purpose and target audience
- matching to timing and adapting to image and audio delivery to maintain narrative flow
- collaborating with clients, advisers and technical support
- using high-order language skills, including the ability to code switch between spoken and written language, and to translate into spoken register.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for translating multimedia source material.

Resources for assessment include:

- examples of a range of texts produced from audiovisual sources
- observation of candidate translating from audiovisual sources in real and simulated settings using appropriate available technology
- scenarios which provide examples of:

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- a range of different client purpose, conditions and requirements
- practical and technical issues and problems and how they are addressed.

This competency will ideally be assessed in a multimedia environment with access to suitable equipment and technology reflecting current practice. While the content and scenarios may be simulated, evidence should reflect the conditions of real assignments in translating a range of multimedia source material for both scripts and sub-titles or captions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Tools and equipment</i> may include:</p>	<ul style="list-style-type: none"> • computer with scripting software • media player • video recording, reviewing and editing equipment • monitor • offline medium • script template • stop watch • time code device.
<p><i>Key elements</i> may include:</p>	<ul style="list-style-type: none"> • context • purpose • register.
<p>Source script is <i>marked up</i> to:</p>	<ul style="list-style-type: none"> • note in and out times for narration and other speech • note in and out times for supers, credits and other on-screen text • note technical problems • number paragraphs and cues.
<p><i>Issues</i> may include:</p>	<ul style="list-style-type: none"> • quality of audio/visual source • censorship issues • client expectations • language such as jargon, dialect and idiomatic expression • allocation of time and resources • technical support • familiarity with technology • copyright • transfer issues • for Auslan target texts linguistic factors: <ul style="list-style-type: none"> • sign articulation in a 2D medium • appropriate non-manual and prosodic features • cohesion • welfare and safety issues.
<p><i>Matching to time</i> may</p>	<ul style="list-style-type: none"> • may involve contacting author or client for suggestions

RANGE STATEMENT	
include:	and: <ul style="list-style-type: none"> • condensing length of text to fit in and out times • lengthening text with adjectives • matching text to frames.
<i>Adapting to image and audio delivery</i> may include:	<ul style="list-style-type: none"> • applying relevant subtitling conventions • reading target text aloud • using appropriate strategies to ensure that target language responds to demands of vision and audio delivery: <ul style="list-style-type: none"> • adjusting syntax in order to match words to screen image • attending to natural semantic order • keeping sentences short and simple • placing most important word at end of sentence • placing subject and verb in close proximity • presenting information linearly • re-casting relative clauses as separate sentences.
<i>Fit for purpose</i> may include:	<ul style="list-style-type: none"> • narration • re-voicing • supers, credits and on-screen text • for Auslan/English interpreter incorporate through picture-in-picture.
<i>Appropriate advisers</i> may include:	<ul style="list-style-type: none"> • client • editor • checking translator • specialist expert.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS605A Interpret in complex dialogue settings (LOTE)

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the outcomes, skills and knowledge required to interpret from a source language to a target language in complex dialogue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery.</p> <p>An interpreter in the dialogue setting is required to interpret between two languages in both directions. A complex setting may involve specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. Interpreting in this setting typically requires high levels of accuracy and accountability. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction. The physical elements of the setting or number of parties involved limit the interpreter from managing the discourse. The complex dialogue setting may create additional demands in managing the discourse. It may require interpreters to switch modes in a challenging environment where there is a range of participant interests and personal welfare and safety issues that need to be considered.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay or as part of a team. Miscommunication that may occur in this setting may be managed through consultation and intense preparation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and analyse source message.	<p>1.1 Establish dialogue <i>protocols</i> with participants in a professional manner, to facilitate communication dynamics and outcomes, and provide clarification where required.</p> <p>1.2 <i>Attend actively</i> to source utterance, and identify and address factors affecting communication flow.</p> <p>1.3 Determine <i>linguistic and non-linguistic elements and structure and complexities of discourse</i>, and identify and address factors affecting meaning.</p> <p>1.4 Identify and address <i>issues of understanding or recall</i> in a manner that does not compromise <i>effective delivery</i>.</p>
2 Transfer message to target language.	<p>2.1 Transfer <i>communicative intent</i> of utterance into target language using <i>techniques</i> to ensure impartial delivery.</p> <p>2.2 Identify and address <i>issues in message transfer</i> promptly and according to established techniques.</p> <p>2.3 Maintain flow of communication and <i>manage discourse</i> in a professionally and culturally appropriate manner.</p> <p>2.4 Identify <i>circumstances</i> requiring a switch in interpreting mode and <i>manage mode switch</i>.</p> <p>2.5 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.</p>
3 Evaluate interpreting performance.	<p>3.1 Evaluate performance in line with <i>issues</i> encountered, assignment requirements and code of ethics.</p> <p>3.2 Determine <i>personal impact</i> of assignment and identify need for debriefing and counselling.</p> <p>3.3 Implement strategies to improve future work practices.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- discourse management skills to:
 - manage presence of more than two discourse participants and turn-taking
 - apply and switch interpreting modes suitable to setting and discourse requirements
- interpersonal skills to:
 - ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - work with others who may not understand interpreting process
 - collaborate with professional teams and content and setting specialists
- interpreting skills to achieve competent message transfer, including to:
 - conceptualise and express complex and specific information in target language, maintaining impartiality
 - include non-verbal cues in message transfer
 - interpret implied information and setting-specific terminology
 - manage sociolinguistic issues
 - reflect voluntary and involuntary pragmatic and prosodic features of an utterance
 - reproduce factual and linguistic content with a high degree of accuracy
 - solve problems of equivalence
 - transfer cultural cues embedded in a message
 - use technical, language and discourse management skills to ensure cohesive and faithful delivery of messages
- language skills to achieve competent performance:
 - broad range of specialised and context-specific registers
 - complex implied meaning
 - colloquial language and regional differences
 - educated native speaker proficiency in first language
 - language structure, dialects and idioms in source and target languages
 - near native speaker proficiency in second language
 - special and context-specific terminology
- literacy skills to:
 - prepare required background material and resources on subject and context
 - produce records of key information, for self and others when team or tandem

REQUIRED SKILLS AND KNOWLEDGE

- interpreting
- organisational skills to:
 - arrange work environment suitably
 - prepare and administer resources and documentation relating to assignment
 - problem-solving skills to:
 - address factors that may compromise effective performance
 - change conditions to enhance communication flow
 - research skills to source specialised information specific to assignment
 - self-management skills to:
 - apply code of practice and legislative requirements to work processes
 - mentally order information for message transfer
 - interpret in a professional and impartial manner
 - seek debriefing and support where required
 - technology skills to use office equipment and information and communications technology where necessary

Required knowledge

- in depth knowledge of cultures and societies of both English and LOTE participant
- specialised subject and context knowledge relevant to assignment
- broad general subject and context knowledge, including of:
 - community, business and diplomatic domains
 - systems and institutions in Australia, different language communities, countries and relevant terminology
- relevant codes of ethics
- concepts of form based and meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
 - determine cultural concepts and cues embedded in language
 - transfer cultural concepts without compromising communicative intent of source utterances
 - use culturally appropriate message delivery
- feedback and debriefing techniques
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to interpreters, including:
 - confidentiality requirements
 - privacy legislation
 - requirements for evidence in justice system

REQUIRED SKILLS AND KNOWLEDGE

- limitations of work role, responsibility and professional abilities
- modes of interpreting and techniques for managing mode switches
- OHS and risk management principles and practices to ensure own physical safety and comfort
- research methods to undertake intense assignment-specific preparation
- near native or educated native fluency in source and target languages to achieve competent performance
- advanced strategies to assist retention of information and recall of source messages
- theories which have influenced current interpreting practice, in particular:
 - effort model
 - form based vs meaning based translation
 - principles of note taking.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to interpret from a source language to a target language in complex dialogue settings, preserving the communicative intent of the source language, including:

- applying interpreting and LOTE and English language skills required to achieve competent message transfer and performance
- applying educated native speaker language proficiency in the first and near native speaker language proficiency in the second language.
- using a range of strategies and techniques to effectively deliver and preserve the communicative intent and maintain impartiality
- using interpersonal and communication skills to interpret in a professional manner appropriate to participants and under challenging conditions
- using advanced memory retention strategies
- managing the discourse to identify and address complicated group dynamics and barriers to effective communication outcomes
- applying knowledge of the language, conventions, culture and protocols of a range of specialised subjects and contexts
- identifying circumstances requiring a switch in interpreting mode and managing mode switch
- reflecting strategies to improve work practices.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for interpreting in complex dialogue settings.

Resources for assessment include:

- opportunities to observe and question candidates interpreting in meetings which require a range of communication and presentation techniques
- formal structured meetings with high client

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accountability (legal, commercial, diplomatic, government, professional services) for outcomes

- meetings which require specialised and technical terminology and complex conceptual matters, including formal protocols and prescriptive procedures
- settings which allow a range of capacity to influence meeting processes and communication flow
- meetings which include parties with a range of experience with interpreting and its protocols and conventions.
- examples of professional development strategies to improve practice.

The context for assessment might include simulations of general dialogue settings, and ideally will include observations conducted in real interpreting settings. Evidence for assessment should be gathered to demonstrate a range of experiences interpreting in complex dialogue settings in a range of sectors in the community, business and diplomatic domains.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Protocols</i> may include:</p>	<ul style="list-style-type: none"> • effecting introductions • briefing participants • explaining purpose and process, including: <ul style="list-style-type: none"> • pausing utterance when at own limits of recall • rotating interpreting when team interpreting, according to industry standards and situation • information management appropriate to dialogue • requesting participant details, such as names and titles • professional and operational protocols in specific systems such as: <ul style="list-style-type: none"> • health • government • diplomatic • welfare • immigration • education • justice • business.
<p><i>Attend actively</i> may include:</p>	<ul style="list-style-type: none"> • applying specialised subject and context knowledge to anticipate purpose of discourse and strategy being used to develop ideas • deconstructing <ul style="list-style-type: none"> • complex syntax • lexically dense content • formal register • applying strategies to support retention and recall, including: <ul style="list-style-type: none"> • reviewing records and recollection of message • recording key information, such as: • key content words and concepts • key facts, including numbers, dates and times • personal details, such as names, titles and addresses

RANGE STATEMENT	
	<ul style="list-style-type: none"> • linguistic and conceptual relationships • technical terms • maintaining concentration and focus • maximising retention and recall • noting verbal and non-verbal cues • seeking repetition and clarification • noting speakers' facial expressions, gestures and body language.
	<ul style="list-style-type: none"> •
<p><i>Factors affecting communication flow</i> may include:</p>	<ul style="list-style-type: none"> • physical adjustments required, such as: <ul style="list-style-type: none"> • adjusting position and seating in regard to listener or speaker • adjusting lighting and ventilation, and visual and ambient noise • immediate emotional, psychological, developmental, physical, or other states or attributes of participants • demands and protocols of assignment, including: <ul style="list-style-type: none"> • status and relationships of participants • formality of environment • complexity of cultural and interpersonal dynamics • fluidity of dialogue • predictability of discourse content • direct speech (first person), reported speech (third person).
<p><i>Linguistic and non-linguistic elements</i> may include:</p>	<ul style="list-style-type: none"> • colloquial and idiomatic language and regional differences • humour • ellipsis • register, including: <ul style="list-style-type: none"> • language of professionals in different fields • formal and informal • spoken and written • gender-specific and honorific language • terminology appropriate to given contexts • impersonal forms • specialised and context-specific vocabulary • voluntary and involuntary pragmatic features of speech, such as: <ul style="list-style-type: none"> • inflection and tone

RANGE STATEMENT	
	<ul style="list-style-type: none"> • nuance and intensity of feeling • stress and pitch • types of language • voluntary and involuntary prosodic features of speech, such as: <ul style="list-style-type: none"> • hesitation • pauses and silence • rhythm • discourse markers • body language • eye contact • facial expressions • gestures and posture.
<i>Structure and complexities of discourse</i> may include:	<ul style="list-style-type: none"> • structural elements: <ul style="list-style-type: none"> • cultural cues • discourse markers • language cues necessary for following conversation, interrupting or interjecting • interpersonal elements • turning points in an argument • turn taking • complexities <ul style="list-style-type: none"> • alternatives • contradictions • double meaning • hidden meaning • sociolinguistics.
<i>Addressing issues of understanding or recall</i> may include:	<ul style="list-style-type: none"> • confirming understanding • checking communicative links • managing cultural and interpersonal dynamics • referring to dictionaries or glossaries • retaining and recalling utterances of sufficient length to ensure delivery is accurate and cohesive • seeking clarification or repetition
<i>Effective delivery</i> may include:	<ul style="list-style-type: none"> • delivery that is appropriate to participants, including: <ul style="list-style-type: none"> • language faithful to the source that is: <ul style="list-style-type: none"> • long and syntactically complex • uses complex expression, style and register • maintaining eye contact, except where not culturally

RANGE STATEMENT	
	<p>appropriate</p> <ul style="list-style-type: none"> • native or near-native pronunciation • rephrasing and paraphrasing • speaking slower than normal rate of speech • mode switch • reflecting dialogue and appropriate to setting • self-monitoring of performance, including self-correction • timely delivery
<i>Communicative intent</i> may include:	<ul style="list-style-type: none"> • addressing regional differences • checking for understanding in Auslan and Indigenous languages • exercising cultural judgement in relation to reformulation • identifying and using a wide range of idiomatic expressions • identifying and using loan words or signs • incorporating implied meaning in message transfer • maintaining logical sequence of source utterance • paraphrasing to transfer concepts where there is no equivalence • reflecting speaker characteristics, including affect, demeanour and lucidity • reflecting syntactic complexity and lexical density • transferring cultural cues, such as laughter and euphemisms • transferring the communicative intent of idioms and idiomatic expressions • transferring the communicative intent of metaphors and similes • using complex standard of expression, style and register • using terminology appropriate to context, field and profession • verbalising non-verbal source language components.
<i>Techniques</i> may include:	<ul style="list-style-type: none"> • continuing to interpret while searching references • correcting own errors in a timely manner • delivering in direct, not reported speech • keeping all parties informed • paraphrasing • preserving self references • repeating complex instructions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • seeking repetition rather than explanation.
<i>Issues in message transfer may include:</i>	<ul style="list-style-type: none"> • transfer errors such as omissions, additions or changes that occur as a result of: <ul style="list-style-type: none"> • complicated group dynamics • cross-cultural differences • jargon • lack of common context • misinterpreting, or not transferring sensitively • transfer problems: <ul style="list-style-type: none"> • elliptic, fragmentary or ambiguous source utterances • lack of equivalents • need for paraphrasing • unknown terms.
<i>Managing discourse may include:</i>	<ul style="list-style-type: none"> • using strategies to pause utterance at limits of recall • directing speakers on length, pace and form of spoken delivery • clarifying terminology and message components • explaining exchanges between interpreter and one party to the other parties • identifying optimum portions in speech for interpreter to start interpreting • managing interruptions by different speakers • managing presence of more than two participants in discourse and turn-taking • maintaining culturally appropriate behaviour.
<i>Issues may include:</i>	<ul style="list-style-type: none"> • assignment requirements • code of ethics • complicated group dynamics • maintaining impartiality • necessity to withdraw • personal presentation • personal competency • requirement for team or relay interpreting.
<i>Circumstances may include:</i>	<ul style="list-style-type: none"> • communication dynamics • time constraints • nature of discourse setting (e.g. court, health, education).
<i>Managing mode switch may include:</i>	<ul style="list-style-type: none"> • maintaining appropriate position in relationship to participants • deciding what to interpret, such as full, summary or

RANGE STATEMENT	
	explanation of gist <ul style="list-style-type: none"> • identifying key points • using strategies to identify speakers • effective managing turn-taking and changing mode as needed.
<i>Personal impact</i> may include:	<ul style="list-style-type: none"> • performance stress • factors affecting interpreter impartiality • factors affecting interpreter personal safety or comfort, including: <ul style="list-style-type: none"> • cultural or societal dilemmas • adversarial dialogues • stressful interpreting situations.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS606A Interpret in complex monologue settings (LOTE)

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the outcomes, skills and knowledge required to interpret from a source language to a target language in complex monologue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery. An interpreter in the monologue setting is required to interpret in one language direction, from source to target. A complex setting involves specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. The speech to an audience that characterises the monologue setting typically requires the interpreter to use effective public speaking or presentation skills. A complex setting may involve specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. Interpreting in this setting typically requires high levels of accuracy and accountability.</p> <p>The content of communication may be provided in advance in a written report or presentation, or it may not be easily predicted or planned for, and there are unlikely to be opportunities for error correction. The physical elements of the setting may prevent the interpreter from managing the discourse.</p> <p>.</p>
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Application of the Unit

Application of the unit	This unit applies to interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay or as part of a team. Miscommunication that may occur in this setting may be managed through prior consultation and intense preparation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and analyse source message.	<p>1.1 Confirm that setting, context, parties and expectations are consistent with client requirements, assignment agreement and interpreting protocols.</p> <p>1.2 Attend actively to source utterance, applying strategies to support retention and recall and adjusting physical position to optimise sound reception and visual cues.</p> <p>1.3 Apply detailed knowledge of specialised subject and context to anticipate purpose and intent of source and strategies used to develop ideas.</p> <p>1.4 Identify and record key information using a range of effective mnemonic strategies.</p> <p>1.5 Determine and record relationships between complex linguistic and non-linguistic elements and analyse factors affecting meaning.</p> <p>1.6 Identify complexities, key concepts and explicit and embedded cultural concepts.</p> <p>1.7 Identify transfer issues and implement strategies to address problems of understanding or recall, and confirm understanding where appropriate in an impartial manner that does not compromise effective delivery.</p>
2 Transfer message to target language.	<p>2.1 Recall information from notes and other mnemonic devices.</p> <p>2.2 Use a range of rhetorical techniques to transfer the communicative intent into the target language in a timely manner appropriate to audience and setting, and reflecting speaker's characteristics..</p> <p>2.3 Recognise and address issues in message transfer associated with the complexities of the setting, language and concepts.</p> <p>2.4 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.</p>
3 Evaluate interpreting performance.	<p>3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics.</p> <p>3.2 Determine personal impact of assignment and identify need for debriefing.</p>

ELEMENT	PERFORMANCE CRITERIA
	3.3 Consider process improvement strategies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - confirm understanding of complex source message
 - transfer complex messages effectively from source to target languages
 - use a range of advanced rhetorical techniques to transfer communicative intent in a timely manner
- interpersonal skills to:
 - ensure behaviour and presentation are appropriate to monologue setting and cultural conventions
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - work with parties with a range of experience and awareness of interpreting protocols and expectations
 - work with parties with high levels of authority and control
- interpreting skills to achieve competent message transfer, including to:
 - conceptualise and express complex and specialised information in target language
 - include non-verbal cues in message transfer
 - interpret implied information and setting-specific terminology
 - manage sociolinguistic issues
 - reflect voluntary and involuntary pragmatic and prosodic features of utterances
 - reproduce factual and linguistic content with a high degree of accuracy
 - solve problems of equivalence
 - transfer cultural cues embedded in a message
 - use a range of advanced strategies to retain and recall messages
 - produce decipherable records of key information, for self and others when team or tandem interpreting
 - use advanced technical, language, research and rhetorical skills to ensure cohesive and faithful delivery of messages
- language skills to achieve competent performance:
 - broad range of specialised and context-specific registers
 - complex implied meaning
 - colloquial language and regional differences
 - educated native speaker proficiency in first language
 - language structure, dialects and idioms in source and target languages
 - near native speaker proficiency in second language

REQUIRED SKILLS AND KNOWLEDGE

- special and context-specific terminology
- effective communication in a range of complex environmental, linguistic, political, intellectual and group dynamic settings and with parties with significant authority and accountability
- literacy skills to:
 - analyse sources of complex information and concepts
 - prepare required background material and resources on subject and context
 - produce records of key information, for self and others when team or tandem interpreting
- organisational skills to:
 - arrange work environment suitably
 - prepare and administer resources and documentation relating to assignment
 - complete intense preparation
- problem-solving skills to address factors that may compromise effective performance
- research skills to source specialised information specific to assignment
- self-management skills to:
 - use advanced mnemonic strategies to recall information
 - interpret in a professional and impartial manner
 - seek debriefing and support where required
 - mentally order information for message transfer

Required knowledge

- in depth knowledge of cultures and societies of both English and LOTE participants
- specialised subject and context knowledge relevant to assignment
- broad general subject and context knowledge, including of:
 - community, business and diplomatic domains
 - systems and institutions in Australia, different languages communities, countries and relevant terminology
- relevant codes of ethics
- concepts of form based and meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
 - determine cultural concepts and cues embedded in language
 - transfer cultural concepts without compromising communicative intent
- feedback and debriefing techniques
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to interpreters, including:

REQUIRED SKILLS AND KNOWLEDGE

- confidentiality requirements
- privacy legislation
- requirements for evidence in justice system
- limitations of work role, responsibility and professional abilities
- OHS and risk management principles and practises to ensure own physical safety and comfort
- research methods to undertake intense assignment-specific preparation
- near native or educated native fluency in source and target languages to achieve competent performance
- advanced strategies to assist retention of information and recall of source messages
- theories which have influenced current interpreting practice, in particular:
 - effort model
 - form based vs meaning-based translation
 - principles of note taking

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to interpret from a source language to a target language in complex monologue settings, preserving the communicative intent of the source language, including:

- applying interpreting and English and LOTE skills required to achieve competent message transfer and competent performance
- applying educated native speaker language proficiency in the first and near native speaker language proficiency in the second language
- using a range of strategies and techniques to effectively deliver and preserve the communicative intent and maintain impartiality
- using a range of advanced rhetorical and public speaking techniques to convey the presentation style of the source
- using interpersonal and communication skills to interpret in a professional manner appropriate to speaker and audience
- applying knowledge of the language, conventions, culture and protocols of a range of specialised subjects and contexts
- using advanced memory retention strategies
- recognising and resolving transfer problems and transfer errors.

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for interpreting in complex monologue settings.

Resources for assessment include:

- opportunities to observe and question candidates interpreting in a range of monologue settings with demanding subject and circumstances and with high expectations for accuracy and conveying the presentation style and intent of the speaker
- examples of planning to interpret requiring thorough

	<p>research of subject and context</p> <ul style="list-style-type: none">• examples of using a range of rhetorical styles and public speaking aids and equipment• examples of using a range of memory retention techniques and error correction strategies. <p>The context for assessment might include simulations of complex monologue settings, and ideally will include observations conducted in real interpreting settings. Evidence for assessment should be gathered to demonstrate a range of experiences in interpreting in complex monologue settings in a range of sectors in the community, business and diplomatic domains.</p>
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Requirements may include:

- source and target languages
- location or environment, such as:
 - in the field
 - public venue
 - at client or contractor location
 - in other agencies
- required equipment and resources
- work conditions, such as:
 - continuous hours to be worked
 - need for tandem, team or relay interpreting
 - required breaks
 - sight lines and visibility
 - timing of monologue
 - using public speaking aids and equipment
 - purpose
- context and subject
- expectations and intended or desired outcomes
- target language delivery
- briefings
- risk management considerations
- research and preparation, including identifying sources of information.

Protocols may include:

- briefing participants
- explaining purpose and process, including:
 - pausing utterance when at own limits of recall
 - rotating interpreting when team interpreting, according to industry standards and situation
- information management appropriate to monologue
- requesting party details, such as names and titles
- professional and operational protocols for presentations and negotiations in specific systems such as:
 - conferences

RANGE STATEMENT	
	<ul style="list-style-type: none"> • business • government • diplomatic • academic • international relations • arts and performance.
<i>Attend actively</i> may include:	<ul style="list-style-type: none"> • recording key information using advanced mnemonic strategies • applying specialised subject and context knowledge to anticipate purpose of discourse and strategy being used to develop ideas • deconstructing <ul style="list-style-type: none"> • complex syntax • lexically dense content • formal register • maintaining concentration and focus • maximising retention and recall • seeking repetition and clarification • noting speakers' facial expressions, gestures and body language • noting verbal and non-verbal cues.
<i>Key information</i> may include:	<ul style="list-style-type: none"> • key content words • key concepts • key facts, including numbers, dates and times • personal details, such as names, titles and addresses • linguistic and conceptual relationships • technical terms.
<i>Linguistic and non-linguistic elements</i> may include:	<ul style="list-style-type: none"> • colloquial and idiomatic language and regional differences • humour • ellipsis • register, including: <ul style="list-style-type: none"> • language of professionals in different fields • formal and informal • spoken and written • gender-specific and honorific language • terminology appropriate to given contexts • impersonal forms • specialised and context-specific vocabulary

RANGE STATEMENT	
	<ul style="list-style-type: none"> • voluntary and involuntary pragmatic features of speech, such as: <ul style="list-style-type: none"> • inflection and tone • nuance and intensity of feeling • stress and pitch • types of language • voluntary and involuntary prosodic features of speech, such as: <ul style="list-style-type: none"> • hesitation • pauses and silence • rhythm • discourse markers • body language • eye contact • facial expressions • gestures and posture. •
<i>Confirming understanding</i> may include:	<ul style="list-style-type: none"> • checking communicative links • referring to dictionaries or glossaries • seeking clarification.
<i>Effective delivery</i> may include:	<ul style="list-style-type: none"> • accurate and cohesive • appropriate to discourse, including: <ul style="list-style-type: none"> • culturally appropriate verbal and non-verbal behaviour • reproducing: • complex syntax, high lexical density and formal register • vocabulary, idiom and abstract concepts • lengthy utterances • appropriate to setting • self-monitoring of performance, including self-correction • timely.
<i>Communicative intent</i> may include:	<ul style="list-style-type: none"> • addressing regional differences • exercising cultural judgement in relation to reformulation • identifying and using a wide range of idiomatic expressions • identifying and using loan words or signs • incorporating implied meaning in message transfer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • maintaining logical sequence of source utterance • paraphrasing to transfer concepts where there is no equivalence • reflecting speaker characteristics, including affect, demeanour and lucidity • reflecting syntactic complexity and lexical density • transferring cultural cues, such as laughter and euphemisms • transferring the communicative intent of idioms and idiomatic expressions • transferring the communicative intent of metaphors and similes • using complex standard of expression, style and register • using terminology appropriate to context, field and profession • verbalising non-verbal source language components.
<i>Reflecting speaker's characteristics</i> may include:	<ul style="list-style-type: none"> • using appropriate language to maintain affect • verbalising non-verbal source language components • using similar rhetorical and public speaking techniques • reflecting speaker's prosodic features in target language • maintaining impartiality.
<i>Personal impact</i> may include:	<ul style="list-style-type: none"> • performance stress • factors affecting interpreter impartiality • factors affecting interpreter personal safety or comfort, including: <ul style="list-style-type: none"> • cultural or societal dilemmas • stressful interpreting situations.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS607A Interpret as part of a team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes required to interpret in collaboration with one or more other interpreters as part of an interpreting team or in relay, observing each other's work and providing practical support to achieve effective communication that satisfies professional and industry standards, including occupational health and safety standards.
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Application of the Unit

Application of the unit	This unit applies to interpreting in both consecutive and simultaneous modes, in dialogue or monologue settings and includes team, tandem and relay interpreting.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify assignment requirements.	1.1 Identify and confirm assignment requirements with client, including <i>conditions of engagement, physical work environment</i> and performance expectations. 1.2 Confirm <i>attributes of team</i> , physical work environment and performance expectations with other team members. 1.3 Negotiate agreed approach to achieve best quality and safest outcomes.
2 Prepare as a team.	2.1 Consult as a team to obtain background materials and establish <i>interpreting process</i> . 2.2 Analyse physical work environment and collaborate on required adjustments. 2.3 Seek briefing to assess <i>linguistic requirements</i> and address <i>technical concerns</i> . 2.4 Introduce team to discourse participants and explain role and process of interpreting.
3 Undertake team assignment.	3.1 Implement agreed interpreting process and monitor time. 3.2 Rotate interpreting according to industry standards and in line with situation and <i>established techniques</i> . 3.3 Provide <i>appropriate support</i> to other team members. 3.4 Monitor other team members' delivery, and <i>prompt</i> and <i>feed</i> in an <i>appropriate manner</i> to facilitate and enhance colleague and team performance. 3.5 Accept prompts and feeds in a manner that does not compromise delivery.
4 Evaluate team performance.	4.1 Discuss performance with team members in a confidential setting and in a professional and constructive manner, and evaluate problems encountered and effectiveness of assignment in line with client requirements. 4.2 Consider and implement adjustments to improve future process and outcomes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- discourse management skills to:
 - switch with team colleague in a manner that does not interrupt communication
- interpersonal skills to:
 - negotiate conditions of engagement with clients
 - reach agreement with team members on the conditions and requirements of assignments
 - interact with colleagues in a supportive and collaborative manner
 - work effectively with colleagues to achieve effective outcomes
- literacy skills to:
 - prepare required background material and resources on subject and context in an agreed and consistent format
 - produce records of key information, for self and others in team or tandem interpreting
- organisational skills to
- prepare and administer resources and documentation relating to assignment
- apply codes of practice and other legislative requirements to work processes
- problem-solving skills to:
 - intervene in matters of occupational health and safety to maintain integrity of output
 - address factors that may compromise effective performance working in teams
 - change conditions to enhance communication flow
- research skills to collaborate with team members in sourcing and sharing information specific to assignment
- self-management skills to:
 - mentally order information for message transfer
 - interpret in a professional manner
 - seek debriefing and support where required
- technology skills to use office equipment and information and communications technology for team interpreting purposes.

Required knowledge

- professional techniques and protocols for team rotation
- relevant codes of ethics
- communication techniques that facilitate interpreting process in team
- team feedback and evaluation techniques

REQUIRED SKILLS AND KNOWLEDGE

- language structure, dialects and idioms in source and target languages
- legal requirements, professional procedures and guidelines, ethical practices relating to interpreters, including confidentiality and privacy requirements
- limitations of work role, responsibility and professional abilities within team relationship and dynamics
- modes of interpreting and techniques for managing mode switches
- OHS and risk management principles and practices to ensure team physical safety and comfort
- research methods to collaboratively undertake intense assignment-specific preparation
- strategies to assist retention of information and recall of source messages in a consistent manner.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to interpret in collaboration with one or more other interpreters as part of an interpreting team or in relay, observing each other's work and providing practical support to achieve effective communication. This includes:

- applying professional and industry standards for team interpreting
- maintaining occupational health and safety standards
- negotiating agreement on terms and conditions of assignment with team colleagues
- collaborating with team members on research, language requirements and actual work setting
- applying agreed techniques for rotating with team
- monitoring and supporting team members
- using constructive feedback in evaluation of team members' performance.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for interpreting as part of a team.

Resources for assessment include:

- a range of occasions for observation of candidate interpreting in teams
- research material demonstrating evidence of team collaboration
- information from team feedback and evaluation

Evidence will be provided from a range of real or simulated team interpreting assignments and from questioning in real and scenario settings.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Conditions of engagement</i> may include:</p>	<ul style="list-style-type: none"> • attributes of team assembled for assignment, including: <ul style="list-style-type: none"> • size • experience • gender • skills set • preparation required, including: <ul style="list-style-type: none"> • past and current documentation • existing glossaries • rehearsals • briefing and evaluation requirements • administrative details, such as: <ul style="list-style-type: none"> • remuneration • accommodation • travel • working conditions, such as: <ul style="list-style-type: none"> • breaks • interpreting modes.
<p><i>Physical work environment</i> may include:</p>	<ul style="list-style-type: none"> • seating, positioning and other logistical arrangements • environmental factors, such as: <ul style="list-style-type: none"> • amplification • lighting and visibility • ventilation.
<p><i>Attributes of team</i> may include:</p>	<ul style="list-style-type: none"> • compatible skill levels • relay interpreter • tandem interpreter • unqualified relay person • familiarity with subject matter • language direction • potential conflicts of interest.
<p><i>Interpreting process</i> may include:</p>	<ul style="list-style-type: none"> • role definitions and sharing, including: <ul style="list-style-type: none"> • sharing prior knowledge and precedents

RANGE STATEMENT	
	<ul style="list-style-type: none"> • skills matching • role of lead interpreter, with responsibility to: <ul style="list-style-type: none"> • obtain and allocate papers and background material • arbitrate conditions of engagement and OHS issues • assume overall responsibility for team performance • methodology, including: <ul style="list-style-type: none"> • allocation of interpreters to speaker or signer • allocating times for each interpreter • contingencies • language direction • support processes, such as prompting techniques and cues • agreeing signs and expressions or terminology • monitor colleague interpreter delivery, and step in as necessary • mentoring • briefing and evaluation.
<i>Linguistic requirements</i> may include:	<ul style="list-style-type: none"> • dialectic characteristics of individual discourse participants • confirming and clarifying terms • discussing roles • content level of discourse • idiosyncratic language use • environmental constraints.
<i>Technical concerns</i> may include:	<ul style="list-style-type: none"> • method of delivery • audio-visual (AV) media • environmental issues • seating and positioning arrangements • timing of breaks • impact of support technology and processes • line of sight • need for relay
<i>Established techniques</i> for rotating interpreters may include:	<ul style="list-style-type: none"> • giving and receiving cues for role switch • switching roles at scheduled and unscheduled times • switching roles in a manner that does not compromise delivery.
<i>Appropriate support</i> may include:	<ul style="list-style-type: none"> • remaining actively aware of discourse • filling in during breaks • signalling when support is needed

RANGE STATEMENT	
	<ul style="list-style-type: none"> • watching for cues • providing feedback during assignment breaks • keeping records that are meaningful to colleagues • explaining switching and prompting to parties • handing over to other interpreter after prescribed length of time • alerting other interpreter to be listening or watching, ready to switch • pausing discussion to brief incoming interpreter • prompting colleague to support your interpreting, i.e. taking and using a prompt, and advising style of prompting you prefer • ensuring colleague comfort.
<i>Prompting</i> may occur in the event of:	<ul style="list-style-type: none"> • omissions • transfer errors • comprehension failure • vocabulary, acronyms and jargon • name signs • numbers or dates • proper nouns • speaker deviating from text • colleague fatigue or distress.
<i>Feed</i> may include:	<ul style="list-style-type: none"> • identifying ambient noise • missed signs or words • spatial cues • tracking written support material.
<i>Appropriate manner</i> may include:	<ul style="list-style-type: none"> • keeping records of information for colleagues • looking up dictionaries or glossaries • pointing to reference texts or diagrams • searching the internet • signing to colleagues.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS608A Interpret through communication media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes required to use technology to support interpreting in visual or physical isolation. The unit addresses awareness of the technology available for interpreting situations, the potential impact of the technology on the interpreting assignment and its outcomes and the management skills required to adjust delivery to take account of the constraints and advantages of the technology.
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Application of the Unit

Application of the unit	This unit applies to all consecutive and simultaneous interpreting in dialogue settings and may have applications for interpreting for people in remote, interstate and international locations via telephone, video conferencing, call centre or conference call, internet modes of delivery and TTY.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare environment and participants.	<p>1.1 Prepare <i>resources</i> appropriate to <i>communication medium</i> and make necessary <i>environmental adjustments</i>.</p> <p>1.2 Consult technical support staff to establish equipment conditions and access to become familiar with specific technology.</p> <p>1.3 Undertake <i>technical management</i> and confirm the process and purpose of the assignment.</p> <p>1.4 Seek <i>information about people and context</i> and identify issues which may affect the process or outcomes and take <i>necessary action</i> to address problems.</p>
2. Adapt delivery to equipment.	<p>2.1 Effect introductions and confirm process of interpreting by telephone or video link and relevant roles and conditions.</p> <p>2.2 Adjust volume and position of equipment for audibility or visibility and adjust delivery to be heard or seen.</p> <p>2.3 Identify and use <i>terms of address</i> appropriate to the medium.</p> <p>2.4 Identify physical challenges posed by the communication medium and make recommendations to address them.</p> <p>2.5 Act assertively to address technological problems.</p>
3. Manage discourse.	<p>3.1 Adapt delivery to physical requirements and constraints of the technology.</p> <p>3.2 Use open strategies to manage communication flow in a culturally appropriate manner</p> <p>3.3 Use a range of strategies to adjust and adapt to rapidly changing subjects and context matters, dialects and regional variations and register. Take notes to support retention and recall and seek clarification or repetition when necessary.</p> <p>3.4 Use overt strategies to manage communication breakdown.</p> <p>3.5 Monitor occupational health and safety issues arising from using communication equipment and take preventative action.</p>
4. Evaluate delivery	<p>4.1 Evaluate appropriateness of technology chosen.</p> <p>4.2 Evaluate own adaptation of delivery to the</p>

ELEMENT	PERFORMANCE CRITERIA
	technology.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - assess the suitability of the medium and adapt for specific assignments
 - identify and address limitations in technology and the impact on interpreting
- communication skills to:
 - negotiate technology and communication requirements with clients
 - discuss and resolve OHS issues, including breaks, seating, physical and vicarious trauma
 - inform and educate parties on interpreting protocols and expectations related to using technology and distance media
 - advise of equipment or transmission failure and request remedies
- initiative and enterprise skills to adapt practices to communication media and seek assistance to address problems
- language skills to:
 - achieve effective message transfer and performance given the applications of communication media
 - adapt to language variations, dialects and register
 - project voice and speak or sign fluently and clearly
- learning skills to expand capabilities in new communications media
- literacy skills to:
 - access and use information and instructions related to communication media
 - research information on communication media and its limitations and advantages
- organisational skills to:
 - optimise the benefits of communications media for remotely located parties
 - meet professional obligations and assignment undertakings
- problem-solving skills to:
 - develop strategies for addressing limitations of communications media
 - manage communication breakdown, including withdrawal from assignment
- self-management skills to:
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - undertake skills development in the use of communication media for interpreting

REQUIRED SKILLS AND KNOWLEDGE

- | |
|---|
| <ul style="list-style-type: none">• technical skills to use communication media effectively• discourse management skills to ensure that communication is effective and meets clients' needs. |
|---|

Required knowledge

- | |
|---|
| <ul style="list-style-type: none">• suitability and limitations of communications media and applications for interpreting• OHS practices and procedures in relation to using communication equipment• source and target languages to the level required for assignments using communication media• area and culture-specific knowledge relevant to subject and client context of assignment• tools and equipment relevant to assignments using communications media |
|---|

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to use technology to support interpreting in visual or physical isolation, including:

- collaborating with clients and technical experts to ensure effective use of the technology
- familiarity with the range of technology available and techniques for their use
- identifying and addressing technical needs and problems
- sourcing relevant assignment-specific information
- adjusting delivery to take account of the constraints and advantages of the technology
- using a range of strategies and resources to facilitate communication flow and support retention
- adapting delivery to a range of assignment challenges

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for using communication media to support interpreting.

Resources for assessment include:

- a range of assignments or scenarios demonstrating the use of communications technology
- using a variety of equipment and communications technology
- examples of preparation in a range of subject and cultural contexts
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In addition to practical skills demonstration in a simulated interpreting situation, evidence for assessment may be gathered to demonstrate a range of experiences in interpreting using communication media. Evidence could include examples of negotiations with clients and participant expectations..

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Resources may include:</i>	<ul style="list-style-type: none"> • note-taking tools • glossaries • dictionaries • information and references about parties and communication purpose
<i>Communication medium may include:</i>	<ul style="list-style-type: none"> • standard telephone • dual handset phone • hands free phone • TTY • conference phone • video equipment for video link • microphone • internet connections and relevant software • wireless microphones and headsets
<i>Environmental adjustments may refer to:</i>	<ul style="list-style-type: none"> • noise and visual distractions • privacy and potential interruptions • conference call conditions • call-waiting • checking availability and working condition of required equipment • seating and positioning • comfort and safety issues • visual aids and additional resources and information.
<i>Technical management may include:</i>	<ul style="list-style-type: none"> • <i>checking operation and condition of equipment</i> • <i>ensuring familiarity with equipment operating instructions</i> • <i>accessing technical support</i> • <i>anticipating and managing equipment breakdown</i> • <i>requesting alternative equipment or physical space.</i>
<i>Information about people and context may include:</i>	<ul style="list-style-type: none"> • purpose of assignment and client requirements • parties involved and present • names, gender, age, titles of parties

RANGE STATEMENT	
	<ul style="list-style-type: none"> • location of parties • time at locations • physical aspects and relevant conditions at locations • need for visual references • special communication needs of parties • nature of assignment and related issues
<i>Necessary action may include:</i>	<ul style="list-style-type: none"> • access to reference material • adjusting issues of audibility, visibility and ambient noise • choice of direct and indirect speech • clarification of protocols • clarifications relating to remote locations • clarifying roles • direct questions to parties • directions on use of handsets • asserting control of discourse • managing lack of visual contact

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS609A Prepare translated transcripts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the outcomes, skills and knowledge required to translate transcripts of audiovisual recordings from source language into target language <i>accurately and appropriately</i> for context and end use. It requires understanding of the purpose and potential use of the information, a high level of comprehension of spoken language and the context in which it is spoken, the ability to translate into the same register, and the ability to work between speaking and writing. The translator may be required to collaborate with others involved in the process.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to translators who prepare transcripts and translations of the transcripts for various purposes, particularly surveillance and investigation leading to legal proceedings. Those undertaking this work may be required to testify in court regarding the accuracy and fidelity of the translated transcript.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for audiovisual transcription.	1.1 Confirm <i>client requirements</i> including protocols and procedures and their implications for personal capacity to undertake the assignment. 1.2 Check <i>resources and equipment</i> and address problems through agreed processes. 1.3 Review <i>source material</i> to confirm context and identify and address <i>issues arising</i> .
2. Prepare transcripts of source material	2.1 Attend actively to <i>material</i> to familiarise with speakers and context. 2.2 Record notes in target language. 2.3 Apply strategies to address problems of understanding. 2.4 Prepare summaries of source material in the required language. 2.5 Collaborate with team members providing explanations and clarification. 2.6 Attend to source material and prepare transcripts, applying conventions, including time codes.
3. Draft translation of transcripts of source material.	3.1 Analyse and identify translation difficulties in source material, seeking assistance if required. 3.2 Develop and extend glossary and make critical use of other reference material to identify meaning in context. 3.3 Identify areas requiring further research and seek required information or <i>specialist advice</i> . 3.4 Prepare draft translation of transcripts into target language <i>accurately and appropriately</i> for context and end use. 3.5 Refer to and update assignment-specific glossaries.
4. Check draft translations of transcripts.	4.1 Check translations for consistency, accuracy and fitness for purpose, and identify and correct errors manually and using computer-based tools. 4.2 Collaborate with appropriate advisers to obtain independent quality control and incorporate changes to identified translation errors.
5. Finalise translation.	5.1 Use technology to format translation according to agreed specifications and end use requirements. 5.2 Proofread translation and finalise according to assignment requirements.

ELEMENT	PERFORMANCE CRITERIA
	<p>5.3 Complete <i>necessary supporting documentation</i> according to client requirements.</p> <p>5.4 Return source material according to agreed procedures and within suitable timeframe.</p> <p>5.5 Consider and implement adjustments to improve process and outcomes of future translations of transcripts.</p>
6 Maintain safe record keeping practices	<p>6.1 Keep assignment related documentation in a safe place.</p> <p>6.2 Retrieve documentation as required.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - interpret and confirm assignment briefing
 - collaborate with others involved in the process
 - identify hidden and implied meaning of words
- high-order language skills to:
 - analyse spoken language for meaning
 - analyse coded language for meaning
 - reproduce accurate and faithful transcripts of spoken language
 - translate in register of source material
 - switch between listening and writing
- keyboarding skills to produce transcripts at required speed
- language skills to:
 - identify speaker's voice and roles in different settings
 - interpret intonation and stress
 - translate transcripts with required accuracy
- learning skills to undertake research on unfamiliar topics
- literacy skills to:
 - produce transcripts with correct spelling, grammar, syntax and punctuation
 - proofread translations
 - read and apply client requirements relating to translated transcripts of audiovisual recordings, including style guides
- numeracy skills to:
 - assign time codes and note duration of pauses
 - translate transcripts with reference to time codes
- organisational skills to:
 - prepare certification of translation and meet obligations
 - prepare translations according to established style and presentation standards
 - satisfy administrative requirements for translations and other support documentation
- self-management skills to:
 - check resources and equipment and address problems
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - work effectively with recordings and meet required deadlines

REQUIRED SKILLS AND KNOWLEDGE

- problem-solving skills to:
 - analyse and resolve translation difficulties and transfer errors
 - address technical problems
 - respond to client requirements
- research skills to:
 - develop and extend glossary and other reference material
 - identify translation precedents relevant to assignments
 - make critical use of reference material
 - undertake advanced research into cultural and situational references
- teamwork skills to:
 - liaise with colleagues and advisers to obtain independent quality control
 - discuss and agree upon issues and recommended changes
- technology skills to select and use a range of resources and equipment, including information and communications technology
- advanced translating skills to translate source texts into accurate and faithful target texts, including:
 - contrastive analysis of meaning and language
 - equivalence at the level of discourse, pragmatics, syntax and word
 - grammatical function transposition.

Required knowledge

- translating conventions and style rules related to transcripts of source language
- time code conventions
- advanced and specialised word processing software functions
- high-order comprehension of spoken source language
- high-order target language to meet spoken register target text requirements
- transcription techniques and principles
- limitations of work role, responsibility and professional abilities
- OHS practices and procedures relevant to assignment
- professional procedures and guidelines, ethical practices and business standards applicable to task, including:
 - confidentiality requirements
 - legal requirements and policies relating to producing translated transcripts of audiovisual source recordings in specific client contexts
 - protocols for seeking specialist advice in regard to draft transcripts
- purpose and potential use of a range of transcript translations
- rules of evidence
- range of resources, tools and equipment appropriate to transcription and translation task
- specialist terminology related to the assignment context

REQUIRED SKILLS AND KNOWLEDGE

- | |
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| <ul style="list-style-type: none">• translation certification requirements.• secure file management and record keeping. |
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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to translate transcripts of audiovisual recordings from *source language* into target language *accurately and appropriately* for context and end use including:

- checking and confirming client requirements, protocols, procedures and resources.
- addressing identified issues and problems, including technical and transfer issues
- using current technology, resources and glossaries
- providing summaries as required
- preparing transcripts of source language material applying conventions, including time codes
- ensuring translation is accurate and appropriate for end use and finalised according to assignment requirements
- using high-order language skills, including the ability to code switch between spoken and written language, and to translate into spoken register
- maintaining safe record keeping practices
- cooperating with a team.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for translating transcripts.

Resources for assessment include:

- observation of candidate translating from audiovisual sources in a range of real and simulated settings
- examples of a range of different translations produced from audiovisual sources
- examples of applying appropriate conventions to create source language transcript
- examples of using a range of specialist resources and glossaries
- examples of revised drafts of translations

EVIDENCE GUIDE

- scenarios which provide examples of:
 - a range of different client requirements
 - consultation with advisers and references
 - issues and problems and how they are addressed
 - team work.

Evidence for assessment should be gathered to demonstrate a range of experiences in preparing translated transcripts. This competency will ideally be assessed in an environment with access to suitable equipment and technology reflecting current practice. While the content and scenarios may be simulated, evidence should reflect the conditions of real assignments in translating transcripts for a range of purposes.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Client requirements</i> may include:	<ul style="list-style-type: none"> • context • specialist terms • glossaries • style guides, both internal and external • subject and content of interest to client for translation • presentation of transcript • timeframe.
<i>Resources and equipment</i> may include:	<ul style="list-style-type: none"> • customised playback devices • headphones • foot pedal • secure facility when translating telephone intercepts or listening devices • audio or visual tapes or digital files.
<i>Source material</i> may include:	<ul style="list-style-type: none"> • one or more participants • more than one conversation • dialects and idiosyncratic language • ambient noise • audiovisual material • mixture of languages.
<i>Issues</i> may include:	<ul style="list-style-type: none"> • quality of audiovisual source • coded messages • high level of stress and long working hours • ethical issues, such as impartiality • welfare and safety issues.
<i>Material</i> may include:	<ul style="list-style-type: none"> • court transcripts • legal testimony • oral history tapes • focus groups tapes • interviews • telephone • intercepted and listening device audio materials • criminal investigation evidence.

RANGE STATEMENT	
<i>Translate transcripts</i> may include:	<ul style="list-style-type: none"> • applying agreed conventions according to style guide • identifying portions of interest in the transcript using time codes • identifying speakers and noting duration of pauses against time codes.
<i>Accurately and appropriately</i> may include:	<ul style="list-style-type: none"> • citing names and technical terms correctly • ensuring consistent translation choices • faithful to source • translating in register of language used by speakers • using chosen translation approach • using conventions appropriate to transcription task, such as citation of time codes and pauses • using techniques to produce translation that is free from distortion with required accuracy.
<i>Specialist advice</i> may include:	<ul style="list-style-type: none"> • other language colleagues • review by case officers or supervisors • other translators and interpreters working on the same job.
<i>Necessary supporting documentation</i> may include:	<ul style="list-style-type: none"> • certification of translation that attests to: <ul style="list-style-type: none"> • having done the translation • being qualified to do so.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS610A Manage complex discourse settings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the outcomes, skills and knowledge required to manage the physical setting and communication dynamics of discourses in complex settings. It requires knowledge of the nature and structure of complex interpersonal, institutional and meeting dynamics and the ability to apply effective solutions to challenges that arise during the discourse. The unit includes planning the discourse, managing the communication flow, and reviewing and evaluating the discourse management process.</p> <p>The complex setting may create additional demands in managing the discourse. The physical elements of the setting or number of parties involved can challenge the capacity of the interpreter to manage the discourse.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to interpreters working in a range of complex settings for a variety of purposes, where the interpreter has physical, visual or audio access to participants and can take limited or very subtle action to direct participants and manage communication flow.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan discourse.	<p>1.1. Establish assignment context and requirements with client to plan to achieve desired outcomes.</p> <p>1.2. Arrange work environment to facilitate effective performance and ensure safe, comfortable and effective discourse.</p> <p>1.3. Prepare required resources taking into consideration the complexities of the content and context.</p> <p>1.4. Identify factors that may compromise interpreter effectiveness, and make adjustments where possible.</p>
2. Reach agreement with participants on process.	<p>2.1. Confirm relationships between and with participants and participant expectations of discourse according to established protocols and practices.</p> <p>2.2. Negotiate mutual agreement on purpose and process of discourse appropriate to situation and participants.</p> <p>2.3. Follow interpreting protocols in a professional manner and seek and provide clarification where required.</p>
3. Manage flow of communication.	<p>3.1. Analyse discourse setting and communication preferences of participants and select and use appropriate interpreting mode.</p> <p>3.2. Assess participant attributes and select and use communication styles effective in complex discourse settings.</p> <p>3.3. Identify and address factors affecting communication flow according to established techniques.</p> <p>3.4. Direct speakers on length, pace and form of delivery in a professional and courteous manner.</p> <p>3.5. Adapt strategies to the requirements of equipment and technology.</p>
4. Monitor progress of discourse.	<p>4.1. Identify and address problems in message transfer promptly and according to established techniques.</p> <p>4.2. Monitor and influence complex interactions to ensure effective and equitable turn taking.</p> <p>4.3. Identify communication challenges arising from cross-cultural settings and participant relationships and attributes, and use effective strategies to address them.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>4.4. Maintain effective communication in <i>challenging situations</i>, and seek assistance where required from appropriate persons to manage discourse breakdown and restore communication.</p> <p>4.5. Ensure conduct complies with professional standards and code of ethics.</p>
5. Evaluate discourse management.	<p>5.1. Seek and analyse feedback on discourse management from <i>appropriate persons</i> and evaluate effectiveness of performance to reflect code of ethics.</p> <p>5.2. Take advice on issues and solutions and explore process improvement strategies.</p> <p>5.3. Consider and implement adjustments to improve process and outcomes of future assignments.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - identify and plan for complex assignment requirements
 - commence discourses in complex settings according to established protocols
 - manage communication flow in a confident, sensitive and effective manner
- discourse management skills to:
 - accommodate communication styles and preferences in complex discourses
 - analyse discourse settings and communication preferences, and adapt style accordingly
- initiative and enterprise skills to adapt to new, varied and volatile assignment situations
- interpersonal skills to:
 - interact with people from a range of social, cultural and ethnic backgrounds and with a range of communication needs
 - manage a diverse range of participants while remaining assertive and culturally sensitive
 - confirm assignment requirements and difficulties with clients and colleagues
 - seek assistance from clients, specialist advisors and peers
- language skills to achieve competent performance in a complex and demanding setting
- literacy skills to prepare required background material and resources
- organisational skills to identify and prepare work environment
- problem-solving skills to:
 - assess barriers to effective communication in complex settings and devise solutions
 - change conditions to enhance message transfer and interpreter comfort and safety
 - maintain effective communication flow in challenging situations
 - vary style and language structure to suit a range of participants and situations
- self-management skills to:
 - apply code of conduct and legislative requirements to work processes
 - deflect pressure from other parties to perform duties other than interpreting
 - behave appropriately in all situations, including emergency situations or those with time pressures
 - identify personal and professional limitations in managing discourse
 - seek debriefing and support where required

REQUIRED SKILLS AND KNOWLEDGE

- technology skills to use a range of technical and electronic equipment, where necessary.

Required knowledge

- communication techniques that facilitate communication flow and discourse management
- culture-specific knowledge to:
 - manage communication flow with diverse discourse participants
 - work with people with a disability and special communication needs
- feedback and debriefing techniques
- relevant codes of ethics and professional conduct
- legal requirements, professional procedures and guidelines, ethical practices and business standards relating to assignment,
- limitations of work role, responsibility and professional abilities
- modes of interpreting and their appropriateness and implications for complex settings
- nature and structure of complex interpersonal, institutional and meeting dynamics
- OHS and risk management practices and procedures relevant to nature of assignments
- professional support networks, including peer help groups and mentors
- research methods
- source and target languages to achieve competent performance in complex settings.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the candidate's ability to manage the physical setting and communication dynamics of discourses in complex settings. This includes:

- anticipating the need to manage participants and communication flow in a complex discourse setting
- using discourse management strategies to maximise communication flow in a range of complex situations and to maximise communication flow
- supporting parties to understand the interpreting process
- managing challenging situations, participants and personal responses in a respectful and professional manner
- applying a range of effective discourse management strategies and techniques
- managing communication problems with technology
- complying with professional standards and codes
- reflecting on practice and using opportunities to improve practice.

Context of and specific resources for assessment

Assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for managing discourses in complex settings.

Resources for assessment include:

- a range of formal structured meetings with high client accountability (legal, commercial, diplomatic, government, professional services) for outcomes
- a range of meetings that require specialised and technical terminology and complex conceptual matters, including formal protocols and prescriptive procedures
- settings that allow a range of capacity to influence meeting processes and communication flow
- meetings that include parties with a range of experience

EVIDENCE GUIDE

with interpreting and its protocols and conventions.

- observations and questioning of candidates interpreting in meetings that require a range of communication and presentation techniques to address complex participant dynamics.
- examples of professional development strategies to improve process

Evidence for assessment should be gathered to demonstrate a range of experiences in managing discourses in complex settings. Evidence may include examples of negotiations with client and participant expectations, using the resources of professional associations or employers, and should also include evidence of decision making where there are high levels of risk in ethical, business and professional issues influencing decisions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Requirements</i> may include:</p>	<ul style="list-style-type: none"> • discourse participants and languages spoken • discourse location or environment • discourse type, such as: <ul style="list-style-type: none"> • court sessions and cross-examinations • institutional settings • professional consultations • official interviews such as: <ul style="list-style-type: none"> • police • immigration • security • Centrelink • government <ul style="list-style-type: none"> • personnel present • required equipment and resources • work conditions, such as: <ul style="list-style-type: none"> • continuous hours to be worked • need for tandem team or relay interpreting • required breaks • timing of discourse.
<p><i>Planning</i> may include:</p>	<ul style="list-style-type: none"> • purpose • context and subject • expectations and intended or desired outcomes • culturally appropriate behaviour and presentation • target language delivery • risk management considerations • sources of information • interpreting strategies appropriate to discourse • safety requirements for interpreter •
<p><i>Arranging work environment</i> may</p>	<ul style="list-style-type: none"> • clear lines of sight • adequate lighting and ventilation

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • acceptable noise levels • visual access • comfort and safety • participant positioning appropriate to: <ul style="list-style-type: none"> • cultural and religious backgrounds • recording of assignment • party movements and dynamics • setting • participants with disabilities or special needs.
<i>Resources</i> may include:	<ul style="list-style-type: none"> • background information • forms or paperwork • reference material, including dictionaries and glossaries • tools and equipment, such as stationery and batteries • supporting documentation to assist message transfer, such as maps and photographs.
<i>Factors that may compromise interpreter effectiveness</i> may include:	<ul style="list-style-type: none"> • faulty audio or video equipment • impeded lines of sight • inadequate lighting and ventilation • persons other than participants present (e.g. family or observers) • visual access and ambient noise.
<i>Adjustments</i> may include:	<ul style="list-style-type: none"> • addressing OHS concerns • adjusting position and environment in regard to listener or speaker as changing circumstances require • positioning self in a culturally appropriate manner • maximising access to hands-free telephone • remaining unobtrusive when not required to interpret.
<i>Relationships between participants</i> may include:	<ul style="list-style-type: none"> • details of discourse, such as: <ul style="list-style-type: none"> • first time meeting or one in a series of meetings • government service provider with public client • service provider with private client • interests in relation to purpose of discourse • personal details of participants, including religious and ethnic backgrounds and family connection.
<i>Protocols</i> to commence discourse may include:	<ul style="list-style-type: none"> • effecting introductions • briefing participants • explaining purpose, process and recording requirements • confirming confidentiality of information, if appropriate to discourse

RANGE STATEMENT	
	<ul style="list-style-type: none"> requesting participant details, such as names and titles.
<i>Attributes</i> may include:	<ul style="list-style-type: none"> attitudes to such things as authority, disclosure or conflict speaking or signing style and expression, including 'Australianised' language other than English (LOTE) educational level intellectual and physical capabilities language dialect language proficiency, including pronunciation and vocabulary.
<i>Communication style</i> may include:	<ul style="list-style-type: none"> language version or dialect register idiosyncratic language use need for relay interpreter regular checking of understanding, particularly in Auslan and Indigenous dialogues.
<i>Factors affecting communication flow</i> may include:	<ul style="list-style-type: none"> ethnic, political and religious affiliations or kinship real or perceived direct or indirect conflicts of interest stressful or confrontational situations interpreter attributes: <ul style="list-style-type: none"> demeanour or appearance familiarity with specific procedures performance stress personal beliefs, feelings and customs task being beyond competence.
<i>Equipment and technology</i> may include:	<ul style="list-style-type: none"> communication equipment and media technology, such as: <ul style="list-style-type: none"> microphone and recording equipment remote interaction telephone or video link wireless headset.
<i>Strategies</i> to address cross-cultural communication challenges may include:	<ul style="list-style-type: none"> adjusting register impartial interpreting of indicators of misunderstanding explaining exchanges between interpreter and individual parties selecting appropriate moment and method to communicate challenges need for relay interpreter cross-cultural bridging.

RANGE STATEMENT

Challenging situations
may include:

- attempts to manipulate or influence interpreter
- cross-cultural communication challenges, relating to:
 - culture-specific attitudes and behaviour
 - cultural conflicts, such as Aboriginal country boundaries
 - different communication styles and preferences
- challenging characteristics of participants, such as:
 - physical or intellectual disability
 - emotional or psychological state
 - lack of cooperation and resistance to process
- discourse setting, including:
 - confined space
 - physical barriers to sight or sound
- diverse expectations of participants
- local variations in pronunciation, expression and vocabulary
- idiosyncratic language use
- type of discourse, such as:
 - emotionally charged discourses in accidents or emergencies
 - conflict between participants.

Appropriate persons
may include:

- chair of meeting
- discourse participant in authority
- booking agency
- interpreting team colleague
- mentoring interpreter.

Unit Sector(s)**Unit sector**

Interpreting

Competency field

Competency field	Translating and Interpreting
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Co-requisite units

Co-requisite units	
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PSPTIS611A Translate special purpose texts from LOTE to English

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to translate special purpose texts from another language to English. The unit requires the ability to convey the purpose and use of the source information in functionally equivalent translated texts. It requires sound conceptual understanding of the specialist material being translated and its context in order to produce translations that are accurate and appropriate for the context, target audience and end use. The language transfer process described in this unit requires high-order language skills and the ability to apply specialist resources and subject specific glossaries, including specialist bilingual glossaries.
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Application of the Unit

Application of the unit	This unit applies to translations of special purpose texts where the subject of the text has its own specific terminology and where there may be significant equivalence problems and the need to undertake extensive research and translate complex language and concepts. The purpose of translating is to convey information written using specific terminology for a specific audience.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse special purpose source texts.</p>	<p>1.1 Receive and manage <i>source texts</i> according to client requirements and conditions and confirm that it is complete and legible.</p> <p>1.2 Review personal skills and experience required to undertake assignments and meet client requirements.</p> <p>1.3 Identify complex areas of content and language requiring additional research and gather <i>reference material</i> in suitable format and timeframe.</p> <p>1.4 Identify suitable <i>tools and equipment</i> to aid in translation.</p> <p>1.5 <i>Analyse source texts</i> and apply knowledge of subject and context and experiences in related texts to determine key elements and potential translation quality issues.</p> <p>1.6 Restructure source texts to clarify meaning and address issues arising with clients.</p> <p>1.7 Choose approach to translation suitable to target audience and purpose of translation.</p>
<p>2 Translate LOTE source texts to draft texts in English.</p>	<p>2.1 Research and apply established translation precedents and information from <i>resources aimed to ensure consistent outcomes</i>.</p> <p>2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use.</p> <p>2.3 Identify areas requiring further research or assistance and seek and incorporate additional information.</p> <p>2.4 Produce draft translations of source texts that are accurate, coherent, and <i>appropriate</i> for document end use and assignment requirements.</p> <p>2.5 Record translation decisions and justification in glossary.</p>
<p>3 Check draft translations.</p>	<p>3.1 Critically evaluate subject-specific terminology and concepts, consistency, accuracy and functional equivalence of translated text.</p> <p>3.2 Identify and correct errors, distortions and unsupported translation decisions.</p> <p>3.3 Use tools and equipment to check translations, refine and improve target texts and manage and correct errors.</p>
<p>4 Revise translations.</p>	<p>4.1 Assess and incorporate advice from checking translator and subject experts.</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>4.2 Discuss and resolve outstanding issues with appropriate persons.</p> <p>4.3 Undertake further revision until target text is functionally equivalent to source text.</p>
<p>5 Finalise and evaluate translations.</p>	<p>5.1 Use technology to format translated texts according to agreed specifications and end use requirements, and liaise with clients where required.</p> <p>5.2 Proofread formatted texts using standard methods to annotate proof corrections.</p> <p>5.3 Return final version of translated texts and <i>supporting documentation</i> to clients according to agreed procedures and within suitable timeframe.</p> <p>5.4 Discuss issues and solutions with colleagues and advisers and explore process improvement strategies.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - analyse the requirements of assignments in terms of personal skills and capability
 - identify and resolve translation issues and difficulties in special purpose LOTE source texts
 - interpret and apply quality assurance parameters to translation methods and presentation
 - interpret and apply style guides, specialised reference material, including glossaries
 - research and synthesise relevant subject -specific information
- communication skills to:
 - consult effectively with clients and colleagues
 - discuss and resolve agreed processes and translating requirements with clients
 - seek assistance from field or topic experts and peer help groups
 - liaise with colleagues to obtain independent quality control and discuss and agree upon recommended changes
- language skills to meet complex demands producing accurate and coherent translated special-purpose texts in English, including use of:
 - consistent use of wide range of registers and styles appropriate to end use
 - correct and idiomatic collocation, lexis and syntax
 - current and consistent specialist vocabulary, including foreign loan words
 - factual correctness, including at the level of tense, gender and singular or plural
 - complex language
 - punctuation, including paragraphing
 - spelling appropriate to audience
 - textual devices that create cohesion and coherence
- learning skills to expand technical capabilities in specialised fields
- literacy skills to:
 - analyse source texts written using specific terminology and complex language or dealing with complex concepts
 - assess and use subject information
 - read and translate at a level to cope with a range of specialised genres and technical language or to translate in a single complex and specialised subject area
 - research complex and detailed information from a range of high level, technical

REQUIRED SKILLS AND KNOWLEDGE

- and conceptual sources
- record translation decisions and justification in glossaries
- proofread target texts
- organisational skills to:
 - access and return documentation according to client requirements
 - apply strategies for efficient client services
 - build, use and manage assignment-specific glossaries
- problem-solving skills to:
 - address discrepancies in other language that affect transfer to English
 - manage conflicting and inconsistent client objectives
 - identify strategies to educate clients in translation protocols and expectations
- research skills to:
 - identify translation precedents relevant to assignments
 - make critical use of reference material
 - source and use specialised resources
 - undertake advanced research in response to challenges encountered in translation
- self-management skills to:
 - develop specialised capabilities in response to work experiences and demands
 - ensure suitable work environment, including adequate light, physical comfort and ergonomic work practices
 - meet time and contract commitments
 - organise and use tools and equipment suitable to task
- technology skills to:
 - use office equipment and information and communications technology for translating, formatting, proofreading and file management purposes
 - for Auslan/English translations the ability to use video recording, viewing and editing equipment
 - format target texts
- time management skills to ensure source texts are translated, checked, revised, formatted, proofread and returned within required timeframes
- advanced translating skills to translate special purpose LOTE texts into functionally equivalent English texts, including:
 - adaptation
 - contrastive analysis of meaning and language
 - equivalence at the level of discourse, pragmatics, syntax and word
 - grammatical function transposition
 - localisation

REQUIRED SKILLS AND KNOWLEDGE

- text manipulation to clarify meaning.

Required knowledge

- awareness of competency and limitations in work role, responsibility and professional abilities
- discourse analysis techniques
- professional procedures and guidelines, ethical practices and business standards applicable to assignments
- advanced research methodologies and sources of reference material suitable to translating assignments
- extensive and high level subject, specialist area and culture-specific knowledge relevant to subject of assignments
- high-order target language required to produce a functionally equivalent translation that is accurate, coherent and appropriate to end use
- tools and equipment relevant to assignments, including relevant conventional and translation-specific technologies, such as computer assisted translation (CAT) software
- document and editing conventions such as proofreading, copy editing, footnoting, indices, tables and graphs, graphics, captions and presentation for publication
- source language required to analyse and restructure complex source text to clarify meaning, including:
 - cause and effect relationships
 - cohesive and substitution devices
 - function of words and grammatical elements
 - idioms and idiomatic expressions
 - metaphor and simile
 - parsing sentences
 - punctuation
 - register and style
- translating theories relevant to assignments, including principles of:
 - formal and dynamic translation
 - literal and free translation
 - form based and meaning-based translation
 - direct and oblique translation
- thorough and comprehensive English and LOTE specialist field systems, conventions and subject dimensions
- document, file and information management practices and procedures relevant to assignments and product context
- OHS practices and procedures specific to the demands of translating
- privacy and confidentiality requirements
- purpose and implications of translation

REQUIRED SKILLS AND KNOWLEDGE

- | |
|--|
| <ul style="list-style-type: none">• intellectual property and copyright conventions. |
|--|

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to translate special-purpose texts from another language to English, conveying the purpose and use of the source information in a functionally equivalent translated text. This includes:

- applying high-order language and translating skills required to convey the purpose and use of source texts where there are significant equivalence problems and complex language and concepts
- using a range of advanced techniques to produce a translation that is accurate and appropriate for the context, target audience and end use
- applying sound conceptual understanding of the specialist material being translated and its context
- using high-order language and advanced research skills and the ability to critically apply specialist resources and subject-specific glossaries, including specialist bilingual glossaries.
- checking and correcting content and formatting of translated text for consistency and accuracy and compliance with editing and publishing conventions through the exercise of revision and proofreading
- consulting checking translator and appropriate advisers and incorporating feedback into processes and products
- using a wide range of word processing and document management technology to produce a target text in required format and within suitable and agreed timeframe
- explaining and defending translation choices in a professional manner.

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, translation copy, assignment experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies for translating special purpose texts from LOTE to English.

Resources for assessment include:

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • a range of specialist LOTE texts and their translated English texts demonstrating different purpose, audience, document production, text and language complexity and extent of resources consulted • contracts and client conditions for a range of assignments • examples of critical use of resources from the range statement • examples of use of style guides, procedures for editing and publication. • opportunity to observe and question the candidate translating a functionally equivalent text, according to required client requirements, format and within agreed timeframe • examples of a range of complex research resources and strategies • evidence of checking, revising, editing and formatting.
	<p>While the content and scenarios may be simulated, evidence for assessment should reflect the conditions of real assignments in translating a range of texts presenting significant equivalence problems and the need to undertake extensive research and translate complex language and concepts.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Special purpose <i>source texts</i> may include:</p>	<ul style="list-style-type: none"> • material with its own specific terminology, such as: <ul style="list-style-type: none"> • academic papers • commercial correspondence and official reports • instructional texts, such as technical and educational materials and guides • complex legal, medical, financial or scientific texts and reports • licensing and patent material • complex product or service manuals, user guides and information • technical texts containing field-specific information or terminology • specialised and detailed texts for limited, specific audiences.
<p><i>Reference material</i> may include:</p>	<ul style="list-style-type: none"> • contextual and specialist information, including: <ul style="list-style-type: none"> • specialist information relating to topic and specialised area of translation • wider background and supplementary information to enhance application of contexts • the internet, specialist websites • bilingual and monolingual dictionaries and glossaries • parallel texts • style guides or manuals • thesaurus • customised and client provided assignment-specific references.
<p><i>Tools and equipment</i> may include:</p>	<ul style="list-style-type: none"> • dictionaries and glossaries, including: <ul style="list-style-type: none"> • bilingual and monolingual • electronic and hard copy • assignment, client and topic-specific • hardware, including: <ul style="list-style-type: none"> • computers

RANGE STATEMENT	
	<ul style="list-style-type: none"> • printers • scanners • tools and equipment, including: <ul style="list-style-type: none"> • translation memory software • voice-operated keyboards • internet web sites • video recording, viewing and editing equipment • virtual networking or collaboration media, such as e-forums and internet communication.
<i>Analysing source texts</i> may include:	<ul style="list-style-type: none"> • key elements, including: <ul style="list-style-type: none"> • context • regional, specialist and technical aspects • style • topic • specialist vocabulary, language conventions and terminology • meaning in context • layout and design • punctuation • purpose • semantic structure • syntactic problems • transfer problems • writing conventions • non-text elements • research and clarification.
<i>Restructured</i> text may address:	<ul style="list-style-type: none"> • anomalies in terminology • ambiguity and confused references • cultural sensitivities and equivalence issues • lexical, linguistic or structural deficiencies.
<i>Resources</i> may include	<ul style="list-style-type: none"> • human resources, such as: <ul style="list-style-type: none"> • field or topic experts • peer help groups and opposite language colleagues • reference material • examples of previously translated material.
<i>Appropriate</i> may include:	<ul style="list-style-type: none"> • adaptation • level of complexity • localised text • register and style appropriate to audience and purpose

RANGE STATEMENT	
	of translation <ul style="list-style-type: none"> • specialised genres • suitable orthography and punctuation, including paragraphing • suitable vocabulary, including technical language • .
<i>Supporting documentation</i> may include:	<ul style="list-style-type: none"> • background information • source text • updated assignment-specific glossary.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS612A Use translation technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes required to use commercial translation technologies designed to streamline and speed translation tasks. It requires sound understanding of the applications and limitations of the technology. It also requires the ability to reflect the purpose and potential use of the source information in the translation and its implications for the technology.
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Application of the Unit

Application of the unit	This unit applies to translators using computer programs and software specific to translation and document production.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare to use translation technology.</p>	<p>1.1 Check translation <i>technology</i> and confirm familiarity and useability with <i>reference material</i>, its suitability for the assignment and address issues and limitations.</p> <p>1.2 Negotiate use of translation technology based on client's requirements and <i>resources</i> and the <i>implications</i> for the source text and assignment conditions.</p> <p>1.3 Confirm currency and version of equipment and upgrade if required.</p> <p>1.4 Consider and select client agreed consistent applications of terminology and identify and address <i>special requirements</i>, potential translation difficulties and transfer errors associated with the use of translation technology.</p> <p>1.5 Confirm shared access to glossary and <i>supporting documentation</i> with client.</p>
<p>2. Translate source text to draft target text using translation technology.</p>	<p>2.1 Use translation technology appropriate to the translation task.</p> <p>2.2 Manage the technology's translation assets such as memory, glossary and search functions as applicable, to optimise productivity and efficiency.</p> <p>2.3 Identify the benefits of consistent and rapid applications to achieve the client's purpose.</p> <p>2.4 Use translation technology to respond to mismatches and gaps in vocabulary and expressions and monitor adjustments to glossary and translation memory.</p> <p>2.5 Use translation technology to produce a draft translation of source text that is factually accurate and appropriate for assignment requirements.</p>
<p>3. Manually check draft translation.</p>	<p>3.1 Critically evaluate translation of terminology and concepts achieved by using technology.</p> <p>3.2 Discuss and resolve outstanding difficulties with technology with client or specialist colleagues and undertake further applications if required.</p>
<p>4. Evaluate use of translation technology.</p>	<p>4.1 Complete required <i>special requirements</i> and <i>supporting documentation</i> according to available applications of technology.</p> <p>4.2 Submit target text to appropriate persons and retain copies of documentation and glossary for future reference, according to confidentiality, legal and</p>

ELEMENT	PERFORMANCE CRITERIA
	business requirements. 4.3 Discuss issues concerning the use of technology and solutions with relevant persons and explore improvement strategies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - assess the suitability of translation technology for specific assignments
 - identify and address limitations in translation technology
- communication skills to:
 - negotiate technology issues with clients
 - identify and confirm translation process and outcomes with client
 - inform and educate clients on translation protocols and expectations related to translation technology
- initiative and enterprise skills to:
 - adapt practices to translation technology
 - seek assistance for requirements beyond personal competence and experience
 - identify personal skill gaps and undertake professional development in specific applications.
- language skills to meet source and target text requirements, given the applications of the translation technology
- learning skills to expand technical capabilities in new software and applications
- literacy skills to:
 - assess and use technical information and instructions related to translation software
 - research information on translation equipment, software and applications
 - optimise the efficiencies of program glossaries
- organisational skills to:
 - optimise the benefits of translation software to access, complete and return documentation according to client document management administration procedures
 - build, use and manage assignment-specific glossaries available in programs
 - meet professional obligations
- problem-solving skills to:
 - develop strategies for addressing the limitations and skills development associated with using translation technology
- self-management skills to:
 - adapt to the timeframes and productivity benefits of translation technology
 - ensure suitable work environment, including adequate ambient light, own physical comfort and ergonomic work practices
- technical skills to:

REQUIRED SKILLS AND KNOWLEDGE

- use computer programs to streamline and speed translation tasks
- use a range of computer translating, research, search and editing tools and equipment
- for Auslan/English translations, the ability to use video recording, viewing and editing equipment
- time management skills to ensure source texts are translated, formatted, proofread and returned within required timeframes.

Required knowledge

- suitability and limitations of commercial software and applications for translating and editing
- electronic file and information management protocols and procedures
- awareness of skill needs and skill development opportunities
- OHS practices and procedures relevant to using translation technology
- professional procedures and guidelines, ethical practices and business standards applicable to assignment
- computer research and search programs, applications and methods
- for Auslan/English translations, knowledge of appropriate translation technology
- tools and equipment relevant to assignment, including developing technologies, such as computer assisted translation software.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to use commercial translation technologies designed to streamline and speed translation tasks. This will include:

- analysing the benefits, suitability and limitations of translation technology to text and task
- applying specialised translation technology knowledge to the translation process
- critically evaluating translation achieved by using technology and resolving outstanding difficulties
- proofreading texts and checking formatting of translated text for accurate applications of translation technology
- discussing issues concerning the use of technology in translation and exploring improvement strategies.
- .

Context of and specific resources for assessment

- range of examples of source texts translated using examples of current translation technology
- observation and questioning of candidates using:
 - suitable translating technology
 - a range of computer research applications
 - for Auslan/English translations using video recording and editing equipment
 - supporting computer applications such as printers and communication programs.

Evidence will be based on the applications of translation technology currently available and able to be readily accessed by the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Technology</i> may include:</p>	<ul style="list-style-type: none"> • appropriate CAT tool, versions and compatibility and applications • electronic dictionaries and glossaries, including: • hardware, including: <ul style="list-style-type: none"> • computers • printers • scanners • productivity tools, including: <ul style="list-style-type: none"> • translation memory software • voice-activated keyboards • video recording, viewing and editing equipment • virtual networking or collaboration media, such as e-forums and Skype.
<p><i>Reference material</i> may include:</p>	<ul style="list-style-type: none"> • program user guide and help facility • translation technology reviews in specialist and professional publications • client requirements and specifications • style guides or manuals • technical experts • topic, specialised area and assignment-specific references.
<p><i>Resources</i> may include</p>	<ul style="list-style-type: none"> • human resources, such as: <ul style="list-style-type: none"> • content and technical experts • peer help groups and opposite language colleagues • reference material.
<p><i>Implications</i> may apply to:</p>	<ul style="list-style-type: none"> • level of complexity • localised text • specialised genres • suitable orthography and punctuation, including paragraphing • consistent use of suitable vocabulary, including technical language

RANGE STATEMENT	
	<ul style="list-style-type: none"> • non-text material •
<i>Special requirements</i> may include:	<ul style="list-style-type: none"> • applying codes, such as numbers or letters to source • matching source and target pagination • formatting translation to facilitate ready cross-referencing against source • use of client-supplied translation memory.
	<ul style="list-style-type: none"> •
<i>Supporting documentation</i> may include:	<ul style="list-style-type: none"> • background information • source documents • updated assignment-specific glossary • updated translation memory.

Unit Sector(s)

Not applicable.

Competency field

Competency field	Translating
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PSPTIS613A Sight translate (LOTE)

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to produce a sight translation of a written source text into a different spoken or signed target language with a high degree of accuracy. It requires a high level of comprehension of written language and its structure, the ability to work between two languages in spoken and written form, and the ability to reflect the register of the written source text in the target language.
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Application of the Unit

Application of the unit	This unit applies to short texts sight translated as an adjunct to interpreting in any mode and setting, or to support consecutive or simultaneous interpreting. Sight translation involves verbal or signed reproduction in a target language of a written source text in its entirety.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse text.	<p>1.1 Confirm <i>purpose</i> for which sight translation is required and advise on <i>appropriateness</i> of sight translation.</p> <p>1.2 Determine <i>key features of text</i> and confirm <i>ability to read</i> and comprehend the text.</p> <p>1.3 Identify and discuss <i>potential translation problems</i> and confirm ability to sight-translate and time needed.</p> <p>1.4 Identify <i>information in context</i> and establish overall comprehension.</p> <p>1.5 <i>Analyse text</i>, referring to available <i>resources</i> and seeking further assistance where required.</p>
2 Translate source text into target language.	<p>2.1 <i>Plan</i> sight translation, marking up text where appropriate and solving translation problems.</p> <p>2.2 Transfer semantic segments of source text to target language in an accurate and coherent manner.</p> <p>2.3 Scan text ahead while translating, avoiding rephrasing and ensuring delivery is consistent and <i>appropriate</i> for setting and mode of interpreting.</p>
3 Evaluate sight translation.	<p>3.1 Analyse performance to reflect task purpose and requirements.</p> <p>3.2 Identify strengths and weaknesses of process to inform subsequent work.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - advise on appropriateness of sight translation
 - discuss translation problems
 - seek assistance where required
 - achieve appropriate delivery
- interpersonal skills to:
 - remain assertive and confident
 - be clear about problems and time requirements
- interpreting skills to:
 - conceptualise and express complex information in target language
 - reproduce factual and linguistic content with a high degree of accuracy
 - solve problems of equivalence
 - use technical, language and rhetorical skills to ensure cohesive and faithful delivery of messages
- language skills in target language to achieve competent performance, including:
 - educated native or near native speaker proficiency in target language
 - written and context-specific registers
 - context-specific terminology
 - appropriate delivery
- literacy skills in source language to:
 - achieve high-order comprehension of text
 - analyse source text, including punctuation, elements of grammar and sentence structure
 - identify key features of source text
 - scan text ahead while orally translating.
- organisational skills to:
 - complete task within available timeframe
 - plan sight translation
 - organise required resources
- problem-solving skills to:
 - resolve translation problems
 - select translation options suitable to text
- research skills to seek information or clarification of text using reference material
- self-management skills to:

REQUIRED SKILLS AND KNOWLEDGE

- identify personal and professional ability to undertake sight translation
- evaluate own performance
- mentally order information for message transfer

Required knowledge

- circumstances in which and texts for which sight translation is appropriate
- legal, cultural and language reasons relevant to determining whether to sight translate text
- professional procedures and guidelines relating to assignment including:
 - ethical practices
 - business standards
 - creating legally binding documents
 - good clinical practice and informed consent
 - privacy and confidentiality requirements
- limitations of work role, responsibility and professional abilities
- research methods to access and use reference material
- source and target languages to achieve competent performance
- structure and nature of different types of text for different purposes
-
- techniques to identify information in context, including:
 - skimming text
 - reading aloud
 - highlighting key information and relationships
 - identifying information at paragraph level
 - analysing accompanying visual and graphic material.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to sight translate a written source text in its entirety into a different spoken or signed language with a high degree of accuracy, including:

- comprehending written language and its structure
- assessing appropriateness of sight translation and potential translation problems and recommending alternatives
- reading and analysing source text and planning sight translation
- using strategies to clarify unknown terms and unclear expression
- reflecting the written register of the source text
- using appropriate delivery to sight translate written text

Context of and specific resources for assessment

Evidence for assessment of this unit of competency will make use of scenarios, case studies, experiences and, where possible, examples of interactions with colleagues and clients which illustrate a range of skills and strategies to sight translate.

Resources for assessment include:

- examples of a range of texts used for sight translation
- opportunities to observe candidate demonstrating sight translation of a range of texts
- third party reports on examples of sight translation
- scenarios which use a range of different texts and contexts for sight translation.
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Evidence for assessment should be gathered to demonstrate a range of experiences in sight translating a variety of texts in LOTE and English.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Purpose may include:</i>	<ul style="list-style-type: none"> • confirmation of information in text • supporting documentation for a dialogue • speech notes or supplementary notes for a monologue.
<i>Sight translation may be inappropriate for:</i>	<ul style="list-style-type: none"> • legal reasons, such as legally binding text • texts leading to informed decisions • technical reasons, such as: <ul style="list-style-type: none"> • lengthy text • lexical density • syntactic complexity.
<i>Key features of text may include:</i>	<ul style="list-style-type: none"> • source language • source, context and function of text • register and style of text • specific requirements, including regional and specialist aspects.
<i>Ability to read may be affected by:</i>	<ul style="list-style-type: none"> • language of source text • legibility of text • for character-based languages, within scope of own literacy • for different forms of written language, within scope of own competency.
<i>Potential translation problems:</i>	<ul style="list-style-type: none"> • may include: <ul style="list-style-type: none"> • contextual understanding • legibility • terminology • appropriateness • availability of resources • competence of interpreter • text ambiguities • may be addressed by: <ul style="list-style-type: none"> • sourcing and reviewing appropriate resources to aid understanding of specialist or technical language • advising that for technical or legal reasons text must

RANGE STATEMENT	
	<p>be submitted to a translator</p> <ul style="list-style-type: none"> • advising that text will have to be read aloud and interpreter will interpret oral rendition of text.
<i>Information in context may include:</i>	<ul style="list-style-type: none"> • accompanying visual and graphic material • basic facts • context, purpose and topic • cultural, social and situational elements significant in translation task • intent of writer • nature of text
<i>Analysing text may include:</i>	<ul style="list-style-type: none"> • <i>applying subject and context knowledge</i> • <i>elements of grammar</i> • <i>function of source language punctuation</i> • <i>register and style</i> • <i>sentence structure</i> • <i>significant words, expressions and sentences</i>
<i>Planning sight translation may include:</i>	<ul style="list-style-type: none"> • <i>highlighting important points</i> • <i>noting translation of significant words, expressions and sentences</i> • <i>using arrows or numbers placed at sub-segment boundaries</i> • <i>silent or vocal practice</i>
<i>Appropriate delivery may relate to:</i>	<ul style="list-style-type: none"> • clarity and fluency • <i>coherence</i> • <i>cultural appropriateness</i> • factual and linguistic accuracy • register • speed • <i>timeliness</i> • tone • <i>volume and voice projection.</i>

Unit Sector(s)

Not applicable.

Competency field

Competency field	Interpreting
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PSPTIS614A Apply theories to translating and interpreting work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the outcomes, skills and knowledge required to research, analyse and apply a range of approaches to translating and interpreting based on the history, development and progress of relevant theories and their application to work assignment and practice.
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Application of the Unit

Application of the unit	The application of translating and interpreting theory is an essential component of interpreting and translating practice in the workplace at a professional level, leading to a vocational outcome in assignments which require justification and critiquing of work undertaken. While the primary purpose of the unit is vocational, it will enhance the opportunities for all practitioners who complete the unit to articulate into higher education as well.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills	This unit of competency contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Research the practice and theory of translating and interpreting.</p>	<p>1.1. Analyse the <i>concept of translation</i> and its relevance to the study of translating.</p> <p>1.2. Research <i>key developments</i> and <i>key influences</i> in the history and theory of translating and interpreting</p> <p>1.3. Analyse the impact of theory on current translating and interpreting practice.</p> <p>1.4. Identify <i>key issues</i> in contemporary study and practice of translating and interpreting</p>
<p>2. Identify the role of the translator.</p>	<p>2.1. Analyse the cultural and political agenda of translation.</p> <p>2.2. Analyse the <i>position and positionality</i> of the translator.</p> <p>2.3. Identify the influence of the publishing industry on the translator.</p> <p>2.4. Analyse the impact of the <i>new media</i>, localization and globalisation on translation.</p> <p>2.5. Identify new directions for translation.</p>
<p>3. Critique translations</p>	<p>3.1. Analyse aspects which have to be translated / interpreted for work assignments</p> <p>3.2. Determine the relevance and application of particular theories to work assignments</p> <p>3.3. Classify and explain the <i>procedures</i> adopted to clients, colleagues and agencies</p> <p>3.4. Analyse and <i>constructively report</i> on procedures, translations and interpretations</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Communication with clients, colleagues and allied professionals including:
 - classifying and explaining the procedures adopted
 - providing reports on a translation or interpretation
- Problem solving including:
 - determining the relevance and conditions of application of particular theories to a range of work assignments
 - analysing and reporting on examples of the work of others
- Analysis of abstract concepts and their application to work requirements
- Research on relevant principles, theories and studies applicable to analysing and justifying work assignment requirements.
- Planning work assignments, conditions and client requirements in an efficient and professional manner.
- Technology used for both research and workplace and assignment conditions.
- Self management to select and apply relevant theories to specific work assignments.

Required knowledge

- The range of theories which have influenced translating practice
- Current translating and interpreting practice
- Discourse and register analysis
- Principles of localisation and globalisation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms the ability to research, analyse and apply a range of approaches to translating and interpreting based on the history, development and progress of relevant theories and their application to practice including:

- researching translation theory and its development and influence on current practice
- discussing the role of the translator and new directions for translation
- analysing aspects which have to be translated / interpreted for a range of specific work assignments
- determining the relevance and application of particular theories to work assignments
- explaining the relevance of new media in translating and interpreting
- classifying, explaining and defending translation procedures, translations and interpretations
-

Context of and specific resources for assessment

Where possible assessment should be based on demonstrating the application of relevant theories on real examples of work assignments and situations. Where this is not possible, work-like scenarios and examples should be the basis of assessment for a minority of applications.

Assessment should be conducted on evidence from a range of work and client settings, conditions and requirements reflecting the reasonable expectations for a working practitioner.

Assessment should be based not only on knowledge of a range of theories, but on evidence of the applicability of a theory to particular work assignments, and the impact of the theory on the examples of practice.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Concept of translation may include:

- the nature of linguistic meaning and equivalence
- cross-linguistic differences
-

Key developments may include:

- pre-modernist translation theory
- direct translation, oblique translation and transpositions
- translation shifts
- the science of translating
- early translation theory
- formal and dynamic equivalence
- the principle of equivalent response
- semantic and communicative approaches
- contemporary theory
- functional categories
- functional theories
- text-type analysis
- skopos theory
- translatorial action
- consecutive interpreting
- the effort model
- note-taking
- the interpreting approach
-

Key issues may include:

- translation quality assessment
- text and pragmatic level analysis
- semiotic level of context and discourse
- criticisms of discourse and register analysis

Principle influences may include:

- Prominent practitioners and theoreticians, e.g.
- James Holmes
 - George Steiner
 - Roman Jakobson
 - Vinay and Darbelnet

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Catford • Nida • Newmark • Gentzler • Buhler • Munday • Reiss • Vermeer • Holtz-Manttari • House • Gile • JF Rozan • Seleskovitch and Lederer • Newmark • Hatim and Mason and the Hallidayan model • Pym. <p>Translator and Interpreter training</p> <p>Expansion of international for a, e.g.</p> <ul style="list-style-type: none"> • UN • International tribunals • International criminal courts • International commissions
<i>Contemporary theory</i> may include:	<ul style="list-style-type: none"> • communicative/functional approaches • linguistic approaches • psycho-linguistic/cognitive approaches • polysystems theory • philosophical theories • general translation theory • partial translation theories
<i>Position and positionality</i> may include:	<ul style="list-style-type: none"> • political agendas in international relations • community interpreting •
<i>The new media</i> may include:	<ul style="list-style-type: none"> • digital, computerized, networked information and communication technologies • search engines • data bases • distribution platforms • virtual communities • audiovisual

RANGE STATEMENT

Constructive reporting
may include:

- checking a translation or interpreting assignment by another practitioner
- defending a translation or interpreting assignment called into question in a court or tribunal setting
- explaining translating or interpreting decisions
- preparing a report on a colleague's work

Unit Sector(s)

Unit sector	
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Competency field

Competency field	
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PSPTRAN401A Inspect vehicles

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers inspection of vehicles to determine the significance of any vehicle defects relative to the safety risk they present on the road. It includes intercepting a vehicle in a safe manner, verifying the identity of the driver and/or responsible operator, visually inspecting the vehicle for compliance, and acting on non-compliance including recording the inspection results of the vehicle.

In practice, visual inspection of vehicles may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, exercising regulatory powers, assessing compliance with legislation, gathering and analysing information, etc.

This is a new unit of competency, added to the *Road Transport Compliance* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Intercept vehicle in a safe manner	<p>1.1 All interceptions and procedures are planned with co-workers to ensure compliance with legislation, codes of practice, organisational procedures and standards</p> <p>1.2 A safe <i>location</i> is selected in accordance with organisational policy and workplace health and safety requirements</p> <p>1.3 Clear and appropriate signals are given to the driver of the target vehicle to stop the vehicle</p> <p>1.4 Agency policy requirements for intercepting a vehicle are complied with</p> <p>1.5 Occupational health and safety requirements are followed to prevent injury or damage</p>
2. Verify identity of driver and/or responsible operator	<p>2.1 Driver is requested to produce identification</p> <p>2.2 Details of identification are recorded in accordance with legislation, policy and procedures</p> <p>2.3 Details of driver and/or responsible operator are verified with relevant authorities</p>
3. Inspect vehicle for safety compliance	<p>3.1 <i>Inspection</i> is undertaken in accordance with organisational requirements</p> <p>3.2 <i>Communication</i> is maintained with <i>relevant personnel</i> to ensure safe, efficient and complete inspection</p> <p>3.3 Inspection is conducted in accordance with occupational health and <i>safety</i> and other organisational policies and procedures</p>
4. Act on non-compliance	<p>4.1 <i>Vehicle</i> defects are identified and recorded in accordance with organisational policies and procedures</p> <p>4.2 Minor problems are reported as part of the inspection and, where appropriate, the vehicle operator is requested to rectify without a penalty being issued</p> <p>4.3 Detected faults dangerous to other road users are <i>recorded</i> on defect notice and the vehicle is ordered off the road immediately by an officer with the appropriate authority</p> <p>4.4 Necessary records/paperwork are completed in accordance with legal and organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using effective communication including questioning and negotiating in sometimes difficult situations
- responding to diversity, including gender and disability
- reading and applying complex information from legislation, policy and regulations
- working as part of a team
- interpreting and following instructions
- operating electronic communications equipment
- implementing contingency plans for unplanned events in cooperation with others
- undertaking assessment of motor vehicle and trailer defects
- applying public sector legislation such as occupational health and safety and environmental and sustainability procedures in the context of road transport inspection

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- safe working systems and requirements
- organisational policies and procedures
- occupational health and safety legislation, codes of practice, policies and procedures
- environmental and sustainability requirements
- relevant standards and codes of practice for manual handling as applicable
- documentation relating to safety inspection
- standards and specifications for all items requiring inspection
- code of practice and conditions for the carriage of dangerous goods
- contingency management processes for unplanned events

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- vehicle inspections in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to vehicle inspection
- case studies and workplace scenarios to capture the range of situations likely to be encountered when inspecting vehicles

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when inspecting vehicles, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- vehicle inspections in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Locations may include*
- roadside locations - urban and regional, including high volume city locations
 - operator's premises
 - interception sites
 - vehicle inspection centres
- Inspections may be*
- undertaken on all types of vehicles
 - carried out alone or in conjunction with other personnel
 - undertaken in full range of diverse conditions
 - conducted with reference to *Administrative Guide for Assessment of Defective Vehicles*
 - cover items such as:
 - air and/or electrical components
 - body and ancillary components
 - brakes
 - chassis and trailing items (hoses etc)
 - draw gear
 - exhaust and noise level
 - ground clearance
 - load securing devices (chains, ropes, pins etc)
 - locking and securing devices
 - oil leaks
 - out-of-gauge fifth wheel conditions
 - steering and suspensions
 - vehicle modifications
 - wheels and tyres
- Communication methods may include*
- verbal
 - line-of-sight signals
 - radio
 - mobile telephone
- Relevant personnel may include*
- senior transport inspector
 - authorised/other accredited officers/inspectors
 - relevant compliance managers
 - other operational personnel

RANGE STATEMENT

Safety and protective equipment may include

- vehicle driver
- high visibility clothing
- gloves
- sunscreen
- sunglasses
- safety glasses
- safety headwear
- approved footwear
- portable radios, if applicable
- hand-held lamps or torches
- safety devices
- hearing protection
- loaded or unloaded during inspection

Vehicles may be

Records and documentation may include

- defect notice books
- inspection reports
- departmental requirements
- repair order books
- transport instructions
- incident reports
- safeworking forms or instructions
- mechanical condition advice forms
- National Heavy Vehicle Accreditation Scheme (NHVAS) interception books
- Penalty Infringement & Notices
- Traffic Infringement Notices
- formal cautions

Unit Sector(s)

Not applicable.

Competency field

Competency field Road Transport Compliance

PSPTRAN402A Assess driver compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers assessment of driver compliance with legislative requirements. It includes checking equipment, and checking for and assessing driver compliance.

In practice, assessing driver compliance may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, exercising regulatory powers, assessing compliance with legislation, gathering and analysing information, etc.

This is a new unit of competency, added to the *Road Transport Compliance* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check compliance equipment	1.1 <i>Equipment</i> is checked in accordance with organisational policies and procedures and manufacturers' specifications 1.2 Equipment is accurately calibrated to meet legal requirements
2. Check for driver compliance	2.1 Equipment is operated in accordance with standards and procedures 2.2 Vehicle is intercepted in accordance with standard operating procedures 2.3 A safe <i>location</i> is selected at which to stop the driver
3. Assess driver compliance	3.1 Required driver <i>records</i> are verified 3.2 Nature of the <i>offence</i> is reported to the driver in accordance with legal and organisational requirements 3.3 Occupational health and safety requirements are followed 3.4 <i>Necessary records/paperwork</i> are completed in accordance with legal and operational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

undertaking observation

undertaking safe interceptions

using equipment

using effective communication including interviewing, listening and conflict resolution with a diverse range of people

responding to diversity, including gender and disability

reading and interpreting legislation and regulations

writing, for completion of documents and records

complying with public sector obligations such as occupational health and safety and environmental procedures in the context of road transport compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

organisational policies and procedures

legislation and regulations

occupational health and safety in the context of assessing compliance

enforcement powers

sanctions/penalties

offences

cautions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assessment of driver compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to assessment of compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assessing compliance

Valid assessment of this unit requires:

Where and how to assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing driver compliance, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- assessment of driver compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Equipment may include</i> | <ul style="list-style-type: none"> • speed detection equipment • measuring equipment |
| <i>Locations may include</i> | <ul style="list-style-type: none"> • roadside locations • urban and regional • high volume city locations |
| <i>Driver records may include</i> | <ul style="list-style-type: none"> • driver logbook and associated paperwork • driving hours • business records • approved scheme documentation |
| <i>Offences may include</i> | <ul style="list-style-type: none"> • exceeding statutory speed limit • driving hours non-compliance • breaches of Australian road rules • breaches of transport acts/regulations/policy/approved schemes • forming a basis for follow-up investigation for chain of responsibility compliance assessment |
| <i>Necessary records and paperwork may include</i> | <ul style="list-style-type: none"> • National Heavy Vehicle Accreditation Scheme (NHVAS) interception books • Penalty Infringement & Notices • incident reports • Traffic Infringement Notices • formal cautions |

Unit Sector(s)

Not applicable.

Competency field

Competency field Road Transport Compliance

PSPTRAN403A Assess vehicle compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the conduct of vehicle compliance assessments. It includes checking compliance equipment, stopping the target vehicle, assessing and checking compliance, and acting on non-compliance.

In practice, assessing vehicle compliance may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, exercising regulatory powers, assessing compliance with legislation, gathering and analysing information, etc.

This is a new unit of competency, added to the *Road Transport Compliance* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check compliance equipment	1.1 <i>Equipment</i> is checked in accordance with organisational policies and procedures and manufacturers' specifications 1.2 Equipment is accurately calibrated where required to meet legal requirements
2. Stop target vehicle	2.1 A safe location is selected at which to stop the driver of the target vehicle 2.2 Clear and appropriate signals are given to the driver of the target vehicle to stop the vehicle 2.3 The driver is stopped in accordance with organisational requirements for conducting roadside interceptions 2.4 Relevant occupational health and safety requirements are followed
3. Assess compliance with regulatory requirements	3.1 Regulatory details/records are verified and data interpreted 3.2 Compliance with conditions of the authorisation and/or any exemptions is assessed and any non-compliance is identified 3.3 Compliance equipment is operated in accordance with organisational requirements and manufacturers' guidelines 3.4 Any non-compliance is identified in accordance with regulatory requirements
4. Check vehicle for mass and dimension compliance	4.1 Vehicle documentation/dockets to identify mass details are examined 4.2 Weigh bridge and/or portable scales are operated in accordance with organisational policies and procedures and manufacturers' specifications 4.3 Organisational requirements for conducting mass compliance checks are complied with 4.4 Measuring equipment is operated in accordance with standard operating procedures for conducting dimension compliance checks 4.5 Any offences are identified in accordance with legislation and regulations
5. Check vehicle load restraints	5.1 Vehicle load restraints are checked to ensure vehicle complies with standards 5.2 Organisational requirements for conducting load restraint compliance checks are complied with 5.3 Non-conformance is identified in accordance with the standards
6. Act on non-compliance	6.1 Negotiation is undertaken to achieve compliance if possible/legally acceptable in accordance with organisational policy and procedures

ELEMENT

PERFORMANCE CRITERIA

- 6.2 Operators/responsible parties are informed of the *action*, justification for it and any rights of appeal in accordance with legal requirements and organisational procedures
- 6.3 Necessary records/paperwork are completed in accordance with legal and operational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking observation
- undertaking safe interception
- using equipment
- using effective communication including interviewing, listening and conflict resolution with a diverse range of people
- responding to diversity, including gender and disability
- reading and interpreting legislation and regulations
- writing relating to documentation, notices, reports and records
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of road transport compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational policies and procedures
- legislation, regulations and standards, such as load restraint guides
- occupational health and safety in the context of assessing vehicle compliance
- sanctions/penalties
- enforcement powers
- offences
- cautions

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assessment of vehicle compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to assessment of vehicle compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assessing vehicle compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing vehicle compliance, including

EVIDENCE GUIDE

coping with difficulties, irregularities and breakdowns in routine

- assessment of vehicle compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Equipment may include

- cameras
- computers
- length measurement devices
- portable scales/weighing devices
- radar
- radios
- intelligent transport technology

Action on non-compliance may include

- caution/warning
- infringement notices/sanctions/penalties
- defect notice
- offence report
- issuing directions (ie returning to statutory limits)

Unit Sector(s)

Not applicable.

Competency field

Competency field Road Transport Compliance

PSPTRAN404A Conduct detailed vehicle examination

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers conducting and documenting vehicle examinations and confirming of vehicle compliance and serviceability/safety, undertaken at an authorised inspection location. It includes preparing for and conducting a detailed inspection, determining correct dimensions/configurations, recording and reviewing inspection findings, and reporting and acting on the findings.

In practice, conducting detailed vehicle examinations may overlap with other generalist or specialist public sector work activities such as promoting ethical practice and compliance with legislation, coordinating resources, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Road Transport Compliance* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for detailed inspection	1.1 Type of <i>inspection</i> is identified 1.2 Situation is assessed with regard to personal safety and the safety of others in accordance with organisational requirements 1.3 Boundaries of the inspection are identified and confirmed with relevant personnel 1.4 Materials and <i>equipment</i> required to conduct the inspection are checked and prepared 1.5 Information is accessed and interpreted from relevant sources to enable the inspection to conform to specified standards and procedures
2. Conduct detailed inspection	2.1 <i>Vehicle inspection</i> is carried out using approved methods and equipment, taking into consideration the specifications and tolerances relative to the vehicle 2.2 Mechanical components are identified and inspected 2.3 Vehicle components are measured accurately 2.4 Occupational health and safety legislation, codes of practice, policies and procedures are observed during the examination
3. Determine correct dimensions/ configurations	3.1 Relevant guidelines are referenced when necessary 3.2 Information is interpreted and procedures are followed in accordance with guidelines
4. Record and review inspection findings	4.1 Required documentation and evidence are obtained, completed and kept in accordance with organisational policies and procedures 4.2 When appropriate, consultations with <i>stakeholders</i> are conducted to verify accuracy and validity of findings 4.3 Findings are assessed for non-compliance
5. Report and act on findings	5.1 Inspection findings are reported to <i>relevant person/s</i> in accordance with organisational policy and procedures 5.2 Supporting information and explanations are provided as required 5.3 <i>Documentation and records</i> are prepared and filed in accordance with the organisation's requirements 5.4 Issues arising from the inspection which require further action are identified, reported and acted on, in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using effective communication including interviewing, questioning, negotiation and non-verbal communication with a diverse range of people
- responding to diversity, including gender and disability
- undertaking analysis and observation
- working as part of a team
- using information technology for preparing findings and writing reports
- using detailed inspection methodologies, including safe work practices
- using equipment and technology
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of detailed vehicle examination

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational policies and procedures
- National Road Transport Commission guidelines
- vehicle components and procedures
- legislation and regulations, including Australian Design Rules
- powers of transport inspector under jurisdictional legislation
- functions and roles of other professionals
- principles of risk management
- occupational health and safety in the context of detailed vehicle examinations

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- detailed vehicle examinations conducted in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to detailed vehicle examinations
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting detailed vehicle examinations

Where and how to

Valid assessment of this unit requires:

EVIDENCE GUIDE

assess evidence

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting detailed vehicle examinations, including coping with difficulties, irregularities and breakdowns in routine
- detailed vehicle examinations conducted in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---------------------------------------|--|
| <i>Inspections may be</i> | <ul style="list-style-type: none"> • undertaken on all types of vehicles, including special purpose vehicles • undertaken on loaded or unloaded vehicles • carried out alone or in conjunction with other personnel • undertaken in full range of diverse conditions |
| <i>Equipment may include</i> | <ul style="list-style-type: none"> • micrometer • roller brake tester • shaker plates • jacking equipment • gauges |
| <i>Vehicle inspection may include</i> | <ul style="list-style-type: none"> • air and/or electrical components • body and ancillary components • brakes • chassis and trailing items (hoses etc) • draw gear • exhaust and noise level • ground clearance • load securing devices (chains, ropes, pins etc) • locking and securing devices • noise and emissions • oil leaks • out-of-gauge fifth wheel conditions • steering and suspensions • vehicle modifications • wheels and tyres |
| <i>Stakeholders may include</i> | <ul style="list-style-type: none"> • engineers • manufacturers • approved persons • vehicle owner/operator • government agencies |
| <i>Relevant person/s may include</i> | <ul style="list-style-type: none"> • senior transport inspector • authorised transport inspectors • other operational personnel |

RANGE STATEMENT

Documentation and records may include

- vehicle owner/operator
- defect notice books
- departmental requirements
- transport instructions
- incident reports
- safeworking forms or instructions
- caution
- offence report books

Unit Sector(s)

Not applicable.

Competency field

Competency field Road Transport Compliance

PSPTRAN405A Operate weighbridges

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to conduct weighbridge operations in accordance with regulatory requirements and workplace procedures, including setting up for weighbridge operations, weighing loaded vehicles, weighing unloaded vehicles, measuring axles, finalising weighbridge operations, and completing required records and documentation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency applies to private weighbridge operators, public weighbridge operators and transport compliance officers who use weighbridges to determine the weight of vehicles and loads.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Validate weighbridge operations.</p>	<p>1.1. Weighbridge, computer and recording systems are checked for <i>operational status</i>.</p> <p>1.2. Weighbridge accuracy is validated in accordance with <i>relevant legislation, codes and regulations</i>, organisational procedures and manufacturer instructions.</p> <p>1.3. Inspection and testing records are maintained in accordance with statutory requirements, organisational policy and industry guidelines.</p> <p>1.4. <i>Faults and discrepancies in weighbridge operation</i> are identified and corrective action initiated according to organisational procedures.</p> <p>1.5. <i>Environmental factors likely to affect weighing accuracy</i> are identified and corrected.</p>
<p>2. Weigh vehicles.</p>	<p>2.1. <i>Vehicles</i> likely to exceed weighbridge capacity and dimensions are directed away from weighbridge.</p> <p>2.2. Weighbridge is correctly set to zero before commencing a weighing.</p> <p>2.3. Vehicles are directed onto weighbridge platform and weight is determined in accordance with legislative requirements and <i>organisational procedures</i>.</p> <p>2.4. Vehicle weight, vehicle registration and load description are entered into organisational recording system.</p> <p>2.5. <i>Areas of dispute</i> are resolved or forwarded for further action according to organisational procedures.</p>
<p>3. Conduct axle or end-and-end measurements.</p>	<p>3.1. Assess suitability of weighbridge and approach for axle or end-and-end measurements.</p> <p>3.2. Axle or end-and-end measurements are completed in accordance with statutory requirements.</p>
<p>4. Complete weighbridge operations.</p>	<p>4.1. Complete and issue weighbridge ticket in accordance with statutory requirements and organisational procedures.</p> <p>4.2. Incomplete weighbridge tickets are cancelled in accordance with statutory requirements.</p> <p>4.3. Weighbridge systems, including equipment, computer and recording arrangements, are secured and made ready for next shift.</p> <p>4.4. Record of operations is maintained and filed</p>

ELEMENT	PERFORMANCE CRITERIA
	according to workplace procedures and statutory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate effectively with others when conducting weighbridge operations
- literacy skills to:
 - read and interpret operational instructions, procedures and information relating to weighbridge operations
 - complete documentation
- numeracy skills to undertake required measurements
- organisational and planning skills to:
 - follow operational instructions and prioritise work
 - set up and maintain weighbridge equipment
 - identify, select and use weighbridge equipment
 - monitor performance of weighbridge equipment
- technology skills to operate electronic communication equipment to required protocol
- teamwork skills to work collaboratively with others when conducting weighbridge operations
- interpersonal skills to adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- initiative and enterprise skills to apply precautions and required action to minimise, control or eliminate hazards that may exist during the conduct of weighbridge operations
- planning and organising skills to monitor work activities in terms of planned schedule
- problem-solving skills to:
 - modify activities depending on differing operational contingencies, risk situations and environments
 - operate and adapt to differences in equipment according to standard operating procedures
 - promptly report or rectify identified problems, errors or malfunctions that may occur when conducting weighbridge operations
- self-management skills to:
 - work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
 - select and use required personal protective equipment according to industry and OHS standards

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- regulations relevant to the operation of weighbridges, including national measurement legislation
- relevant OHS and environmental protection procedures and guidelines
- workplace policies and procedures for weighbridge operations
- problems that may occur when conducting weighbridge operations and appropriate action that can be taken to resolve the problems
- equipment applications, capacities, configurations, safety hazards and control mechanisms
- records and documentation requirements for weighbridge operations
- classification procedures
- despatch procedures
- calculation method in both metric and imperial systems for determining net mass, and end-and-end and axle measurements of a vehicle
- correct weighing procedures, including statutory and workplace requirements
- emergency response procedures
- site layout
- procedures for completing axle or end-and-end measurements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to consistently maintain and operate a weighbridge in accordance with legislative requirements.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • prepare a weighbridge for operation • weigh loaded and unloaded vehicles • determine the net weight from gross and tare measurements • complete axle and end-and-end measurements • complete statutory documents.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or a simulated workplace environment.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> • weighbridge • computer and relevant software and/or organisation information management system • public weighbridge licence conditions • national measurement legislation.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, trader obligations and remedial actions • review of weighbridge tickets prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to conduct weighbridge operations in accordance with legislative and organisational procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
Guidance information for assessment	<p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These can be sourced from the National Measurement Institute.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Operational status</i> may include:</p>	<ul style="list-style-type: none"> • weighbridge indicator being on zero with no load on the platform • platform being clean • area under platform being clean and without accumulation of water or debris • remote indicator, summing indicator and printer indications coinciding with primary indicator(s).
<p><i>Relevant legislation, codes and regulations</i> may include:</p>	<ul style="list-style-type: none"> • national measurement legislation • relevant codes and regulations pertaining to weighbridge operations • traffic Acts and road transport mass and loading regulations • Australian Dangerous Goods (ADG) codes and regulations pertaining to storing and handling dangerous goods and hazardous materials • relevant state or territory OHS legislation • relevant state or territory environmental protection legislation • relevant Australian and international standards and certification requirements • workplace relations regulations, including anti-discrimination, equal employment opportunity and affirmative action legislation • workers compensation regulations.
<p><i>Faults and discrepancies in weighbridge operation</i> may include:</p>	<ul style="list-style-type: none"> • weighbridge cannot be zeroed with no load on the load receptor • remote indicator, summing indicator or printing device continues to indicate a weight when the primary indicator is outside its weighing range • indications varying, depending on where the vehicle is placed on the platform • indications on the weighbridge not corresponding to another weighbridge in close proximity when weighing the same vehicle.

RANGE STATEMENT	
<i>Environmental factors likely to affect weighing accuracy</i> may include:	<ul style="list-style-type: none"> • wind, rain and snow • debris from vehicles being deposited on the platform when moving onto the weighbridge • application of vehicle brakes or air suspension when conducting axle and end-and-end measurements • electrical or radio interference • movement of external fixtures against weighbridge platform.
<i>Vehicles</i> may include:	<ul style="list-style-type: none"> • trucks • cars • articulated road vehicles • heavy machinery • trailers • wagons.
<i>Organisational procedures</i> may include:	<ul style="list-style-type: none"> • weighbridge operation manuals • manufacturer specifications and instructions for the operation of weighbridge equipment • Australian and international standards, criteria and certification requirements • codes of practice, including the National Standards for Manual Handling and the industry safety code • relevant regulations, including the ADG code • OHS procedures • quality assurance procedures.
<i>Areas of dispute</i> may include:	<ul style="list-style-type: none"> • overloaded vehicle • over-dimension vehicle • uncoupling trailers, etc. to complete weighing • end-and-end measurements • axle measurements • refusal to issue a mass ticket when legislative requirements are not met.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Road Transport Compliance
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Co-requisite units

Co-requisite units	
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PSPTRAN501A Provide specialist vehicle technical advice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers detailed technical inspections and specialist vehicle technical advice for situations that may include court proceedings, coronial inquiries, police and other agencies. It includes conducting a detailed technical inspection, interpreting the inspection data to inform an opinion, conducting technical research on inspection data, and formulating and providing an expert opinion on the results.

In practice, providing specialist vehicle technical advice may overlap with other generalist or specialist public sector work activities such as promoting ethical practice and compliance with legislation, coordinating resources, undertaking research and analysis, etc.

This is a new unit of competency, added to the *Road Transport Compliance* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct a detailed vehicle inspection	<p>1.1 Suitable location for detailed <i>vehicle</i> examination is confirmed and other relevant personnel are notified</p> <p>1.2 Materials and <i>equipment</i> required to conduct the vehicle <i>examination</i> are prepared</p> <p>1.3 Other relevant motor vehicle documentation is accessed and reviewed to establish key information on the vehicle under examination</p> <p>1.4 Vehicle identity is verified</p> <p>1.5 All relevant vehicle structure and components are examined and tested as necessary</p> <p>1.6 Occupational health and safety requirements applicable to the examination are applied</p> <p>1.7 Vehicle irregularities are recorded in accordance with legislative requirements and standard procedures</p>
2. Interpret examination data	<p>2.1 All relevant data/ information is gathered, recorded and confirmed</p> <p>2.2 All relevant information is interpreted and analysed to assist in the identification of the issue/s</p>
3. Undertake technical research	<p>3.1 Relevant standards and specifications are identified and accessed</p> <p>3.2 Research is undertaken on all the information gathered relevant to the examination</p> <p>3.3 Advice is sought to clarify any unclear findings in accordance with organisational policy and procedures</p> <p>3.4 Research findings are reported and presented in appropriate language, style and format to suit the intended audience</p> <p>3.5 Supporting information and explanations are provided as required</p>
4. Form and provide an opinion	<p>4.1 Options related to the provision of advice are identified and evaluated</p> <p>4.2 An opinion is formed that is logical, reasoned and defensible, and documented in accordance with legislation, policy and procedures</p> <p>4.3 When appropriate, opinions on actions to be taken are offered</p> <p>4.4 A comprehensive report supporting the opinions is provided</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- assessing vehicle standards
- using diagnostic techniques
- researching, interpreting and analysing information and data
- writing complex reports
- using personal computer, Internet, word processing and databases for research, analysis and interpretation
- using effective communication including presentation, and listening skills
- responding to diversity, including gender and disability
- tailoring information to suit the needs of diverse audiences
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of providing specialist vehicle technical advice

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- specialist technical area
- State/Territory and Commonwealth legislation and regulations
- Australian Design Rules (ADRs), Australian Vehicle Standards Rules (AVSR), modification codes, vehicle standards, manufacturers' standards
- chain of evidence provisions
- codes of practice
- written off vehicle register (WOVR)
- occupational health and safety relating to the provision of specialist vehicle technical advice
- contingency management - process for unplanned events
- court protocols

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV504B Undertake research and analysis

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- provision of specialist vehicle technical advice in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to specialist vehicle technical advice
- case studies and workplace scenarios to capture the range of situations likely to be encountered when providing specialist vehicle technical advice

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing specialist vehicle technical advice, including coping with difficulties, irregularities and breakdowns in routine
- provision of specialist vehicle technical advice in a range of (3

EVIDENCE GUIDE

or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|------------------------------|---|
| <i>Vehicles may be</i> | <ul style="list-style-type: none"> • loaded or unloaded during inspection • all types, including special purpose vehicles • imported vehicles • modified and other high risk vehicles |
| <i>Equipment may include</i> | <ul style="list-style-type: none"> • micrometer • roller brake tester • shaker plates • jacking equipment • gauges |
| <i>Examinations may be</i> | <ul style="list-style-type: none"> • undertaken on all types of vehicles • carried out alone or in conjunction with other personnel • undertaken in full range of diverse conditions • in response to police request, coronial or other inquiries |

Unit Sector(s)

Not applicable.

Competency field

Competency field Road Transport Compliance

PSPWPI501B Evaluate workplace legislative compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to determine compliance, breaches and risks to workers or the work environment. This includes acting to minimise risks to workers, the public and/or the work environment and to record non-compliance. It includes identifying issues relevant to the organisation's jurisdiction, assessing workplaces for non-compliance, advising on control measures and implementing compliance activities.

In practice, evaluating workplace legislative compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, developing client service, providing leadership, conducting evaluations, etc.

This unit replaces and is equivalent to PSPWPI501A Evaluate workplace legislative compliance.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify issues relevant to the organisation's jurisdiction	1.1 Jurisdictional boundaries and powers are confirmed
	1.2 Identification of <i>defined areas</i> is carried out in accordance with organisational requirements
	1.3 <i>Issues</i> relating to workers, work environment and/or public are identified
2. Assess workplace for non-compliance	2.1 Issues relating to workers, public and/or work environment are assessed and prioritised against legislative requirements and in line with the organisation's policies and procedures
	2.2 Non-compliance/possible breaches are identified, assessed and recorded in accordance with legislative and organisational requirements
	2.3 Any issues beyond own level of competence are identified and referred to the <i>appropriate sources</i> for follow-up action
3. Advise on control measures	3.1 A range of <i>control measures</i> is identified in accordance with organisational policies and procedures having regard to current standards
	3.2 A practicable solution to achieve compliance in accordance with legislative requirements is determined
4. Implement compliance activity	4.1 <i>Compliance activity</i> is implemented in accordance with organisational policy and procedures
	4.2 Effectiveness of selected compliance activity is evaluated and reported/documented in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- engaging in communication to provide advice on legislation relevant to compliance, using complex exchanges of oral information
- interpreting, analysing and explaining complex and formal documents such as legislation and its application to clients' situations
- using mediation/negotiation
- undertaking conflict/dispute resolution
- using analysis to interpret test results
- using equipment and technology

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- principal legislation such as occupational health and safety, workers compensation, injury management and workplace relations
- performance standard in the legislation
- impact of hazards/issues on persons
- strengths and weaknesses of possible control measures and the reasons for choosing practicable solution
- industry practices where applicable, such as awards and enterprise agreements
- organisational policies and procedures related to compliance activities
- principles of risk management, including hierarchy of controls
- technical features associated with hazards and potential risks as these relate to jurisdictional issues

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV509A Conduct evaluations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV515A Develop and use political nous

PSPGOV516A Develop and use emotional intelligence

PSPGOV517A Coordinate risk management

PSPGOV518A Benchmark performance

PSPOHS501A Monitor and maintain workplace safety

PSPWPI502B Facilitate improvement in workplace legislative performance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- evaluation of workplace legislative compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to

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Where and how to assess evidence

workplace legislative compliance

- case studies and workplace scenarios to capture the range of situations likely to be encountered when evaluating workplace legislative compliance

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating workplace legislative compliance, including coping with difficulties, irregularities and breakdowns in routine
- evaluation of workplace legislative compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Defined areas may include

- construction sites
- factories
- offices
- rural industries
- mines and quarries
- any other area as defined under the organisation's legislation

Issues may include

- plant
- manual handling/ergonomics
- noise
- hazardous substances
- dangerous goods
- workplace relations
- workers compensation
- injury management/rehabilitation
- work environment such as heat, confined spaces
- hazardous processes and work systems
- other work environment issues defined by the organisation's legislation
- policies and procedures
- electrical safety
- occupational health
- occupational health and safety management systems

Appropriate sources to refer to may include

- consultants
- other inspectors/officers
- technical experts
- manufacturers, suppliers and designers
- technical standards
- scientific standards
- other jurisdictions
- other organisations
- supervisors/managers

Control measures for occupational health and

- elimination
- substitution

RANGE STATEMENT

safety may include

- isolation
- engineering controls
- administrative controls
- personal protective equipment

Control measures for workplace relations may include

- assessment
- identification
- application
- enforcement

Compliance activity may include

- provision of advice/directions/instructions
- issue of notices such as improvement, prohibition, infringement/penalty, seizure notices
- initiation of prosecution proceedings

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI502B Facilitate improvement in workplace legislative performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to facilitate the introduction, management and evaluation of change in the work environment to improve workplace occupational health and safety and/or workers compensation and/or injury management and/or workplace relations. It includes facilitating the development and implementation of workplace improvement strategies, and reviewing the effectiveness of workplace improvements.

In practice, facilitating improvement in workplace legislative performance may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, developing client service, providing leadership, undertaking research, conducting evaluations, etc.

This unit replaces and is equivalent to PSPWPI502A Facilitate improvement in workplace legislative performance.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the development of workplace improvement strategies	1.1 <i>Stakeholders</i> are identified and consulted when facilitating workplace improvements
	1.2 <i>Future trends</i> and <i>stakeholder needs</i> are identified consistent with the organisation's priorities
	1.3 <i>Processes</i> for improving <i>workplace legislative compliance</i> are facilitated in collaboration with stakeholders
2. Facilitate implementation of workplace improvements	2.1 Advice is provided to stakeholders on the requirements for effective workplace improvements in line with organisational policy and procedures
	2.2 Guidance and support are provided to assist implementation of workplace improvements in accordance with organisational policy and procedures
3. Review effectiveness of workplace improvements	3.1 The <i>mechanisms</i> for monitoring workplace improvements are evaluated with stakeholders
	3.2 The outcomes of monitoring and evaluation are communicated to internal and/or external stakeholders
	3.3 Impact of workplace improvement strategies on stakeholders is monitored and evaluated and results are reflected in future improvement activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying risk management principles
- undertaking research and analysis
- communicating and influencing in order to facilitate change in the workplace
- coaching
- problem solving
- responding to diversity, including gender and disability
- reading and explaining complex and formal documents, such as legislation and their application to clients' situations
- providing advice and participating in discussions involving complex exchanges of oral information

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- occupational health and safety and/or workers compensation and/or injury management and/or workplace relations legislation, policies and requirements
- risk management principles
- change management processes

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV509A Conduct evaluations

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPGOV516A Develop and use emotional intelligence

PSPGOV517A Coordinate risk management

PSPGOV518A Benchmark performance

PSPWPI501B Evaluate workplace legislative compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- facilitation of improvement in workplace legislative performance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace legislative performance
- case studies and workplace scenarios to capture the range of

EVIDENCE GUIDE

situations likely to be encountered when facilitating improvement in workplace legislative performance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating improvement in workplace legislative performance, including coping with difficulties, irregularities and breakdowns in routine
- facilitation of improvement in workplace legislative performance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Stakeholders may include

- external:
- employers
- employees
- government
- contractors
- manufacturers
- installers, suppliers and designers, importers
- erectors
- owner/occupiers, employer associations
- employee associations
- person in control of site
- community
- insurers
- internal:
- managers
- specialist staff
- supervisors
- other inspectors/officers
- support staff

Future trends may be influenced by

- implementation of new work practices
- government initiatives
- budgetary reform
- organisational restructure
- technology transfer to the workplace
- emerging issues
- research and development changes
- legislative changes, staffing changes
- review of workplace performance relating to occupational health and safety and/or workers compensation and/or injury management and/or workplace relations
- changes in the workplace

Stakeholder needs may include

- management of specific workplace risks
- meeting business goals and objectives

RANGE STATEMENT

- Processes for improvement may include*
- compliance with legislative requirements
 - education and information
 - enforcement
 - advice
 - encouragement and support
 - practicable solutions
- Workplace legislative compliance may include*
- occupational health and safety and/or workers compensation and/or injury management and/or workplace relations performance
- Mechanisms for monitoring workplace improvements may include*
- performance indicators
 - productivity effectiveness measures
 - follow-up visits
 - level of compliance with notices
 - government statistics
 - perception standards
 - industry feedback
 - progress reports

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI503C Investigate possible breaches of workplace legislation

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit covers the ability to conduct investigations into a range of workplace contexts specifically relating to OHS, workers compensation, injury management and/or workplace relations legislation. It includes conducting an initial assessment of the situation, initiating and conducting an investigation, examining the available evidence, identifying potential witnesses and recording initial statements, assessing investigation material and information gathered, conducting formal interviews, and completing an investigation report.</p> <p>In practice, investigating possible breaches of workplace legislation may overlap with other generalist or specialist public sector work activities, such as acting ethically, complying with legislation, providing leadership, undertaking research, conducting evaluations, negotiating, and managing conflict.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to investigators conducting workplace investigations into possible breaches of a range of workplace legislation, which may arise as a result of complaints, incidents or targeted campaigns.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct initial assessment of situation.	1.1. <i>Type of investigation or situation</i> is identified. 1.2. Situations are <i>assessed</i> with regard to personal safety and the safety of others, and <i>safeguards</i> are put in place. 1.3. <i>Persons are contacted</i> according to organisational policies and procedures. 1.4. Integrity of situation is established and maintained according to organisational policy and procedures.
2. Initiate and conduct investigations.	2.1. Directions/instructions are issued to persons involved according to organisational policy and procedures. 2.2. <i>Resources</i> required for the investigation are identified and accessed. 2.3. Investigations are conducted according to organisational policy and procedures.
3. Examine the situation.	3.1. <i>Details of the situation</i> and all those involved in possible breach are recorded in line with organisational policies and procedures. 3.2. Potential <i>evidence</i> is located, <i>collected, packaged, recorded</i> , labelled and stored to ensure <i>preservation of integrity of evidence</i> and for further examination in line with the rules of evidence and organisational policy and procedures. 3.3. If no breach has occurred or no action is to be taken, the reasons and justification are documented according to organisational policy and procedures. 3.4. If breach is confirmed, appropriate and timely action is recommended within the officer's discretion according to legislation and organisational policy and procedures. 3.5. Record of evidence is maintained in accordance with legislative requirements and organisational policy and procedures.
4. Identify potential witnesses and record initial statements.	4.1. Potential witnesses are identified and their <i>details</i> recorded. 4.2. Statements are taken and recorded according to organisational policies and procedures.
5. Assess investigation material and gathered	5.1. Information and evidence gathered are reviewed against legislation and other relevant material according to organisational policies and procedures.

ELEMENT	PERFORMANCE CRITERIA
information.	<p>5.2.Information and evidence gathered are evaluated and weighted for relevance and strength of proof.</p> <p>5.3.Further proofs are identified, prioritised and scheduled for action.</p> <p>5.4.Further evidence is obtained when required.</p>
6. Conduct formal interviews.	<p>6.1.Interview is conducted according to legal requirements and organisational policy and procedures.</p> <p>6.2.Information is reviewed and clarified to ensure its relevance and sufficiency prior to concluding the interview.</p> <p>6.3.Record of interview is completed that meets legal and organisational requirements.</p>
7. Complete investigation report.	<p>7.1.Report is compiled according to organisational policies and procedures.</p> <p>7.2.Report is forwarded to appropriate personnel for review and action according to organisational policies and procedures.</p> <p>7.3.Additional information and evidence identified from review are gathered and compiled in report.</p> <p>7.4.Final report is forwarded through <i>appropriate channels</i> for processing.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to:
 - undertake legal research
 - record statements
- analytical skills to evaluate information in investigating breaches
- self-management skills to:
 - apply principles of natural justice and procedural fairness
 - apply legislative requirements and organisational policies and procedures in all investigations
 - apply risk management principles to investigative procedures, including personal safety
- communication skills to use a range of communication methods and strategies, including:
 - negotiation
 - dealing with conflicting information
 - dealing with conflict
 - interviewing and questioning
- observation and analysis skills to ensure due consideration of information and evidence
- planning and organising skills to ensure the coordinated and thorough investigation of possible breaches of workplace legislation
- decision-making to reflect deliberation of the evidence and the risk assessment

Required knowledge

- federal and state workplace legislative framework applying to workplace inspections, including legislation relating to OHS and workplace relations
- risk management principles relating to personal and workplace safety
- common law principles applying to inspection of workplaces
- powers of workplace inspectors under jurisdictional legislation
- functions and roles of other professionals and experts who may be called in to advise on possible breaches or to act as witnesses
- organisational investigation procedures
- rules of evidence and evidence management

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • undertake comprehensive planning of investigative responses • conduct detailed examination of potential or reported breaches • prepare resources required to conduct investigations • carry out a range of information-gathering activities to substantiate recommendations • prepare reports on a range of breaches. <p>Consistency in performance</p> <p>Competency should be demonstrated by undertaking a range of relevant investigations.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational investigation-management procedures and relevant health and safety procedures • applicable legislation, regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating possible breaches of workplace legislation, including coping with difficulties, irregularities and breakdowns in routine • legislation, policy, procedures and protocols relating to the investigation of possible breaches of workplace legislation • case studies and workplace scenarios to capture the range of situations likely to be encountered when investigating possible breaches of workplace legislation.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about the legislative framework, risk management principles, common law principles, powers of inspectors under jurisdictional legislation, functions and roles of other professionals and experts, legislative requirements, organisational investigations procedures, rules of evidence and evidence management • observation of the candidate undertaking a variety of assigned

EVIDENCE GUIDE

investigation tasks in a workplace environment or one that closely resembles normal work practice

- feedback from peers and/or supervisor that the candidate consistently applies relevant procedures
- documentary evidence of a range of previous and current investigations with, where a team has been involved, identification of the specific contribution of the individual being assessed.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV512A Use complex workplace communication strategies
- PSPGOV517A Coordinate risk management
- PSPWPI501B Evaluate workplace legislative compliance.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Type of investigation or situation may include:

- non-compliance with legislation
- workplace fatality
- injury or incident
- dangerous occurrence
- workplace relations issues
- workers compensation issues
- complaints
- public safety
- workplace illnesses
- change to targeted campaigns
- safety of workers and public.

Assessment of matters affecting incident situation and investigation may include:

- preservation of life or property
- prevailing weather, which may require additional resources to preserve and protect incident situation
- climatic conditions
- human interference
- language barriers
- right of entry and access
- minimisation of business disruption
- dangerous or unpleasant conditions, such as:
 - hazards
 - injured or deceased persons
- stressed or traumatised individuals
- cultural issues
- union issues.

Safeguards may include:

- clear brief as to who has access to situations
- physical barriers
- entry limited to essential personnel
- delegation of authority to control entry
- record of all persons who enter/leave the situation and reasons

	<ul style="list-style-type: none"> • personal protective equipment • following procedures to work in pairs • trauma counselling.
<i>Persons contacted</i> may include:	<ul style="list-style-type: none"> • technical and scientific experts • legal experts • witnesses • victims • union representatives • workplace relations officers • employers and employees • police and emergency services • human resources staff • media • coroners • employee representatives • OHS committee • company representatives • management • health and safety representatives • health and safety officers • relevant government departments.
<i>Resources</i> may include:	<ul style="list-style-type: none"> • technical and scientific experts • experienced investigators • research database • legal information • legal request • subpoena • advice sheets • legislative framework • equipment, such as: <ul style="list-style-type: none"> • camera • sample kits • other organisations.
<i>Details of the situation</i> may include:	<ul style="list-style-type: none"> • time, date and location • jurisdiction • sequence of events • possible causes • people involved • property involved • victims • witnesses

	<ul style="list-style-type: none"> • damage, including damage to property • injury • historical information • injury to persons • physical details of situation • evidence • organisation personnel and non-employees involved • other organisations involved • current status of investigation • action taken to date • adjoining properties and activities.
<i>Evidence</i> may be:	<ul style="list-style-type: none"> • physical, such as: <ul style="list-style-type: none"> • plant • containers • fibres • samples • tool marks • chemical and biological • identifying numbers • record books • dangerous goods and hazardous substances • documentary, such as: <ul style="list-style-type: none"> • witness statements • employer or employee documentation • safety management records • workplace agreements • employment contracts • company records, including: <ul style="list-style-type: none"> • attendance records • maintenance records • time and wage records • training records <ul style="list-style-type: none"> • industrial instruments • union documents • government records • expert reports • work method statements • standard operating procedures • log books • contracts

	<ul style="list-style-type: none"> • policy documents • workers compensation claims information • register of injuries • first aid treatment book.
Methods of evidence <i>collection</i> may include:	<ul style="list-style-type: none"> • recording interviews • formal legal request for documentation • subpoena • photographing/videoing • photocopying documentation • requisitioning documentation • using items in sampling kit • appropriate environmental monitoring.
Methods of <i>packaging</i> evidence may include:	<ul style="list-style-type: none"> • metal and plastic containers • plastic bags • paper bags • glass vials • items in sample kit.
Evidence may be <i>recorded</i> by:	<ul style="list-style-type: none"> • receipts • photocopying and certifying 'true copy' • photography • audio and visual recording • using notebook • identifying samples • seizing property logs.
<i>Preservation of integrity of evidence</i> may involve:	<ul style="list-style-type: none"> • controlling site access and egress • covering evidence • recording chain of evidence handling • removing evidence to ensure its protection.
Relevant <i>details</i> from potential witnesses include:	<ul style="list-style-type: none"> • name • age • contact details • roles and responsibilities • qualifications • details of organisation's operating procedures • workplace and training practices • information about the situation.
<i>Appropriate channels</i> may include:	<ul style="list-style-type: none"> • Coroner's Court • other relevant state or federal court or tribunal • special investigation units • arbitration • state or territory Industrial Relations Commission

	<ul style="list-style-type: none"> • departments of public prosecution • internal review committees/units and management • legal units • Crown Law • prosecuting authorities.
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Unit Sector(s)

Unit sector	Cross-Sector
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Competency field

Competency field	Workplace Inspection
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Co-requisite units

Co-requisite units	
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PSPWPI601B Improve compliance through industry partnerships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to establish and maintain effective industry partnerships to improve workplace occupational health and safety and/or workers compensation and/or injury management and/or workplace relations performance, achieve legislative compliance and educate and assist stakeholders to improve workplaces. It includes identifying industry partners, undertaking partnership activities, and monitoring and reviewing partnering activities.

In practice, improving compliance through industry partnerships may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This unit replaces and is equivalent to PSPWPI601A Improve compliance through industry partnerships.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Identify industry partners

- 1.1 Options for industry partnerships are evaluated in terms of likely effectiveness, and *potential partners* are determined in accordance with organisational policy and procedures
- 1.2 Communication is established with partner/s to explore viability of partnership
- 1.3 Nature and duration of partnership is negotiated and established
- 1.4 Respective *roles and activities of partnership* are defined and agreed upon within organisational guidelines

2. Undertake partnership activities

- 2.1 Plan for cooperative partnering is developed and agreed
- 2.2 *Options and specific proposals* for improving performance in *workplace legislative compliance* are developed and incorporated
- 2.3 Options/proposals are implemented in accordance with partnering plan and organisational guidelines

3. Monitor and review partnering activities

- 3.1 Effectiveness of partnering activities is evaluated
- 3.2 Evaluation results are used to modify outcomes of joint activities
- 3.3 Value and effectiveness and outcomes of partnering arrangements are communicated to *internal* and *external* clients

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislative requirements and organisational policies and procedures in all investigations
- applying risk management principles
- using a range of communication methods and strategies, including negotiation, dealing with conflicting information
- applying observation and analysis
- engaging in team work
- planning and organising
- interviewing and questioning
- recording statements

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- risk management principles
- powers of inspectors under jurisdictional legislation
- functions and roles of other professionals and experts
- legislative requirements
- organisational investigations procedures

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV602B Establish and maintain strategic networks

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPMNGT604B Manage change

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPMNGT613A Develop partnering arrangements

PSPWPI604B Represent and promote the organisation

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of industry partnerships to improve compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when improving compliance through industry partnerships

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when improving compliance through industry

EVIDENCE GUIDE

partnerships, including coping with difficulties, irregularities and breakdowns in routine

- development of industry partnerships to improve compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|--|---|
| <i>Potential industry partners may include</i> | <ul style="list-style-type: none"> • industry reference groups • industry peak bodies and associations • employer groups and associations • employee groups and associations • other government organisations • individual organisations • community groups • individual workplaces |
| <i>Roles and activities of partnership may include</i> | <ul style="list-style-type: none"> • enforcement activities • establishment and implementation of occupational health and safety and/or workers compensation and/or injury management and/or workplace relations policy and procedures • safety management systems • case management • auditing • education/training • promotion/marketing • awareness raising • joint targeted compliance campaigns • development of codes of practice |
| <i>Options and specific proposals for improving workplace legislative compliance may include</i> | <ul style="list-style-type: none"> • industry codes or practice • agreed industry strategies • guidance materials • task force • memoranda of understanding • joint learning/training initiatives • community partnerships |
| <i>Workplace legislative compliance may include</i> | <ul style="list-style-type: none"> • occupational health and safety and/or workers compensation and/or injury management and/or workplace relations |
| <i>Internal clients may include</i> | <ul style="list-style-type: none"> • team members • industry teams |

External clients may include

- management
- executive management
- industry reference groups
- advisory council
- occupational health and safety council
- the organisation's board
- organisation staff
- commission
- Minister
- employer groups
- employee groups
- peak industry bodies
- other government organisations
- members of parliament
- community
- media
- insurers
- self-insurers
- rehabilitation providers
- labour relations bodies

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI602B Investigate complex issues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to research, plan and conduct investigations of occupational health and safety and/or workers compensation and/or injury management and/or workplace relations matters which may be complex and/or have potential to attract a high level of community interest. It includes researching the scope of the investigation, determining investigation issues, planning and conducting the investigation, analysing information gathered during the investigation and compiling a report.

In practice, investigating complex issues may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing resources, managing risk, etc.

This unit replaces and is equivalent to *PSPWPI602A Investigate complex issues*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research the scope of the investigation	<p>1.1 Research on industry/enterprise or issue to determine degree of <i>complexity</i> is conducted initially and throughout the investigation</p> <p>1.2 Inter-organisation relationships are identified to determine jurisdiction</p> <p>1.3 The scope of the investigation is determined in accordance with research data, and planning and implementation of the investigation are congruent with this scope</p>
2. Determine investigation issues	<p>2.1 Major investigation issues and stakeholders are identified</p> <p>2.2 <i>Barriers</i> to investigation are identified and solutions are implemented</p> <p>2.3 Potential for <i>external interest</i> or involvement is determined and dealt with in accordance with organisational policy and procedures</p>
3. Plan and conduct investigation	<p>3.1 Steps required to conduct the investigation are determined</p> <p>3.2 Resources required to conduct the investigation are identified and obtained</p> <p>3.3 The investigation timeframe is established in accordance with the organisation's guidelines</p> <p>3.4 Investigation is conducted in accordance with the organisation's policy and procedures</p>
4. Analyse information gathered during the investigation	<p>4.1 Information is analysed to identify relevant issues, inter-relationships, trends and potential impact on <i>stakeholders</i> and on similar industries</p> <p>4.2 Findings of the analysis are determined and documented in accordance with the organisation's policy and procedures</p>
5. Compile report	<p>5.1 Results of analysis of information are reported according to the organisation's policy and procedures</p> <p>5.2 The findings from analysing information are used to provide advice or develop policies or solutions which meet client needs or organisation requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- conducting investigations relating to legislative compliance
- acting ethically and professionally
- comprehending complex written information
- writing reports and recommendations requiring precision of expression
- planning
- providing justification for scope and congruency decisions, and estimating impact on similar industries
- using communication and conflict/dispute resolution
- applying time management, planning, process mapping and decision making
- adapting to changing circumstances and making decisions

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- principal legislation such as occupational health and safety, workers compensation, injury management and workplace relations
- performance standard in the legislation
- impact of hazards/issues on persons
- industry practices where applicable such as awards and enterprise agreements
- organisational policies and procedures related to compliance activities
- principles of risk management including hierarchy of controls
- technical features associated with hazards and potential risks as these relate to jurisdictional issues
- investigation methodology and techniques
- investigation management tools
- basic understanding of the Australian legal system
- aspects of civil, criminal, administrative law and jurisdictions
- organisational policy and procedures
- powers and restrictions to investigate
- rules of evidence, types of evidence
- reporting procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues
- procedures relating to lines of reporting

REQUIRED SKILLS AND KNOWLEDGE

storage of evidence

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPWPI601B Improve compliance through industry partnerships

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- investigation of complex issues in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the investigation of complex issues in workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when investigating complex issues

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating complex issues, including coping with difficulties, irregularities and breakdowns in

EVIDENCE GUIDE

routine

- investigation of complex issues in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Complexity may include*
- technical, legal, social
 - administrative
 - size - where the number of offences may be a factor in managing the investigation
 - involvement of other jurisdictions or other systems
 - level of public or political interest
 - international legislation
 - number of parties involved
- Barriers may be*
- political and community - stakeholder sensitivity
 - resources
 - geographical location
 - economic implication
 - cultural
 - language
 - availability of research data
 - availability of technical design information relevant to the investigation
- External interests may be*
- media
 - political
 - union
 - community
 - international/national industry
 - enterprise
 - academic
 - government organisations
- Stakeholders may include*
- community
 - the organisation's board
 - advisory council
 - Coroner
 - government organisations
 - managers
 - family members
 - politicians

RANGE STATEMENT

- peers
- union
- Commissioner
- employers
- designers
- manufacturers
- suppliers
- importers
- installers

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI603B Manage emerging issues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to identify, assess and respond to emerging issues that may impact on workplace occupational health and safety and/or workers compensation and/or injury management and/or workplace relations. It includes identifying issues, assessing potential impact, developing a response strategy and evaluating the effectiveness of the response.

In practice, managing emerging issues may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, managing risk, etc.

This unit replaces and is equivalent to *PSPWPI603A Manage emerging issues*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify issues	<p>1.1 The <i>environment</i> is monitored to determine <i>emerging issues</i></p> <p>1.2 Formal and informal <i>research</i> is conducted to identify emerging issues</p> <p>1.3 Issues are clarified and confirmed with <i>stakeholders</i> in accordance with legislation and organisational policy and procedures</p>
2. Assess potential impact	<p>2.1 The scope and magnitude of the impact are estimated and recorded</p> <p>2.2 The nature and consequence of the potential impact are determined and used to develop a response strategy</p>
3. Develop a response strategy	<p>3.1 <i>Response options</i> are identified and prioritised in accordance with legislation and organisational policy and procedures</p> <p>3.2 A response strategy is chosen that best addresses the impact in consultation with industry stakeholders</p> <p>3.3 Performance measures to evaluate the effectiveness of the chosen response strategy are established</p> <p>3.4 The chosen response strategy is implemented</p>
4. Evaluate effectiveness of the response	<p>4.1 An <i>evaluation plan</i> is developed and documented</p> <p>4.2 The response strategy is evaluated against the predetermined performance measures</p> <p>4.3 The response strategy is modified on the basis of the evaluation if required</p> <p>4.4 The results of the evaluation are communicated to relevant stakeholders</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

conducting research and analysis

conducting evaluations

communicating with a range of audiences, requiring adaptation of style and language

questioning to confirm understanding

interpreting complex information

preparing written reports requiring formal structure and language

responding to diversity, including isability and gender

using computers

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

occupational health and safety, workers compensation, injury management and/or
workplace relations legislation

evaluation procedures

organisational policy and procedures

industry standards

codes of practice

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV602B Establish and maintain strategic networks

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT604B Manage change

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPWPI601B Improve compliance through industry partnerships

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of emerging issues in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing emerging issues

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing emerging issues, including coping with difficulties, irregularities and breakdowns in routine

EVIDENCE GUIDE

- management of emerging issues in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Environments may include

- industry
- workplace
- political
- social
- international
- national
- statewide
- community

Emerging issues may include

- changes in work practices
- industry developments
- changes in work hire arrangements
- technological change
- political imperatives
- accident and incident data
- community concerns
- legislative changes
- emergency incidents
- court rulings

Research may include

- methods
- work practices
- resources required
- statistical analysis
- industry networks
- observations
- operational experience
- information exchange
- industry reference groups

Stakeholders may include

- community
- the organisation's board
- advisory council
- government organisations
- managers
- politicians

RANGE STATEMENT

- union
 - Commissioner
 - Minister
 - employers
 - employees
 - designers
 - manufacturers
 - installers
 - suppliers
 - importers
 - hirers
- Response options may include*
- educational activities
 - advice
 - enforcement activities
 - consultation
 - targeted compliance campaigns
 - community awareness program
 - media release/campaign
 - development and/or distribution of publications
 - recommend legislative changes
 - commissioned research
 - political
 - information technology
- Evaluation plan may include*
- validity and reliability of performance measures and evaluation process
 - resources
 - data collection
 - reporting mechanisms

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI604B Represent and promote the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to represent and promote the organisation in different settings by using a range of communication strategies to achieve desired outcomes. It includes representing the organisation, using communication strategies to achieve desired outcomes and building and maintaining networks and relationships.

In practice, representing and promoting the organisation may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, persuading and influencing opinion, etc.

This unit replaces and is equivalent to PSPWPI604A Represent and promote the organisation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Represent the organisation	<p>1.1 A professional image of the organisation is <i>promoted</i> in accordance with the organisation's policy and procedures</p> <p>1.2 Information on issues, policies and practices is adapted for different audiences in terms of its range, depth and form of presentation, and is communicated orally and in writing</p> <p>1.3 Advice is developed and provided within the area of responsibility in accordance with organisational policy and procedures</p> <p>1.4 Feedback is obtained on clients' levels of understanding and additional information or explanation is used to clarify issues if required</p>
2. Use communication strategies to achieve desired outcomes	<p>2.1 <i>Communication strategies</i> are tailored to the audience and the context</p> <p>2.2 Communication strategies and content are adjusted in response to feedback from clients</p> <p>2.3 When additional personnel are needed to assist with a strategy, they are briefed on the expected outcomes and their role/responsibilities in achieving them</p> <p>2.4 Clients are advised of processes and timelines for receiving information when issues are referred to others for interpretation/advice on complex matters</p>
3. Build and maintain networks and relationships	<p>3.1 Time is allocated to establish and maintain <i>networks</i> and work relationships</p> <p>3.2 Information, key people and networks are identified and accessed to assist in achieving work outcomes</p> <p>3.3 Communication channels are established/maintained and information and ideas are exchanged to provide benefits for clients and the organisation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- communicating with a range of audiences, requiring adaptation of style and language
- questioning to confirm understanding
- interpreting complex written materials
- presenting information
- chairing/facilitating groups
- using mediation
- undertaking negotiation/conflict resolution
- responding to diversity, including disability and gender

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- organisational policy, procedures and legislation
- organisational code of conduct
- the industry

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV602B Establish and maintain strategic networks

PSPGOV604A Foster leadership and innovation

PSPGOV605A Persuade and influence opinion

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT605B Manage diversity

PSPMNGT613A Develop partnering arrangements

PSPWPI601B Improve compliance through industry partnerships

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- representation and promotion of the organisation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector, the organisation and workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when representing and promoting the organisation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

EVIDENCE GUIDE

work practice and replicates the range of conditions likely to be encountered when representing and promoting the organisation, including coping with difficulties, irregularities and breakdowns in routine

- representation and promotion of the organisation in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- | | |
|---|---|
| <i>Groups to which the organisation is promoted may include</i> | <ul style="list-style-type: none"> • formal and informal gatherings • internal and external clients • professional networks • managers • political groups |
| <i>Desired outcomes may include</i> | <ul style="list-style-type: none"> • improved compliance with legislation • greater awareness of occupational health and safety and/or injury management and/or workers compensation and/or workplace relations issues • improved networks • enhanced information sources • improved image of the organisation • promotion and marketing of the services provided by the organisation |
| <i>Communication strategies may include</i> | <ul style="list-style-type: none"> • presentations • promotions • marketing • answering and conveying descriptions, explanations and instructions • consulting and advising • structured interviewing • discussions • negotiating • conflict resolution • chairing and/or participating in meetings • briefings • counselling • advocacy |
| <i>Networks include</i> | <ul style="list-style-type: none"> • formal and informal information groups which are directly related to work activities or make a valuable contribution to effective performance |

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI605B Audit management systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to undertake audits of workplace occupational health and safety and/or workers compensation and/or injury management and/or workplace relations and other management systems. It includes planning, organising and undertaking an audit; and evaluating, recording and providing advice on audit results.

In practice, auditing management systems may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, managing evaluations, etc.

This unit replaces and is equivalent to *PSPWPI605A Audit management systems*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan, organise and undertake audit	<p>1.1 The <i>resources</i> required to <i>conduct</i> the <i>audit</i> are identified and obtained</p> <p>1.2 The <i>relevant parties</i> are consulted and informed of <i>audit plans</i> in accordance with the organisation's policy and procedures</p> <p>1.3 The environment is assessed for personal safety</p> <p>1.4 The environment is assessed to ensure that it permits the audit to be fair, valid and reliable</p> <p>1.5 The audit arrangements and requirements are explained to the persons involved in the audit and to the relevant parties, and their understanding of the purpose and processes is confirmed</p> <p>1.6 <i>Documents</i> are sighted and all other evidence specified in the <i>audit procedure</i> is gathered in accordance with the organisation's policy and procedures and confidentiality is maintained</p>
2. Evaluate audit results	<p>2.1 <i>Evidence</i> gathered is evaluated for reliability, validity, authenticity, sufficiency, currency, and consistency in the achievement of the specific standards</p> <p>2.2 The <i>assessment</i> decision is made in accordance with the purpose and objectives of the audit</p> <p>2.3 Guidance is sought if in doubt, from a more experienced auditor/s</p>
3. Record audit results	<p>3.1 The audit results are recorded and processed in accordance with organisational auditing procedures</p> <p>3.2 Access to the audit records is provided only to authorised personnel</p> <p>3.3 Confidentiality of the audit outcome is maintained</p>
4. Provide advice on audit results	<p>4.1 Audit results are discussed and confirmed with the persons involved in the audit</p> <p>4.2 Feedback including advice on corrective action/s required is given to persons involved in the audit</p> <p>4.3 Any audit decision that may be disputed is reported in accordance with the organisation's policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying risk management principles
- working with a variety of professionals
- paying attention to detail
- implementing methodical and systematic approach
- using recording, testing and specialised evidence collection equipment
- auditing systems
- justifying/explaining the assessment decision and recommended corrective action
- using communication involving complex exchanges of oral information, reading and analysing complex and formal documents
- responding to diversity, including disability and gender

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- risk management principles
- legislation, codes, standards
- management systems
- powers of inspector, jurisdiction
- use of audit/assessment tools
- industry practices and procedures
- quality management principles
- organisational auditing procedures
- management system principles

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management systems audited in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when auditing management systems

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when auditing management systems, including coping with difficulties, irregularities and breakdowns in routine
- management systems audited in a range of (3 or more) contexts

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(or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Resources required to conduct the audit may include

- financial, such as:
 - budget allocations
 - travelling/subsistence allowances
 - motor vehicle hire
- physical, such as:
 - motor vehicles
 - measuring equipment
 - photographic equipment
 - computer equipment
 - office location
 - personal protective equipment
 - telephone equipment
 - stationery
 - documentation (eg standards)
 - electronic recording equipment
 - office communication equipment

Audits may be conducted by

- an auditor working on his/her own
- a team comprising subject technical knowledge expert/s and a lead auditor
- an auditor working in conjunction with an experienced auditor, trainer and/or supervisor

Audit may include

- assessment
- examination/test
- structured inspection of workplaces to validate management systems
- national/state or other relevant assessment instruments
- results of internal and external monitoring

Relevant parties may include

- the auditors
- key members/representatives of the organisation being audited
- nominated contact person/s
- managers concerned with the unit/section being audited
- audit manager
- audit team leader

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- audit team members
 - project manager
 - employer association
 - employee association
 - community groups
 - industrial commission
 - insurance companies
 - employer
 - employee
 - principal contractor
- Audit plan may address*
- the scope, purpose and objectives of the audit
 - competency of auditor/s
 - recordkeeping and processing arrangements
 - evaluation and review mechanisms
 - quality assurance methods
 - legislation
 - codes of practice
 - standards
 - guidance materials
 - benchmarks
- Documents may include*
- electronic databases
 - videos
 - intra/internet sites
 - training/learning programs
 - photographs
 - written information
- Audit procedure may specify*
- recording procedure
 - audit methods used
 - evidence required
 - location
 - timing of audit
- Evidence may include*
- documented instruction relating to the performance of tasks
 - sets of oral/written/computer-based questions
 - checklists
 - logbooks
 - working guides
 - manuals
 - technical reports
 - standard operating procedures/work method statements
 - policies and procedures

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Assessment methods may include

- employer/employee records
- contractor records
- third party records
- use of technology
- outcome of interviews
- outcome of focus groups
- direct observation of performance
- practical tasks
- written/oral/computer-based questioning
- consideration of third party reports
- consideration of authenticated prior achievements
- use of measuring and testing equipment
- combination of methods
- statistical data relating to safety and health injury/disease and/or workplace relations

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPI606B Contribute to the development and revision of legislation and related documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the competency to participate as an individual or as a team member in the development and revision of legislation, regulations, policy, procedures, standards, codes of practice and guidance material. It includes providing guidance to stakeholders, participating in development and evaluation activities, and communicating progress and outcomes to stakeholders.

In practice, contributing to the development and revision of legislation and related documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, developing policy, providing policy advice etc.

This unit replaces and is equivalent to PSPWPI606A Contribute to the development and revision of legislation and related documents.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Provide guidance to stakeholders

- 1.1 Information and advice on the relevant acts, regulations, policies, procedures, codes of practice, standards and guidelines is provided in accordance with organisational policy and procedures
- 1.2 Documentation is provided that supports the information and advice given
- 1.3 Advice on organisational policy is communicated in a manner that addresses the requirements of *stakeholders* and reflects consideration of all *relevant issues*

2. Participate in development and evaluation activities

- 2.1 Work is completed to evaluate the effectiveness of relevant *legislation*, policies, procedures, codes of practice and standards in accordance with organisational requirements
- 2.2 Trends are identified, analysed and communicated to stakeholders to be used as input in the development and revision of legislation, policies, procedures, codes of practice and standards
- 2.3 Organisational policy development and revision activities are undertaken in accordance with organisational requirements

3. Communicate progress and outcomes to stakeholders

- 3.1 Progress *report/s* are provided to relevant stakeholders in accordance with agreed timelines
- 3.2 Comments are collected, analysed and communicated to others involved in the development and revision processes
- 3.3 Final report and recommendations are communicated to relevant stakeholders for action and/or implementation in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using a range of communication methods including advice and discussion involving complex exchanges of oral information
- adjusting communication strategies to meet the needs of different target audiences
- reading and explaining complex and formal documents such as legislation, regulations, policy etc
- providing explanation of why/how the supporting documents support advice given
- responding to diversity, including disability and gender
- applying analysis methods and technique
- undertaking negotiation and conflict resolution
- working in/with a team

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- occupational health and safety legislation
- workers compensation legislation
- injury management legislation
- workplace relations legislation
- industry
- technical
- organisational structure
- organisational policy and procedures

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPGOV606A Prepare high-level/sensitive written materials

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT609B Formulate business strategies

PSPPOL601A Develop public policy

PSPPOL602A Provide policy advice

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- contribution to the development/revision of legislation and related documents in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when contributing to the development and revision of legislation and related documents

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be

EVIDENCE GUIDE

encountered when contributing to the development and revision of legislation and related documents, including coping with difficulties, irregularities and breakdowns in routine

- contribution to the development/revision of legislation and related documents in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Stakeholders may include*
- organisational staff
 - unions
 - Minister
 - other government departments
 - employer organisation
 - ministerial and other advisory councils
 - advisory boards
 - organisational board of management
 - management
 - industry
 - community
 - non-government organisations
 - safety committees
 - health and safety representatives
- Relevant issues may include*
- government policy
 - community expectations
 - workplace relations processes
- Legislation and policy may also include*
- procedures
 - industry standards
 - codes of practice
 - guidance notes
- Reports may be*
- formal
 - informal
 - written
 - verbal

Unit Sector(s)

Not applicable.

Competency field

Competency field Workplace Inspection

PSPWPR401A Process incoming workplace relations enquiries

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to process incoming workplace relations enquiries. It includes the timely and prescribed response to calls and emails using information and communications technology and systems, and the completion of associated recording and reporting tasks.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people processing incoming workplace relations queries may be working:</p> <ul style="list-style-type: none"> • as first line response staff in an advisory body, providing general advice to external clients, such as employees, employers, human resources staff and union members • in the human resources division of an organisation, providing advice in response to internal queries.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for processing incoming workplace relations queries.</p>	<p>1.1. Workstation is ergonomically adjusted to comply with health and safety requirements.</p> <p>1.2. Features and operation of <i>information and communication technology and systems</i> are identified and understood.</p> <p>1.3. Scripts or call guides are located, reviewed to identify variations, and practised as necessary.</p> <p>1.4. <i>Key performance indicators</i> are identified and understood.</p> <p>1.5. Recording and reporting requirements are identified and understood.</p>
<p>2. Process incoming workplace relations telephone queries.</p>	<p>2.1. Incoming calls are answered using appropriate <i>telephone techniques</i> according to <i>workplace procedures</i>.</p> <p>2.2. Call details required for organisational records are obtained and noted according to workplace procedures.</p> <p>2.3. Abusive or aggressive calls are referred or terminated according to workplace procedures.</p> <p>2.4. Calls requiring referral are placed on hold and transferred according to workplace procedures.</p> <p>2.5. Calls are finalised and details recorded according to workplace procedures.</p> <p>2.6. Calls and recording requirements are managed to ensure performance targets are met.</p>
<p>3. Process incoming written workplace relations enquiries.</p>	<p>3.1. Incoming <i>correspondence</i> is acknowledged and details of timeframe for response are given according to workplace procedures.</p> <p>3.2. Written correspondence details required for organisational records are obtained and noted according to workplace procedures.</p> <p>3.3. Written correspondence requiring referrals are forwarded and details of transfer sent to the enquirer.</p> <p>3.4. Written correspondence is finalised and details are recorded according to workplace procedures.</p> <p>3.5. Correspondence and recording requirements are managed to ensure key performance indicators are met.</p>
<p>4. Complete records and generate system</p>	<p>4.1. Records are checked to ensure that relevant details are included.</p>

ELEMENT	PERFORMANCE CRITERIA
reports.	4.2.Periodic system reports are generated and processed according to workplace requirements. 4.3.Manual records are created during information and communications systems down time and transferred to appropriate software system as soon as possible.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
 - provide effective customer service
 - relate to people from diverse backgrounds and with diverse needs
- language and literacy skills to:
 - read, interpret and apply workplace procedures and guidelines, including scripts and call guides
 - communicate clearly both verbally and in writing
 - complete required records and reports
- telephone techniques to:
 - handle enquiries using an appropriate manner and tone
 - select appropriate language with reference to enquirers' cultural or disability needs
 - transfer and refer callers
 - deal with abusive and aggressive callers in an appropriate manner
- customer service skills
- self-management skills to apply workplace procedures and policies in relation to handling workplace relations queries
- time-management skills to:
 - efficiently address enquiries
 - facilitate management of enquiry queue
- technology skills to:
 - use communication technology and systems
 - transfer manual records to client-management software system
- communication skills to:
 - provide effective customer service
 - apply relevant client-management procedures when processing enquiries

Required knowledge

- workplace policies and procedures, including OHS requirements and ergonomics
- features and operation of information and communications technology and systems
- electronic and manual recording and reporting systems and procedures
- appropriate use of resources

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply ergonomic and health and safety principles to the set-up and use of workstation and equipment • operate telephony and client-management software systems effectively • apply relevant client-management procedures to process enquiries to the required quality and productivity standards • apply procedures for referral and escalation of enquiries • produce system records and reports to the required standards. <p>Consistency in performance</p> <p>Competency should be demonstrated by processing a range of enquiries, including both written and verbal enquiries.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client-management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about features and use of telephony and relevant client-management software • observation of candidate processing a range of incoming enquiries in various formats, including at least two of the following: phone calls, emails, letters (by fax or mail), and online enquiries • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions</p>

EVIDENCE GUIDE	
	to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information and communication technology and systems</i> may include:</p>	<ul style="list-style-type: none"> • telephony • proprietary client-management software • fax • email • webinar • online forums • specialised computer programs • contact centre management systems • online learning.
<p><i>Key performance indicators</i> may include:</p>	<ul style="list-style-type: none"> • number of calls answered • wait time • call time • after call time (record completion) • quality of response and outcome.
<p><i>Telephone techniques</i> may include:</p>	<ul style="list-style-type: none"> • call answering timeframe • standard greetings and introductions • hold and transfer protocols • call back protocols • call finalisation protocols.
<p><i>Workplace procedures</i> may include those relating to:</p>	<ul style="list-style-type: none"> • OHS • code of conduct • conflict of interest • recording and reporting • use of resources • privacy and privacy disclaimers • referrals.
<p><i>Correspondence</i> may include:</p>	<ul style="list-style-type: none"> • emails • faxed letters • mailed letters • online queries.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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PSPWPR402A Respond to general workplace relations enquiries

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competencies required to respond to enquiries about general workplace relations matters. It includes clarifying the enquiry, accessing standard information and providing general advice according to the level of authority.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people responding to enquiries may be working:</p> <ul style="list-style-type: none"> • as first line response staff in an advisory body, providing general advice to external clients, such as employees, employers, human resources staff and union members • in the human resources division of an organisation, providing advice in response to internal queries.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare to respond to workplace relations enquiries.</p>	<p>1.1. <i>Scope of authority</i> to give information and advice is identified and interpreted.</p> <p>1.2. Understanding of role and responsibilities is confirmed with relevant manager.</p> <p>1.3. Frequently asked questions are identified and standard responses noted.</p> <p>1.4. Procedures for enquiries falling outside scope of authority are identified and interpreted.</p> <p>1.5. Information sources are identified and different types of information are located and reviewed to facilitate timely retrieval.</p>
<p>2. Clarify the details of enquiries.</p>	<p>2.1. Nature of <i>workplace relations enquiry</i> is established by listening and paraphrasing according to <i>workplace procedures</i>.</p> <p>2.2. Details of enquiry are elicited using appropriate questioning techniques.</p> <p>2.3. <i>Communication</i> with clients is managed according to workplace procedures.</p> <p>2.4. Potential conflict of interest is identified and where conflict exists, the issue is referred according to workplace procedures.</p>
<p>3. Provide relevant information.</p>	<p>3.1. <i>Workplace relations information</i> is researched and confirmed as relevant to enquiry.</p> <p>3.2. Workplace relations information is relayed in a clear, concise manner appropriate to enquirer's needs.</p> <p>3.3. Client enquiries arising from relayed information are answered within scope of authority.</p> <p>3.4. Complex queries and difficult calls are referred to appropriate persons according to workplace procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
 - provide effective customer service
 - relate to people from diverse backgrounds and with diverse needs
- teamwork skills to:
 - ensure consistent responses and timely escalation of issues
 - develop skills and knowledge in responding to enquiries
- time-management skills to:
 - efficiently address enquiries
 - facilitate management of enquiry queue
- communication skills, including:
 - telephone techniques
 - active listening
 - paraphrasing
 - questioning skills
 - ability to adapt communication style to suit audience
 - substituting technical jargon with plain English
 - assertive communication
 - conflict resolution
- language and literacy skills to:
 - identify frequently asked questions and apply standard responses
 - access standard information from enquirer and clarify enquiry
 - locate, research and interpret workplace relations information
 - write and report
- technology skills to operate information and communications technology and software systems
- learning skills to stay abreast of workplace relations legislative changes and outcomes from court related matters
- self-management skills to recognise problems or issues
- problem-solving skills to deal with enquirers with sometimes complex queries
- planning and organising skills to:
 - keep records
 - manage files
 - plan and prioritise work

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- workplace policies and procedures, including scope of authority of own role
- workplace relations framework
- relevant federal, state or territory, and local legislation relating to:
 - workplace relations
 - OHS
 - human rights and equal employment opportunity
 - privacy
- workplace relations information and issues, including:
 - types of employment
 - rights, roles and responsibilities of parties in an employment relationship
 - conditions and entitlements
 - transitional arrangements
 - union issues
 - factors indicating compliance, non-compliance and breach of workplace relations legislation
- features and operation of information and communications technology and systems
- electronic and manual recording and reporting systems and procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	Competency must be demonstrated by responding to a range of general workplace enquiries
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply scope of authority and refer or escalate enquiries that fall beyond scope • locate and use information sources to provide relevant response to enquiries • apply communication strategies to ensure responses to enquiries meet quality and productivity standards • provide responses to a range of enquiries from diverse enquirers. <p>Consistency in performance</p> <p>Competency should be demonstrated by responding to a range of enquiries, including both written and verbal enquiries.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client-management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questioning about relevant legislation, the workplace relations framework, and workplace relations information and issues • observation of the candidate responding to a range of incoming enquiries from diverse enquirers about a variety of common workplace relations issues • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency</p>

EVIDENCE GUIDE	
	that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Scope of authority</i> may include that relating to:</p>	<ul style="list-style-type: none"> • definitions of types of enquiry to be accepted and types to be referred, including details of appropriate persons for referral • details of type, level and format of advice to be given, including: <ul style="list-style-type: none"> • sources of information to be used for advice • restrictions on variations to prescribed advice.
<p><i>Workplace relations enquiries</i> may relate to:</p>	<ul style="list-style-type: none"> • legislation, codes and national standards relevant to the workplace • relevant employment contracts and industrial instruments.
<p><i>Workplace procedures</i> may include those relating to:</p>	<ul style="list-style-type: none"> • OHS • code of conduct • recording and reporting • privacy and privacy disclaimers • scope of authority • referral • conflict of interest.
<p><i>Communication</i> may be oral or written and may include:</p>	<ul style="list-style-type: none"> • using correct scripts and acceptable variation from scripts • using plain English • using interpreters • establishing rapport while remaining impartial • adapting communication to suit audience • using assertive communication.
<p><i>Workplace relations information</i> may include:</p>	<ul style="list-style-type: none"> • workplace conditions and entitlements, including: <ul style="list-style-type: none"> • maximum weekly hours of work • leave, including: <ul style="list-style-type: none"> • annual leave • parental leave and related entitlements • personal/carer's leave and compassionate leave • community service leave

RANGE STATEMENT

- long service leave
 - requests for flexible working arrangements
 - public holidays
 - notice of termination and redundancy pay
 - minimum wages
- rights, roles and responsibilities of individuals or groups, including:
 - employers
 - employees
 - Fair Work Australia
 - state industrial relations commissions
 - unions
 - independent contractors
- legislation, codes and standards relevant to the workplace, such as:
 - Fair Work Act 2009
 - Independent Contractors Act 2006
 - Australian Workplace Relations Act 1996
 - Public Service Act 2008
 - Public Service Regulation 2008
 - state public sector management legislation
 - award and enterprise agreements and relevant industrial instruments
 - transitional arrangements
 - other relevant federal, state or territory, and local legislation relating to:
- OHS
- human rights and equal employment opportunity
- industrial relations
- immigration
- superannuation
- workers compensation
- long service leave
 - relevant industry codes of practice
 - note: legislation, codes and standards are subject to change and current relevant versions should be researched
- relevant employment contracts or industrial instruments, such as:

RANGE STATEMENT

	<ul style="list-style-type: none"> • employee collective agreement (ECA) • union collective agreement (UCA) • employee greenfield agreement (EGA) • union greenfield agreement (UGA) • Australian workplace agreement (AWA) • individual transitional employment agreement (ITEA) • enterprise bargaining agreement (EBA) • notional agreement preserving state award (NAPSA) • preserved state agreement (PSA) • enterprise agreement • multi enterprise agreement • single enterprise agreement • multiple business agreement (MBA) • common law contract (CLC) • federal award • state award • contract for award-free employees.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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PSPWPR403A Support the provision of workplace relations information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to ensure that the provision of workplace relations information is current, relevant and effectively communicated. It includes researching and maintaining up-to-date knowledge of workplace relations matters; seeking and implementing continuous improvement in personal response capability; producing and reviewing system records and reports; and contributing to team discussions on process improvement.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people supporting the provision of workplace relations information may be working:</p> <ul style="list-style-type: none"> • as first line response staff in an advisory body, providing general advice and information to external clients, such as employees, employers, human resources staff and union members • in the human resources division of an organisation, providing advice in response to internal queries.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Develop workplace relations knowledge.</p>	<p>1.1. Current and historical information on workplace relations framework and legislation is sourced, reviewed, interpreted and confirmed.</p> <p>1.2. Changes to workplace relations framework and legislation are <i>monitored</i>, interpreted and applied.</p> <p>1.3. Personal knowledge gaps are identified and appropriate training or information is sought in consultation with relevant manager.</p> <p>1.4. Complex issues are referred to senior staff and reviewed to develop knowledge.</p>
<p>2. Develop enquiry response capability.</p>	<p>2.1. Roles and responsibilities of various <i>stakeholders</i> in workplace relations matters are identified and confirmed with colleagues and relevant managers.</p> <p>2.2. Common concerns and issues of various stakeholders in workplace relations matters, and past resolution details, are researched and interpreted to inform response to enquiries.</p> <p>2.3. Difficulties in providing information are resolved promptly or referred to appropriate persons according to organisational policies.</p> <p>2.4. Strategies for effective communication with <i>diverse enquirers</i> are researched, validated and implemented.</p>
<p>3. Interpret and communicate workplace relations information.</p>	<p>3.1. Clients and colleagues are assisted to interpret the legislative requirements of workplace relations framework.</p> <p>3.2. Compliance with workplace relations is promoted with relevant colleagues, stakeholders and groups.</p>
<p>4. Produce and monitor required records and reports.</p>	<p>4.1. Enquiry records are completed, checked for accuracy and reviewed to identify trends and information gaps.</p> <p>4.2. Records of referred enquiries are monitored to ensure resolution is achieved.</p> <p>4.3. System reports are produced according to workplace requirements.</p>
<p>5. Contribute to improvements in information provision.</p>	<p>5.1. Call trends are discussed with colleagues and relevant managers and response options are considered and applied.</p> <p>5.2. Appropriate persons are notified of gaps in information resources.</p>

ELEMENT	PERFORMANCE CRITERIA
	5.3.Call management strategies are shared with colleagues and relevant managers, and suggestions for improvement are suggested, solicited and incorporated into work processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
 - research and study complex documents
 - produce and review records and reports
 - participate in and contribute to team meetings
 - manage files
- self-management skills to:
 - assess own capabilities to adequately respond to enquiries
 - identify own learning and knowledge gaps
- learning skills to seek and implement continuous improvement in response capability
- interpersonal skills to use a range of strategies to communicate effectively with *diverse enquirers*
- teamwork skills to contribute to team discussions on process improvement
- planning and organisational skills to:
 - plan and prioritise work
 - handle queries efficiently
 - determine when it is appropriate to escalate response
- problem-solving skills to recognise problems or issues

Required knowledge

- workplace policies and procedures in relation to context of information being sought
- workplace relations framework
- relevant federal, state or territory, and local legislation relating to:
 - workplace relations
 - OHS
 - human rights and equal employment opportunity
 - privacy
- workplace relations information and issues, including:
 - types of employment
 - rights, roles and responsibilities of parties in an employment relationship
 - anti-discrimination
 - conditions and entitlements
 - transitional arrangements

REQUIRED SKILLS AND KNOWLEDGE

- | |
|---|
| <ul style="list-style-type: none">• union issues• factors indicating compliance, non-compliance and breach of workplace relations legislation• features and operation of information and communications technology and systems• electronic and manual recording and reporting systems and procedures |
|---|

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • locate, interpret and apply relevant workplace relations information • communicate workplace relations information effectively to diverse stakeholders • identify gaps in personal knowledge and access information to improve understanding • monitor changes to workplace relations information • contribute to process improvements. <p>Consistency in performance</p> <p>Competency should be demonstrated by participation in a range of activities to improve personal and organisational ability to provide appropriate workplace relations information effectively to diverse stakeholders.</p>
<p>Context of and specific resources for assessment</p>	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
<p>Guidance information for assessment</p>	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about location of workplace relations information, identification of knowledge gaps, activities undertaken to improve knowledge and ability, and strategies for monitoring changes in workplace relations information • observation of the candidate participating in team meetings and contributing to process improvement • feedback from peers and/or supervisor that the candidate consistently seeks to improve the provision of workplace relations information

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Monitoring workplace relations information may involve:

- participation in team meetings
- regular review of staff bulletins, memos and emails
- subscription to and review of:
 - relevant publications
 - internet news services
 - relevant website updates
- research into current trends and issues.

Stakeholders may include:

- employees
- employers
- trainees and apprentices
- employee representatives
- employer representatives
- union representatives.

Diverse enquirers may include:

- union members, representatives and officials
- employer associations
- employment agencies
- trainees and apprentices
- young people
- people with a first language other than English
- human resource and legal professionals
- bargaining agents
- students
- vulnerable people or their guardians
- people with disabilities
- employers
- employees.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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PSPWPR501A Provide advice on complex workplace relations issues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to provide advice on complex workplace relations issues, which may be received directly from clients or referred from internal colleagues. It includes defining, clarifying and analysing the issue; identifying the nature and extent of advice required; researching, analysing and applying relevant historical records and legal information; consulting with experts; and preparing appropriate advisory reports and information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people responsible for applying workplace relations dispute-resolution processes may be working as a:</p> <ul style="list-style-type: none"> • senior researcher or advisor in an advisory organisation • workplace relations inspector or investigator • senior human resources officer.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Analyse and clarify complex workplace relations issues.</p>	<p>1.1. <i>Complex workplace relations issues</i> are reviewed to identify relevant <i>stakeholders</i> and potential conflict of interest, and where conflict exists the issue is referred according to workplace procedures.</p> <p>1.2. Recorded details of complex workplace relations issues are identified, and advice given and action taken to date are reviewed.</p> <p>1.3. Internally escalated issues are clarified with relevant personnel.</p> <p>1.4. Client and relevant stakeholders are contacted according to workplace procedures to clarify and expand on details of complex issues.</p> <p>1.5. Clear definition of the issue, and the <i>nature and extent of information</i> required to assist with its resolution, are discussed and agreed with relevant stakeholders.</p>
<p>2. Research information applicable to complex issues.</p>	<p>2.1. Historical organisational records of similar or related issues are researched and information applicable to current issue is analysed and recorded.</p> <p>2.2. <i>Relevant legal documentation</i> is researched and application to current issue is analysed and recorded.</p> <p>2.3. Expert legal advice on aspects of complex issues is sought according to workplace procedures.</p> <p>2.4. Information is evaluated, integrated and recorded to form the factual and impartial basis of advice to be given.</p> <p>2.5. Nature and extent of advice are checked against agreed scope.</p> <p>2.6. Validation of advice is sought from colleagues, relevant manager or expert according to workplace procedures.</p>
<p>3. Provide advice and information.</p>	<p>3.1. Validated advice is incorporated into records and reports according to client requirements and workplace procedures.</p> <p>3.2. Queries relating to advice are responded to promptly and effectively.</p> <p>3.3. Researched information is documented and shared with colleagues according to workplace requirements.</p> <p>3.4. System records and reports are completed and processed according to workplace requirements.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
 - communicate impartially and diplomatically with diverse stakeholders, including conducting open discussions and using appropriate questioning techniques
 - read, interpret and communicate historic records, case law, legislation, regulations, policies, procedures and guidelines relating to workplace relations
 - prepare records, written reports and correspondence containing information that is impartial, validated, accurate and complete
- time-management skills to plan and prioritise work
- interpersonal and teamwork skills to:
 - work as a member of a team
 - consult and provide advice
- planning and organising skills to administer and manage records and files

Required knowledge

- historical records and legal information relevant to particular workplace relations issues
- workplace relations framework
- workplace relations legislation at federal and state levels, including conditions and entitlements
- roles and responsibilities of stakeholders, including employers, employees, unions and advisory bodies
- organisational policies and procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • analyse complex workplace relations issues • research legislation, including common and case law, to identify appropriate and accurate responses • seek expert legal advice as required • communicate complex workplace relations information in plain English to diverse stakeholders. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing advice on a range of complex workplace relations enquiries involving:</p> <ul style="list-style-type: none"> • a variety of types of industrial instruments • a range of issues regarding conditions and entitlements • diverse enquirers.
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about: <ul style="list-style-type: none"> • workplace relations information sources • case law applicable to complex workplace relations enquiries • range of expert advice available • examples of complex workplace relations issues • observation of the candidate providing advice on a range of complex workplace relations issues to diverse enquirers • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures

EVIDENCE GUIDE

- review of records completed by candidate or reports of performance.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Complex workplace relations issues may relate to:

- making, varying or terminating a workplace agreement
- operational and notification requirements
- award coverage
- wage rates
- conditions and entitlements of employment
- incorrect record keeping
- unfair or unlawful termination
- discrimination
- OHS
- working conditions
- redundancy
- training
- superannuation.

Stakeholders may include:

- employees
- employers
- trainees and apprentices
- employee representatives
- employer representatives
- union representatives
- employer associations.

Nature and extent of information may include:

- proof of identity
- business name
- employer association
- constitutional corporation
- industry
- duties and occupations
- business pre and post-reform
- parties involved.

Relevant legal documentation may include:

- case law and historical information
- legislation, codes and standards relevant to the workplace, such as:
 - Workplace Relations Act 1996

<p><i>Nature and extent of information</i> may include:</p>	<ul style="list-style-type: none"> • proof of identity • business name • employer association • constitutional corporation • industry • duties and occupations • business pre and post-reform • parties involved.
	<ul style="list-style-type: none"> • workplace relations regulations • Fair Work Act 2009 • Independent Contractors Act 2006 • other relevant federal, state or territory, and local legislation relating to: • OHS • human rights and equal employment opportunity • industrial relations • superannuation • workers compensation • long service leave <ul style="list-style-type: none"> • relevant industry codes of practice • note: legislation, codes and standards are subject to change and current relevant versions should be researched • relevant awards, employment contracts or industrial instruments, such as: <ul style="list-style-type: none"> • employee collective agreement (ECA) • union collective agreement (UCA) • employee greenfield agreement (EGA) • union greenfield agreement (UGA) • Australian workplace agreement(AWA) • individual transitional employment agreement (ITEA) • enterprise bargaining agreement (EBAs) • multiple business agreement (MBA) • common law contract (CLC) • notional agreement preserving state award (NAPSA) • preserved state agreement (PSA) • enterprise agreement • multi enterprise agreement • single enterprise agreement • greenfields agreement • federal award

<i>Nature and extent of information</i> may include:	<ul style="list-style-type: none"> • proof of identity • business name • employer association • constitutional corporation • industry • duties and occupations • business pre and post-reform • parties involved.
	<ul style="list-style-type: none"> • state award • contract for award-free employees.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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PSPWPR502A Manage compliance with workplace relations legislation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to administer and manage compliance with workplace relations legislation and provide consultation and advice to those with this responsibility. It includes evaluating workplace conditions and entitlements to assess compliance or non-compliance with relevant workplace relations legislation, examining issues of non-compliance, and selecting strategies that could be implemented to contribute to compliance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people responsible for administering and managing compliance with workplace relations legislation may be working as:</p> <ul style="list-style-type: none">• researcher or advisor in advisory organisations• workplace relations issues inspector or investigator• senior human resources officer with responsibility for compliance with workplace relations and other employment legislation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Assess compliance of workplace conditions and entitlements with workplace relations legislation.</p>	<p>1.1. Current, relevant <i>workplace relations legislation and guidance information</i> are accessed and interpreted.</p> <p>1.2. <i>Workplace conditions and entitlements</i> are evaluated and factors that may constitute non-compliance with workplace relations legislation are identified.</p> <p>1.3. Information that will assist in the assessment of a potential or possible breach is gathered and recorded as necessary.</p> <p>1.4. Potential or possible breaches of legislation and possible outcomes and courses of action are identified and referred to appropriate persons for timely action.</p> <p>1.5. Assessment of potential or possible breach is recorded and reported according to organisational and legislative requirements.</p>
<p>2. Review non-compliant workplace conditions and entitlements and propose resolution strategies.</p>	<p>2.1. Information that assists in the assessment of non-compliance is gathered from <i>advisory materials, stakeholders</i> and <i>workplace documents</i> and recorded according to organisational policies and procedures.</p> <p>2.2. Information is reviewed and compared to workplace relations legislative requirements to assess non-compliance.</p> <p>2.3. Urgency of non-compliance resolution is assessed and priority allocated to enable timely and effective action.</p> <p>2.4. Strategies for resolving non-compliant factors of workplace conditions and entitlements are suggested or sought from appropriate persons.</p> <p>2.5. Participation in and contribution to resolution of non-compliance is made according to organisational procedures.</p> <p>2.6. Records and reports are completed and processed according to organisational and legislative requirements.</p>
<p>3. Contribute to compliance with workplace relations legislation.</p>	<p>3.1. Compliance requirements of workplace relations legislation are communicated to relevant persons to confirm understanding and ensure consistency of interpretation and application.</p>

ELEMENT	PERFORMANCE CRITERIA
	3.2.Potential consequences of non-compliance with workplace relations legislation are conveyed using language and examples suited to individual needs. 3.3.Practices that may contribute to non-compliance are identified and addressed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
 - read, interpret and communicate legislation, regulations, policies, procedures and guidelines relating to workplace relations
 - prepare reports and correspondence containing information that is impartial, validated, accurate and complete
 - communicate impartially and diplomatically with diverse stakeholders, including conducting open discussions and using appropriate questioning techniques
- time-management skills to plan and prioritise work
- interpersonal and teamwork skills to:
 - work as a member of a team
 - consult and provide advice
- organising and planning skills to administer and manage records and files

Required knowledge

- workplace relations framework
- workplace relations legislation, including conditions and entitlements
- relevant support organisations
- common and case law
- strategies for encouraging compliance, such as:
 - advice sheets and checklists
 - transparency of workplace arrangements
- roles and responsibilities of stakeholders, including employers, employees, legal representatives, unions, advisory bodies and other government agencies
- procedures and protocols for reporting non-compliance with workplace relations legislation
- consequences of non-compliance with workplace relations legislation
- organisational policies and procedures relating to managing compliance with workplace relations legislation

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • interpret and communicate workplace relations information to diverse stakeholders • identify and assess potential breaches of workplace relations legislation • research specific details of workplace relations legislation • participate in resolution of workplace relations non-compliance issues. <p>Consistency in performance</p> <p>Competency should be demonstrated by managing, or providing consultation to the management, on a range of workplace relations non-compliance issues in a variety of contexts.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about: <ul style="list-style-type: none"> • conditions and entitlements • types of industrial instruments • common non-compliance issues and strategies for resolution • observation of the candidate assessing a variety of non-compliance issues and proposing options for resolution • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance.

EVIDENCE GUIDE	
	In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace relations legislation and guidance information may include:

- legislation, codes and standards relevant to the workplace, such as:
 - Workplace Relations Act 1996
 - workplace relations regulations
 - Fair Work Act 2009
 - Independent Contractors Act 2006
 - other relevant federal, state or territory, and local legislation relating to:
- OHS
- human rights and equal employment opportunity
- industrial relations
- immigration
- superannuation
- workers compensation
- long service leave
 - relevant industry codes of practice
 - note: legislation, codes and standards are subject to change and current relevant versions should be researched
- relevant awards, employment contracts or industrial instruments, such as:
 - employee collective agreement (ECA)
 - union collective agreement (UCA)
 - employee greenfield agreement (EGA)
 - union greenfield agreement (UGA)
 - Australian workplace agreement (AWA)
 - individual transitional employment agreement (ITEA)
 - enterprise bargaining agreement (EBAs)
 - multiple business agreement (MBA)
 - common law contract (CLC)
 - enterprise agreement
 - single enterprise agreement

RANGE STATEMENT	
	<ul style="list-style-type: none"> • multi enterprise agreement • notional agreement preserving state award (NAPSA) • preserved state agreement (PSA) • greenfields agreement • federal award • state award • contract for award-free employees.
<i>Workplace conditions and entitlements</i> may include:	<ul style="list-style-type: none"> • maximum weekly hours of work • leave, including: <ul style="list-style-type: none"> • annual leave • parental leave and related entitlements • personal/carer's leave and compassionate leave • community service leave • long service leave • requests for flexible working arrangements • public holidays • notice of termination and redundancy pay • minimum wages • any other conditions or entitlements contained in industrial instruments, legislation or employment contracts.
<i>Advisory materials</i> may be sourced from:	<ul style="list-style-type: none"> • organisational knowledge sources, such as computer databases • training manuals and modules • appropriate websites.
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • employees • employers • interested third parties • trainees and apprentices • employee representatives • employer representatives • union representatives • employer associations • government departments.
<i>Workplace documents</i> may include:	<ul style="list-style-type: none"> • contracts • knowledge articles • written advice • memos

RANGE STATEMENT

	<ul style="list-style-type: none"> • bulletins • organisational policies and procedures • guides • modules • time and wage records • rosters • manuals.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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PSPWPR503A Apply workplace relations dispute-resolution procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the competency required to resolve or advise on the resolution of workplace disputes by applying workplace relations dispute procedures that comply with relevant legislation. It includes identifying and clarifying workplace disputes, selecting and implementing resolution processes, and reporting on and evaluating the effectiveness of processes used.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people responsible for applying workplace relations dispute-resolution procedures may be working as a:</p> <ul style="list-style-type: none"> • researcher or advisor in an advisory organisation • workplace relations inspector or investigator • senior human resources officer with responsibility for compliance with dispute resolution.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify and clarify the nature of workplace disputes.</p>	<p>1.1. Potential and actual <i>workplace disputes</i> are identified, or reported disputes noted, and resolution procedures initiated according to workplace procedures.</p> <p>1.2. Facts and issues surrounding dispute are established through separate consultations with each disputing party and appropriate organisational research.</p> <p>1.3. Relevant information is documented, collated and disseminated to the disputing parties and other appropriate persons according to <i>organisational and legislative requirements</i>.</p>
<p>2. Select and explain dispute-resolution procedures.</p>	<p>2.1. <i>Dispute-resolution procedures</i> are analysed, explained to and discussed with relevant parties.</p> <p>2.2. Dispute-resolution procedures and objectives are negotiated with relevant parties and decisions are verified and documented.</p> <p>2.3. Roles and responsibilities of parties in the dispute-resolution process are determined and explained to participants.</p> <p>2.4. Dispute-resolution procedures are scheduled and initiated according to organisational and legislative requirements.</p> <p>2.5. Dispute-resolution procedures conducted by either statutory agencies or external dispute-resolution providers are analysed and explained.</p> <p>2.6. Referrals to statutory agencies or external dispute-resolution providers are made, as necessary, according to workplace procedures.</p>
<p>3. Implement dispute-resolution procedures.</p>	<p>3.1. Appropriate conduct of disputing parties during dispute-resolution procedures is explained and confirmed as understood.</p> <p>3.2. <i>Communication strategies</i> are employed during the resolution process to ensure timely progress and promote positive outcomes.</p> <p>3.3. Negotiation between parties is facilitated and supported to encourage agreement to a course of action.</p> <p>3.4. Agreed courses of action are clarified, documented and validated by all parties or reasons for failure to agree are documented and dispute-resolution procedures are closed.</p>

ELEMENT	PERFORMANCE CRITERIA
	3.5. Unresolved disputes are referred to appropriate tribunal or person according to organisational and legislative requirements.
4. Report on and evaluate resolution procedures.	4.1. Outcomes of dispute-resolution procedures are reported to relevant parties according to organisational and legislative requirements. 4.2. Outcomes are compared to objectives and any issues preventing satisfactory resolution are reviewed. 4.3. Strategies for improving the effectiveness of dispute-resolution procedures are discussed with relevant parties and reported according to organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- conflict-management skills to manage negotiations between opposing parties
- self-management skills to:
 - remain impartial and objective
 - apply information and protocols in the context of workplace relations dispute-resolution procedures
 - apply procedures relating to OHS in the context of workplace communication
- analytical skills to:
 - analyse problems
 - clarify the nature of a workplace dispute and identify appropriate resolution procedures
- interpersonal and communication skills to facilitate complex discussions and negotiations in potentially contentious situations
- language and literacy skills to:
 - research complex documents
 - communicate complex ideas and information
 - record and report on processes and outcomes

Required knowledge

- workplace relations framework
- workplace relations legislation, including conditions and entitlements
- common and case law
- roles and responsibilities of stakeholders, including employers, employees, legal representatives, unions, advisory bodies and other government agencies
- workplace policies and procedures in relation to the application of dispute-resolution procedures
- conflict resolution techniques
- legal rights and responsibilities of the parties involved in the workplace dispute

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated by the application of dispute resolution procedures</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • analyse workplace disputes • apply dispute-resolution procedures from initiation to closure • apply appropriate communication strategies to facilitate resolution • interpret and communicate workplace relations information • evaluate processes and contribute to process improvement. <p>Consistency in performance</p> <p>Competency should be demonstrated by the application of a range of dispute-resolution procedures to different disputes involving various types of industrial instruments and a range of conditions and entitlement issues.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questioning about types and application of dispute-resolution procedures and the processes involved in each • observation of the candidate applying workplace relations dispute-resolution procedures in a variety of contexts • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to</p>

EVIDENCE GUIDE	
	assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace disputes may include:

- any disagreement in industrial relations between relevant stakeholders regarding such things as:
 - wages
 - conditions of employment
 - employee entitlements
 - termination of employment
 - industrial action
 - enforcement and compliance with workplace laws
 - coercion and duress
 - OHS.

Organisational and legislative requirements may include:

- OHS procedures
- dispute-resolution procedures
- legislation, codes and standards relevant to the workplace, such as:
 - Workplace Relations Act 1996
 - workplace relations regulations
 - Fair Work Act 2009
 - Independent Contractors Act 2006
 - other relevant federal, state or territory, and local legislation relating to:
- OHS
- human rights and equal employment opportunity
- industrial relations
- immigration
- superannuation
- workers compensation
- long service leave
 - relevant industry codes of practice
 - note: legislation, codes and standards are subject to change and current relevant versions should be researched
- relevant awards, employment contracts or industrial

RANGE STATEMENT	
	<p>instruments, such as:</p> <ul style="list-style-type: none"> • employee collective agreement (ECA) • union collective agreement (UCA) • employee greenfield agreement (EGA) • union greenfield agreement (UGA) • Australian workplace agreement(AWA) • individual transitional employment agreement (ITEA) • enterprise bargaining agreement (EBAs) • enterprise agreement • single enterprise agreement • multi enterprise agreement • notional agreement preserving state award (NAPSA) • preserved state agreement (PSA) • common law contract (CLC) • federal award • state award • contract for award-free employees.
<i>Dispute-resolution procedures</i> may include:	<ul style="list-style-type: none"> • conferencing • mediation • assisted negotiation • assisted voluntary resolution (AVR) • neutral evaluation • case appraisal • conciliation • arbitration • services or procedures specified in the regulations.
<i>Communication strategies</i> may include:	<ul style="list-style-type: none"> • active listening • negotiating • dealing with conflicting information • paraphrasing • questioning skills • adapting communication style to suit audience • substituting technical jargon with plain English • assertive communication • using conflict resolution strategies.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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PSPWPR504A Support resolution of complaints relating to workplace relations processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the ability to support the resolution of complaints relating to workplace relations processes. It involves reviewing investigation or advisory processes and outcomes and conducting further research to ensure impartiality, completeness and relevance of information-gathering processes and advice given. It includes clarifying the details of the complaint and explaining the complaints procedure, reviewing records to identify gaps or inconsistencies, consulting staff and stakeholders, conducting research, reporting findings and evaluating processes to contribute to improvements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>In practice, people responsible for supporting the resolution of complaints relating to workplace relations processes may be working as:</p> <ul style="list-style-type: none">• researcher or advisor in advisory organisations• workplace relations inspector or investigator• senior human resources officer with responsibility for compliance with workplace relations and other employment legislation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Clarify details of complaint and explain procedure.</p>	<p>1.1. <i>Complainant</i> details are obtained and recorded and nature of involvement in <i>workplace relations issue</i> is confirmed.</p> <p>1.2. Resolution procedure for <i>complaints</i> and impartiality of advisor are explained to complainant and confirmed as understood and accepted.</p> <p>1.3. Details of complaint are obtained, recorded and verified with complainant.</p> <p>1.4. Issues are analysed and those that cannot be resolved are explained or referred according to workplace procedures.</p> <p>1.5. Process for issues that fall within level of authority is clarified and timeframe for resolution is proposed.</p>
<p>2. Review records of workplace relations issue and conduct research.</p>	<p>2.1. Organisational records of the workplace relations issue and actions taken, information gathered and advice given are reviewed and possible errors or gaps in information are identified.</p> <p>2.2. Staff and relevant <i>stakeholders</i> are consulted to clarify details of the workplace relations issue and gather information to complete or amend records.</p> <p>2.3. <i>Research</i> is conducted to complete or amend information and advice.</p> <p>2.4. <i>Importance and urgency of the complaint are assessed and priority is allocated to enable timely and effective action.</i></p> <p>2.5. Expert advice is sought as necessary according to workplace procedures.</p> <p>2.6. Additional or amended information is recorded and validated with colleagues or relevant persons.</p>
<p>3. Report on resolution of complaint.</p>	<p>3.1. Additional or amended information is incorporated into response according to complainant requirements and workplace procedures.</p> <p>3.2. System records or reports are completed and processed according to workplace requirements.</p> <p>3.3. Response is checked for accuracy, clarity, suitability of language for intended audience and compliance with workplace requirements.</p> <p>3.4. Communications are conducted with complainant to convey outcomes of review and research.</p> <p>3.5. Queries relating to additional or amended advice or to complaints procedures are responded to promptly</p>

ELEMENT	PERFORMANCE CRITERIA
	and effectively.
4. Contribute to process improvement.	<p>4.1. Factors contributing to incomplete or incorrect information or advice are assessed and recorded.</p> <p>4.2. Strategies for continuous improvement are suggested, sought from colleagues and relevant persons, and discussed.</p> <p>4.3. Appropriate strategies are selected and proposals for change are documented and processed according to workplace procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
 - prepare reports and correspondence containing information that is impartial, validated, accurate and complete
 - read, interpret and communicate legislation, regulations, policies, procedures and guidelines relating to workplace relations
- time-management skills to plan and prioritise work
- problem-solving skills to:
 - analyse and evaluate complaints
 - propose timeframe for resolution of complaints
- communication skills to communicate impartially and diplomatically with diverse stakeholders, including:
 - conducting open discussions
 - facilitating positive outcomes
 - active listening
 - using appropriate questioning techniques
- teamwork skills to:
 - consult
 - gather and prepare evidence
 - contribute to process improvement
- organising and planning skills to administer and manage records and files

Required knowledge

- workplace relations framework
- workplace relations legislation, including conditions and entitlements
- common and case law
- roles and responsibilities of stakeholders, including employers, employees, legal representatives, unions, advisory bodies and other government agencies
- organisational policies and procedures, in particular complaints procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • apply workplace complaints-resolution procedures • conduct appropriate research and consultation • communicate impartially and objectively throughout complaints-resolution procedures • apply advanced communication strategies to facilitate positive outcomes • contribute to process improvements. <p>Consistency in performance</p> <p>Competency should be demonstrated by providing information to support resolution of a range of complaints relating to workplace relations advice or investigation outcomes.</p>
Context of and specific resources for assessment	<p>Assessment must comply with:</p> <ul style="list-style-type: none"> • organisational client management and health and safety procedures • applicable regulations and codes. <p>Access may be required to:</p> <ul style="list-style-type: none"> • a simulated work environment • organisational policies and procedures • workplace relations information.
Guidance information for assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • oral questioning about complaints-resolution procedures, examples of complaints and their resolution, and workplace relations information • feedback from peers and/or supervisor that the candidate consistently applies relevant workplace procedures • review of records completed by candidate or reports of performance. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency that are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Complainants</i> may include:</p>	<ul style="list-style-type: none"> • employees • employers • trainees and apprentices • employee representatives • employer representatives • union representatives • third parties • government departments • employer associations.
<p><i>Workplace relations issues</i> may include:</p>	<ul style="list-style-type: none"> • making, varying or terminating a workplace agreement • operational and notification requirements • industrial instrument coverage • classification issues • wage rates • conditions and entitlements of employment • incorrect record keeping • failure to issue pay slips • unfair or unlawful termination • discrimination • OHS • working conditions • training • redundancy • superannuation.
<p><i>Complaints</i> may include:</p>	<ul style="list-style-type: none"> • incorrect information provided to client • dissatisfaction with response times • impolite service

	<ul style="list-style-type: none"> • lack of impartiality • disagreement with decision not to litigate • misunderstanding of the result of enquiry • allegations of contraventions by third parties • outcome of enquiry not considered adequate.
<p>Stakeholders may include:</p>	<ul style="list-style-type: none"> • employees • employers • trainees and apprentices • employee representatives • employer representatives • union representatives • interested third parties • government departments • employer associations.
<p>Research may include:</p>	<ul style="list-style-type: none"> • records of similar or related cases • case law • legislation, codes and standards relevant to the workplace, such as: <ul style="list-style-type: none"> • Workplace Relations Act 1996 • workplace relations regulations • Fair Work Act 2009 • Independent Contractors Act 2006 • other relevant federal, state or territory, and local legislation relating to: • OHS • human rights and equal employment opportunity • immigration • industrial relations • superannuation • workers compensation • long service leave <ul style="list-style-type: none"> • relevant industry codes of practice • note: legislation, codes and standards are subject to change and current relevant versions should be researched • relevant awards, employment contracts or industrial instruments, such as: <ul style="list-style-type: none"> • employee collective agreement (ECA) • union collective agreement (UCA) • employee greenfield agreement (EGA) • union greenfield agreement (UGA)

	<ul style="list-style-type: none"> • Australian workplace agreement(AWA) • individual transitional employment agreement (ITEA) • enterprise bargaining agreement (EBAs) • multiple business agreement (MBA) • common law contract (CLC) • enterprise agreement • single enterprise agreement • multi enterprise agreement • notional agreement preserving state award (NAPSA) • preserved state agreement (PSA) • greenfields agreement • federal award • state award • contract for award-free employees.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workplace Relations
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Co-requisite units

Co-requisite units	
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BSBADM301B Produce texts from shorthand notes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to take shorthand from a dictation source at 60 words (or more) per minute, in accordance with the current Australian Standard for shorthand speed, and to produce an accurate text from the notes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who produce notes and texts from oral or printed sources using shorthand techniques. They may work as individuals providing administrative support within an enterprise, or they may be responsible for the production of their own notes and other documentation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take dictation using shorthand	1.1. Prior to commencing the task, identify organisational and task requirements relating to style, presentation and storage of documents 1.2. Clarify <i>purpose</i> and <i>requirements</i> of text with the author/speaker 1.3. Record shorthand notes from a <i>dictation source</i> at a minimum speed of 60 words per minute 1.4. Clarify meaning and spelling of unusual names or terms to ensure accuracy of the notes 1.5. <i>Self-check</i> shorthand notes for <i>accuracy</i>
2. Transcribe shorthand notes	2.1. Produce text from shorthand notes to at least 98% accuracy 2.2. Produce text within <i>designated time lines</i>
3. Edit and revise text	3.1. Self-check final text for accuracy, spelling, grammar, punctuation and formatting 3.2. Revise, format, print, name and store text in accordance with organisational and task requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to predict words from context, and to interpret intonation and stress
- literacy skills to:
 - read and understand organisational procedures
 - produce a range of documents
 - proofread and edit work for accuracy against original
- memory retention skills to accurately capture information
- problem-solving skills to address inconsistencies or errors in text.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- organisational style guide
- shorthand symbols.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • producing accurate documents from notes that meet the requirements of the author/speaker • accurate transcription of data.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to shorthand manuals • access to English and shorthand dictionaries • access to examples of audio sources for transcription and note taking.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBADM302B Produce texts from notes • BSBWRT301A Write simple documents • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Purpose</i> may include:</p>	<ul style="list-style-type: none"> • agenda • formal or informal letters • memo • report
<p><i>Requirements</i> may include:</p>	<ul style="list-style-type: none"> • verbatim motions plus meeting summary i.e. minutes • verbatim record of dictation • verbatim record of meeting
<p><i>Dictation source</i> may include:</p>	<ul style="list-style-type: none"> • in person • teleconference • telephone • videoconference
<p><i>Self-checking notes for accuracy</i> may include:</p>	<ul style="list-style-type: none"> • checking correlation between source and notes • clarifying names, addresses and specific spelling with information on file • correct grammar • correct spelling • correct use of technical vocabulary • inserting paragraphs • inserting punctuation • intended meaning • reading over shorthand notes for meaning
<p>Required degree of speed and <i>accuracy</i> may include:</p>	<ul style="list-style-type: none"> • AS 2907:2001 Shorthand speed tests • 60 words per minute at 98% accuracy
<p><i>Designated time lines</i> may include:</p>	<ul style="list-style-type: none"> • organisational time line e.g. minutes of meeting/agenda • AS 2907:2001 Shorthand speed tests • time line agreed with supervisor/person requiring text

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBADM302B Produce texts from notes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to take notes from oral or printed sources to produce accurate text.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who produce notes and texts from oral or printed sources. They may work as individuals providing administrative support within an enterprise, or they may be responsible for the production of their own notes and other documentation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take notes	<p>1.1. Prior to commencing the task, identify organisational requirements relating to style, presentation and storage of documents</p> <p>1.2. Clarify <i>purpose</i> and <i>requirements</i> of text with author/speaker</p> <p>1.3. <i>Record notes with the required degree of accuracy from appropriate sources</i></p> <p>1.4. Clarify meaning and spelling of names or technical terms to ensure accuracy of the notes</p> <p>1.5. <i>Self-check notes</i> for accuracy</p>
2. Transcribe notes	<p>2.1. <i>Produce text from notes to the required degree of accuracy</i> and to reflect the meaning intended by the author/speaker</p> <p>2.2. Produce text within <i>designated time lines</i></p>
3. Edit and revise text	<p>3.1. <i>Self-check final text</i> for accuracy and grammar, and ensure syntax is appropriate for the intended purpose and audience of the text</p> <p>3.2. Revise, format, name, store and print text in accordance with <i>organisational and task requirements</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- literacy skills to:
 - read and understand organisational procedures
 - produce a range of documents
 - proofread and edit work for accuracy against original
- problem-solving skills to address inconsistencies or errors in text
- memory retention skills to accurately capture information.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • producing accurate documents from notes that meet the requirements of the author/speaker • using a range of note taking techniques and methods.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of audio sources for transcription and note taking.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBWRT301A Write simple documents • other general administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Purpose</i> may include:	<ul style="list-style-type: none"> • agendas • formal or informal letters • meeting notes • memos • reports
<i>Requirements</i> may include:	<ul style="list-style-type: none"> • summary motions plus meeting summary i.e. minutes • summary record of meetings • summary of verbal instructions
<i>Recording notes with the required degree of accuracy</i> may include:	<ul style="list-style-type: none"> • capturing intended meaning of dictation • complete record
<i>Appropriate sources</i> may include:	<ul style="list-style-type: none"> • at meetings • by telephone • dictation • for multiple speakers • from audio-tapes • from printed matter • in person • those taken • via teleconference • via videoconference
<i>Self-checking notes</i> may include:	<ul style="list-style-type: none"> • checking correlation between source and notes • clarifying names, addresses and specific spelling with information on file • inserting punctuation • reading over notes for meaning
<i>Producing text from notes to the required degree of accuracy</i> may include:	<ul style="list-style-type: none"> • correct grammar • correct spelling • correct use of technical vocabulary • intended meaning
<i>Designated time lines</i> for	<ul style="list-style-type: none"> • organisational time line e.g. agenda or minutes of meeting

RANGE STATEMENT	
production of text may include:	<ul style="list-style-type: none"> time line agreed with supervisor or person requiring text
<i>Self-checking final text</i> may include:	<ul style="list-style-type: none"> checking grammar checking intended meaning checking spelling
<i>Organisational and task requirements</i> may include:	<ul style="list-style-type: none"> author/speaker instructions number of copies organisational format

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBADM303B Produce texts from audio transcription

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to transcribe from an audio source using keyboarding techniques and to produce accurate texts.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who produce texts from audio sources using keyboarding techniques. They may work as individuals who provide administrative support within an enterprise and may be responsible for their own output.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for audio transcription	1.1. Prior to commencing the task, identify organisational requirements relating to style, presentation and storage of texts 1.2. Clarify <i>purpose and requirements of the text</i> with author or supervisor
2. Transcribe from an audio source	2.1. Produce text using keyboarding techniques from an <i>audio transcription</i> with the <i>required accuracy</i> 2.2. Predict the meaning of any unclear speech from the context, or clarify with authors 2.3. Ensure text developed from the audio transcription conveys intended meaning 2.4. Clarify the spelling of names or any technical terms and punctuation to ensure accuracy and clarity of the text 2.5. Produce draft text within <i>designated time lines</i> 2.6. <i>Self-check</i> draft text for accuracy
3. Edit and revise text	3.1. Circulate draft for checking in line with requirements of the organisation or originator of the audio transcription 3.2. Incorporate any amendments and self-check final text for accuracy, grammar and appropriateness for intended purpose and audience 3.3. Format, name, store, print and distribute final text in accordance with <i>organisational and task requirements</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify intended meaning, to predict words from context, and to interpret intonation and stress
- listening skills to identify different speakers from their voices
- literacy skills to:
 - read and understand organisational procedures
 - produce a range of documents
 - proofread and edit work for accuracy against original.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- formats and styles of workplace documents
- organisational policy and procedures requirements
- types of audio transcriptions.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • producing accurate final documents transcribed from audio sources.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources, such as: • workplace reference materials such as style guides • audio source equipment such as hand held devices, tape recorders and audio-tapes, dictaphone equipment • computer equipment including word processing software • dictionary.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBWRT301A Write simple documents • other administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Purpose and requirements of the text</i> may include:	<ul style="list-style-type: none"> • agenda • formal or informal letters • memo • minutes • report • verbatim record of dictation • verbatim record of meeting
<i>Audio transcription</i> may include:	<ul style="list-style-type: none"> • electronic audio files, for example MP3 files, podcasts, hand held device including personal digital assistants (PDAs) • audio-tape • dictation machine or dictaphone • micro-cassette
<i>Required accuracy</i> may include:	<ul style="list-style-type: none"> • capturing the intended meaning of the dictation • correct grammar • correct spelling • correct use of technical vocabulary • intended meaning
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • organisational time line e.g. minutes of meeting or agenda • time line agreed with supervisor or the person requiring text
<i>Self-checking</i> may include:	<ul style="list-style-type: none"> • checking and incorporating any amendments suggested by others • checking for readability and flow • checking grammar • checking that the intended meaning is captured • checking spelling
<i>Organisational and task requirements</i> may include:	<ul style="list-style-type: none"> • instructions of the author of the audio transcription, or supervisor • organisational policies and procedures

RANGE STATEMENT

	<ul style="list-style-type: none"> • filing and recordkeeping conventions • correct number of copies • organisational format or style guide
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBADM311A Maintain business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their maintenance to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on resource requirements	1.1. Calculate estimates of future and present business resource needs in accordance with organisational requirements 1.2. Ensure advice is clear, concise and relevant to achievement of organisational requirements 1.3. Provide information on the most economical and effective choice of equipment, materials and suppliers 1.4. Identify resource shortages and possible impact on operations
2. Monitor resource usage and maintenance	2.1. Ensure resource handling is in accordance with established organisational requirements including occupational health and safety requirements 2.2. Use business technology to monitor and identify the effective use of resources 2.3. Use consultation with individuals and teams to facilitate effective decision making on the appropriate allocation of resources 2.4. Identify and adhere to relevant policies regarding resource use in the performance of operational tasks 2.5. Routinely monitor and compare resource usage with estimated requirements in budget plans
3. Acquire resources	3.1. Ensure acquisition and storage of resources is in accordance with organisational requirements, is cost effective and consistent with organisational timelines 3.2. Acquire resources within available time lines to meet identified requirements 3.3. Review resource acquisition processes to identify improvements in future resource acquisitions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand organisation's policies and procedures; to write simple instructions for a particular routine task
- evaluation skills to diagnose faults and to monitor resource usage
- problem-solving skills to determine appropriate fault repair actions
- numeracy skills to calculate resource expenditure
- technology skills to select and use technology appropriate to a task.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational resource acquisition policies, plans and procedures
- functions of a range of business equipment
- organisational procedures for record keeping/filing systems, security and safe recording practices.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • collecting and recording data on resource use • observing resource use over defined and operational timeframes • carrying out routine maintenance • knowledge of organisational resource acquisition policies, plans and procedures.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation estimating future and present business resource needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of equipment maintenance procedures • review of information provided on the most economical and effective choice of equipment, materials and suppliers • evaluation of documentation reviewing resource acquisition processes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Business resources</i> may include:</p>	<ul style="list-style-type: none"> • equipment • facilities • human resources • raw materials • software • stock and supplies
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
<p><i>Occupational health and safety requirements</i> may include:</p>	<ul style="list-style-type: none"> • decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
<p><i>Business technology</i> may include:</p>	<ul style="list-style-type: none"> • computer applications • computers • modems • personal schedules • photocopiers
<p><i>Policies regarding resource use</i></p>	<ul style="list-style-type: none"> • budgeting limits

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
<i>Resource acquisition processes</i> may include:	<ul style="list-style-type: none"> • contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tendered processes

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units	

BSBADM405B Organise meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make meeting arrangements	1.1. Identify <i>type of meeting</i> and its purpose 1.2. Identify and comply with any <i>legal or ethical requirements</i> 1.3. Identify <i>requirements of meeting</i> and participants 1.4. Make meeting <i>arrangements</i> in accordance with requirements of meeting 1.5. Advise participants of meeting details
2. Prepare documentation for meetings	2.1. Prepare notice of meeting, <i>agenda</i> and meeting <i>papers</i> in accordance with meeting requirements 2.2. Check documentation for accuracy and correct any errors 2.3. Distribute documentation to participants within designated time lines 2.4. Prepare spare sets of documents
3. Record and produce minutes of meeting	3.1. Take <i>notes</i> with the required speed and accuracy to ensure an accurate record of the meeting 3.2. Produce <i>minutes</i> that reflect a true and accurate account of the meeting 3.3. Check minutes for accuracy and submit for approval by the nominated person 3.4. Despatch copies of minutes within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to coordinate and consult with participants, to orally present written reports with a number of defined sections, and to clarify points made in meetings
- literacy skills to:
 - write and compile agenda items
 - record minutes
 - make notes from spoken texts in meetings
 - use a variety of strategies for planning, reviewing and proofreading documentation
- time management skills to allow sufficient time to prepare for and conduct meetings.

Required knowledge

- culturally appropriate communication techniques
- formats for agendas and minutes
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> organising meetings, including informing participants and preparing materials preparing an agenda taking minutes during a meeting and preparing draft minutes after the meeting.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of authenticated documents from the workplace or training environment demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> writing units other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Type of meeting</i> may include:</p>	<ul style="list-style-type: none"> • annual general meeting • board meeting • face-to-face • staff meeting • teleconference • videoconference
<p><i>Legal and ethical requirements</i> may include:</p>	<ul style="list-style-type: none"> • codes of practice • legislation relating to companies or associations • requirements for public meetings
<p><i>Requirements of meeting</i> may include:</p>	<ul style="list-style-type: none"> • meeting structure: <ul style="list-style-type: none"> • formal • informal • self-managed • semi-formal • structured • number of participants • purpose of the meeting • specific needs of participants • specific resources and equipment required by participants e.g. video and data projectors, whiteboards • teleconferencing or videoconferencing meeting protocols and equipment • voting procedures
<p><i>Arrangements</i> may include:</p>	<ul style="list-style-type: none"> • booking an appropriate venue • establishing costs and operating within a budget • organising accommodation and transport • organising appropriate communication technology • organising catering • preparing relevant documentation for

RANGE STATEMENT	
	<ul style="list-style-type: none"> participants • scheduling the date and time for the meeting
<i>Agenda</i> may include:	<ul style="list-style-type: none"> • correspondence • date of next meeting • date, time and location of meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
<i>Papers</i> may include:	<ul style="list-style-type: none"> • chairperson's report • committee reports • correspondence • draft documentation • financial reports • itemised meeting papers • minutes of previous meeting • research reports
<i>Notes</i> may include:	<ul style="list-style-type: none"> • action items • arrangements for next meeting • decisions taken at the meeting • formal motions • future action • issues raised at the meeting • points discussed at the meeting • record of participants who were present at or absent from the meeting (attendees and apologies) • suggestions made at the meeting
<i>Minutes</i> may include:	<ul style="list-style-type: none"> • meeting details (e.g. title, date, time, location) • agenda items • apologies • names of absent and attending participants • approval of the record of the previous minutes • correspondence • lists rather than complete sentences • matters arising from the previous meetings • other business

RANGE STATEMENT

	<ul style="list-style-type: none"> • reports • date of the next meeting • using organisation templates • using previous minutes to determine required format
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBADM506B Manage business document design and development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who require well developed skills in the use of a range of software packages. They use these skills to establish, document and implement consistent standards of document design with an organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish documentation standards	1.1. Identify organisational requirements for information entry, storage, output, and quality of <i>document</i> design and production 1.2. Evaluate organisation's present and future information technology capability in terms of its effect on document design and production 1.3. Identify types of documents used and required by the organisation 1.4. Establish documentation <i>standards and design tasks</i> for organisational documents in accordance with information, budget and technology requirements
2. Manage template design and development	2.1. Ensure standard formats and templates suit the purpose, audience and information requirements of each document 2.2. Ensure document templates enhance readability and appearance, and meet organisational requirements for style and layout 2.3. Test templates, obtain organisational and user feedback, and make amendments as necessary to ensure maximum efficiency and quality of presentation
3. Develop standard text for documents	3.1. Evaluate <i>complex technical functions</i> of software for their usefulness in automating aspects of standard document production 3.2. Match requirements of each document with software functions to allow efficient production of documents 3.3. Test macros to ensure they meet the requirements of each document in accordance with documentation standards
4. Develop and implement strategies to ensure the use of standard documentation	4.1. Prepare explanatory notes for the use of standard templates and macros using content, format and language style to suit existing and future users 4.2. Develop and implement training on the use of standard templates and macros and adjust the content and level of detail to suit user needs 4.3. Produce, circulate, name and store master files and print copies of templates and macros in accordance with organisational requirements
5. Develop and implement strategies	5.1. Monitor use of standard documentation templates and macros, and evaluate the quality of documents

ELEMENT	PERFORMANCE CRITERIA
for maintenance and continuous improvement of standard documentation	produced against documentation standards 5.2. Review documentation standards against the changing needs of the organisation, and plan and implement improvements in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to present complex instructions orally, to communicate ideas logically, and to explain technical concepts and designs to others
- literacy skills to:
 - read and interpret policies and procedures
 - review and select technological designs
 - consider aspects of context, purpose and audience when designing and formatting texts
 - research and analysis skills to evaluate content, structure and purpose of technical texts, and to adapt task instructions to suit changes in technology
 - technological skills to manage design requirements and layouts.

Required knowledge

- cost constraints
- document production processes
- functions of range of software applications, including desktop publishing, word processing and spreadsheets
- key provisions of relevant legislation and regulations from all forms of government, codes and standards that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - organisational policies and procedures relating to document design and formatting
 - sources of expertise external to the organisation or workgroup.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • designing templates or style sheets for use in document design • documenting processes and strategies to ensure implementation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources, including: <ul style="list-style-type: none"> • computer hardware and other document production equipment • range of software applications appropriate to the task • media for production of documents • access to samples of high quality standardised documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • information and communications technology units • other general administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Documents</i> may be created:</p>	<ul style="list-style-type: none"> • using a range of commercial or organisational software packages: <ul style="list-style-type: none"> • databases • desktop publishing • spreadsheets • word processing
<p><i>Standards and design tasks</i> may include:</p>	<ul style="list-style-type: none"> • binding • binding media • checking final print copy • client requirements • colour photocopy • copying • creating templates and style or procedures manual • drafting • drawing • editing • electronic or paper-based • enterprise policies and procedures • enterprise templates or house style conventions for margins, fonts, use of colour • final document presentation • formatting • language and style of document • liaison with external personnel • locating and collecting appropriate information or precedents • print quality • production of graphics • production of multiple and subsequent copies • quality standards • use of page layout software • writing

RANGE STATEMENT

Complex technical functions may include:

- data transfer
- display features
- embedding
- exporting
- fields
- form fields
- formulae
- importing
- index
- linking
- macros
- merge criteria
- sort criteria
- table of contents

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - General Administration
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Co-requisite units

Co-requisite units		

BSBATSIW417B Select and utilise technology

Modification History

Unit Descriptor

This unit covers assessing, utilising and evaluating new technologies within the organisation for the benefit of the organisation and the community.

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

This unit covers assessing, utilising and evaluating new technologies within the organisation for the benefit of the organisation and the community.

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

Application of the Unit

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess technology needs	1.1 Identify and document organisational tasks that could be helped by technology
	1.2 Seek independent technical advice as necessary
	1.3 Make a cost / benefit analysis
2 Acquire technology	2.1 Investigate and document ways of acquiring or accessing technology other than by funding
	2.2 Investigate and document costs of acquiring technology
	2.3 Investigate and document sources of funding
	2.4 Obtain funds required for technology and associated costs
3 Ensure staff are prepared for new technology	3.1 Evaluate the need for technology training
	3.2 Nominate trainers or mentors to train staff
	3.3 Provide training to staff who will use the technology
4 Use and evaluate technology	4.1 Utilise the technology
	4.2 Evaluate the effective use of technology
	4.3 Implement actions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Planning training

Mentoring

Evaluation and decision-making

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Technology options

Funding sources

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

Integrated demonstration of all elements of competency and their performance criteria; and

Technology is used effectively for the benefit of the organisation and the community

Context of and specific resources for assessment

Assessment must ensure:

This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Knowledge and performance to be assessed over time to confirm consistency in performance

Method of assessment

The following assessment method is appropriate for this unit:

Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Technology may include:

- information technology
- computer software packages
- new generation plant and equipment

Options to access technology may include:

- borrow
- lease or hire
- purchase

Evaluation may include:

- suitability
- effectiveness
- reliability
- human impacts

Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
Regulation, Licensing and Risk - ATSI Governance

BSBAUD503B Lead a quality audit

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to lead an audit team as they undertake a quality audit. It covers conducting entry and exit meetings; identifying and gathering relevant information; managing audit team resources; and providing feedback to audit team members on their performance.</p> <p>The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to individuals with well established, sound theoretical knowledge base in quality auditing who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. The unit is relevant to audits where a lead auditor is responsible for a quality audit team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct entry meeting	1.1. Organise entry meeting in advance at a mutually agreed time 1.2. Prepare agenda for audit 1.3. Confirm objectives and scope of audit at entry meeting 1.4. Confirm schedules and logistical arrangements at entry meeting 1.5. Make changes to plan, schedules and arrangements where required
2. Identify and gather information	2.1. Identify a range of potential <i>sources of information</i> 2.2. Interview <i>appropriate persons</i> 2.3. Gather relevant information and <i>sample documentation</i>
3. Manage audit team resources	3.1. Supervise activities of audit team members 3.2. Assess and review audit team findings in line with audit scope 3.3. Re-assign team members as required 3.4. Instigate contingency actions as required 3.5. Seek and reach agreement on corrective action reports
4. Conduct exit meeting	4.1. Make preparations for exit meeting 4.2. Examine results and findings against audit objectives and present to auditee 4.3. Ensure reporting arrangements are agreed upon 4.4. Explain context and consequences of audit and discuss during follow-up
5. Guide team members in continuously improving their performance	5.1. Provide feedback on performance to audit team members 5.2. Encourage and support audit team members to critique their own work 5.3. Provide and document advice for individual improvement

Required Skills and Knowledge

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards, including:
 - AS/NZS ISO: 9000:2006: Quality management systems - Fundamentals and vocabulary
 - AS/NZS ISO 19011:2003: Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry, product and/or service knowledge
- quality auditing principles, techniques and systems
- requirements of house or other style manual protocols for written communications
- relevant legislation affecting business operations including appropriate occupational health and safety, environmental, and privacy legislation
- software applications relevant to conducting quality auditing activities
- terminology relating to quality auditing.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstration of leadership and management of a quality auditing team across quality audits in a variety of contexts management of the information gathering process by team members, and analysis, synthesis and reporting of the findings knowledge of auditing methods and techniques.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of information gathered in the information gathering process review of audit plans direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate observations of application of audit techniques observations of interactions with team members, colleagues and auditees oral or written questioning to assess knowledge of current audit practices review of documentation advising team members about improving their performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other quality auditing units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Sources of information</i> may include:</p>	<ul style="list-style-type: none"> • examination of internal documentation • examination of reports from external sources, for example external laboratory reports and vendor ratings • inspection of records, for example meeting minutes, reports or log books • interviews • observation of activities
<p><i>Appropriate persons</i> may include:</p>	<ul style="list-style-type: none"> • persons from different levels within the auditee's organisation, for example management, administrative personnel and work floor personnel • persons performing activities or tasks under consideration in the audit process
<p><i>Sample documentation</i> may include:</p>	<ul style="list-style-type: none"> • documented procedures • log books • meeting minutes • previous audit reports • reports • reports from external sources • systems specifications • test results • user requirements definitions • work instructions

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing
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Co-requisite units

Co-requisite units		

BSBCCO301A Use multiple information systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to effectively use multiple information systems to research information and records, and to maintain up to date customer information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies in customer contact environments where use of multiple information systems is required to resolve customer enquiries or complaints. This may involve navigation between information systems, using multiple windows and the maintenance of systems data while interacting with a customer.</p> <p>Competence in this unit requires proficiency in the use of systems to effectively analyse, research and resolve customer enquiries. It also requires basic troubleshooting skills to identify and report on issues that may arise with systems.</p> <p>This work is undertaken with some supervision and guidance.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access a range of information systems	1.1. Efficiently <i>log on</i> to <i>information systems</i> 1.2. Navigate screens efficiently to locate displays and information relevant to role 1.3. Use multiple windows or interfaces to work with information effectively 1.4. Manage use of information systems efficiently through use of bookmarks and other strategies
2. Process customer information using multiple information systems	2.1. Analyse <i>customer</i> inquiry accurately to identify <i>information</i> needs 2.2. Identify information systems required to satisfy information needs 2.3. Use information systems effectively to complete customer inquiry or transaction 2.4. Record customer information accurately in information systems to complete customer inquiry or transaction 2.5. Use the shortest reasonable pathways to navigate between and within information systems 2.6. Maintain contact and communication with the customer while operating information systems 2.7. Verify information with customer to complete transaction
3. Identify and rectify information system and processing errors	3.1. Identify <i>errors</i> in information system, relevant to role 3.2. Analyse errors for their impact on information system and customers 3.3. Identify source of errors, where possible 3.4. Consult with <i>stakeholders</i> to identify actions to rectify errors 3.5. Arrange rectification and confirm that amendments are accurate 3.6. Inform customers of errors and take necessary action 3.7. Identify information system faults and notify relevant personnel according to policy 3.8. Recommend procedural change according to policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to research, identify and use information effectively
- communication skills to maintain effective customer contact while using information systems
- interpersonal skills to establish rapport and to build relationships with customers
- information technology skills to use organisational information systems effectively and efficiently
- literacy skills to accurately read, interpret and record information
- numeracy skills to effectively read, validate and calculate data and information
- problem-solving skills to analyse and resolve issues with information systems.

Required knowledge

- computer and system troubleshooting principles
- enterprise business system/s and operating platforms, relevant to role
- enterprise policies, procedures and guidelines regarding the use and security of information systems
- escalation process for reporting information technology issues.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • efficient and effective navigation of systems to locate required information • accurate use of codes used to locate data • accurate entering of data onto the system • checks to ensure data is captured in accordance with established procedures • identification and analysis of errors and reporting including recommendations • knowledge of enterprise policies, procedures and guidelines regarding the use and security of information systems.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant standards and guidelines for use of systems • access to workplace information and data • access to quality assurance and system user error reports • access to troubleshooting reports and escalation reports • access to work environment to observe operation of systems.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of use of systems • review of data entry • feedback from quality assurance program • review of performance management reports • oral and/or written questioning to assess knowledge of systems and organisational requirements (security

EVIDENCE GUIDE	
	and operational).
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• BSBITU101A Operate a personal computer• ICAITU133A Send and retrieve information over the internet using browsers and email.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Log on</i> may include:	<ul style="list-style-type: none"> • compliance with information technology security protocols • logging into telephone system • opening of most frequently used applications • turning on computer equipment • username and passwords to access information systems
<i>Information systems</i> may include:	<ul style="list-style-type: none"> • billing systems • databases • internet • intranet • telephone systems
<i>Customer</i> may include:	<ul style="list-style-type: none"> • colleague • internal or external customer of the organisation • user, purchaser, or beneficiary of a service, product or process
<i>Information</i> may include:	<ul style="list-style-type: none"> • details required from core business systems or other sources in order to complete a transaction or process • specific details requested by a customer or others
<i>Errors</i> may include:	<ul style="list-style-type: none"> • corrupt data • data in incorrect fields • inaccurate data • untimely entry of data
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • information technology department or help desk • marketing department • owners of database or system • team leader of manager • training department

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Contact Centre Operations
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Co-requisite units

Co-requisite units		

BSBCCO401A Administer customer contact telecommunications technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to effectively manage, program, monitor and rectify problems with telecommunications technology.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to the administration of potentially complex customer contact telecommunications systems in a modern day customer contact environment.</p> <p>Competence in this unit requires effectively maintaining, troubleshooting, modifying and improving the functioning of telecommunications equipment; liaising with internal or external information technology support areas as necessary; and executing appropriate and accurate reporting.</p> <p>This work may be undertaken by a specialist, team leader or manager, depending on the size and structure of the centre.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reprogram telecommunications system software	1.1. Confirm details of request for <i>system changes</i> with relevant stakeholders 1.2. Select appropriate <i>reprogramming methods</i> 1.3. Implement reprogramming of telecommunications system 1.4. Check and confirm outcome of reprogramming against initial request 1.5. Promptly initiate any remedial action
2. Produce telecommunications system reports	2.1. Confirm purpose and details of <i>report type</i> 2.2. Generate system reports effectively and efficiently 2.3. Modify system reports, where necessary, to meet stakeholder requirements 2.4. Distribute reports to <i>target audience</i> in a timely manner 2.5. Clarify and explain report details to target audience as required
3. Manage telecommunications system faults	3.1. Identify <i>system faults</i> 3.2. Select best repair options 3.3. Escalate faults if necessary and in a timely manner 3.4. Implement <i>fault repair</i> 3.5. Monitor repair progress closely 3.6. Select and implement <i>contingency plans</i> in accordance with procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and reporting skills
- communication skills to communicate effectively with personnel at all levels of the organisation
- computer skills to use word, spreadsheet and database applications efficiently and effectively
- information technology skills to work effectively with complex telecommunications technology
- literacy skills to prepare and edit reports and instructions dealing with complex technical issues and data
- negotiation skills to deal effectively with internal and external stakeholders
- networking and data gathering skills to assist in managing and reporting on telecommunications technology
- numeracy skills to carry out analysis and research
- organisation skills to manage own tasks within acceptable timeframes
- problem-solving skills to understand and provide solutions for telecommunications issues that arise
- teamwork skills to work closely with and to support stakeholders.

Required knowledge

- business objectives and how technology supports them
- crisis management, disaster recovery and business continuity plans
- escalation paths and guidelines
- reporting requirements of the organisation
- Service Level Agreement (SLA)/warranty and service agreement with vendors
- telecommunications technology (hardware and software).

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstration of a daily routine • execution of reprogramming of system functions as required • generation of daily reports • describing and distinguishing between major and minor system faults • describing major fault contingency plans • quality and accurate system reports • knowledge of crisis management, disaster recovery and business continuity plans.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace information, data and reporting • access to service level guidelines and standards • access to appropriate computer and telecommunications resources (may be modified for use by people with a disability) • access to stakeholder feedback (or in person).
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate working on telecommunications equipment problems • oral and/or written questioning to assess knowledge of telecommunication equipment and requirements • review and assessment of reporting outputs • review of stakeholder feedback • review of process documentation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE	
	for example: <ul style="list-style-type: none">• other contact centre operations units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>System changes</i> may include changes to:</p>	<ul style="list-style-type: none"> • Interactive Voice Response (IVR) • PABX • queuing functions • reporting functions • telephone configuration • user locations • visual displays
<p><i>Reprogramming methods</i> may include:</p>	<ul style="list-style-type: none"> • engagement of internal or external support • preparation of detailed instructions or requirements documentation • screen driven commands and specifics as set out in manuals and delivered in equipment specific training • testing methods (to ensure effectiveness of reprogramming)
<p><i>Report type</i> and purpose may include:</p>	<ul style="list-style-type: none"> • simple reports covering whole of centre work rates to highly detailed reports covering many aspects of individual work rates • specific requirements of stakeholders or organisation • technology performance reporting for contract management
<p><i>Target audience</i> for reports may include:</p>	<ul style="list-style-type: none"> • colleagues • managers • stakeholders • team leaders • vendors (for contract management)
<p><i>System faults</i> may include:</p>	<ul style="list-style-type: none"> • complete system failure • minor problems with individual telephones • minor problems with telecommunications technology
<p><i>Fault repair</i> may include:</p>	<ul style="list-style-type: none"> • engagement of external (vendor) parties to complete repair

RANGE STATEMENT	
	<ul style="list-style-type: none"> • immediate repair of minor faults by the system administrator to major system failures • replacement of equipment or components of equipment
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> • business continuity plan • crisis management plan • disaster recovery plan • use of alternative equipment in the immediate area and/or redistributing work locally to moving operations to a back-up location

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Contact Centre Operations
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Co-requisite units

Co-requisite units		

BSBCMM301A Process customer complaints

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various customer service contexts. They may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to complaints	1.1.Process <i>customer complaints</i> using <i>effective communication</i> in accordance with organisational procedures established under organisational policies, legislation or codes of practice 1.2.Obtain, <i>document</i> and review necessary reports relating to customer complaints 1.3.Make decisions about customer complaints, taking into account applicable legislation, organisational policies and codes 1.4.Negotiate resolution of the complaint and obtain agreement where possible 1.5.Maintain a register of complaints/disputes 1.6.Inform customer of the outcome of the investigation
2. Refer complaints	2.1.Identify complaints that require referral to other personnel or external bodies 2.2.Make <i>referrals</i> to appropriate personnel for follow-up in accordance with individual level of responsibility 2.3.Forward all documents and investigation reports 2.4.Follow-up appropriate personnel to gain prompt decisions
3. Exercise judgement to resolve customer service issues	3.1.Identify implications of issues for customer and organisation 3.2.Analyse, explain and negotiate appropriate options for resolution with customer 3.3.Propose viable options in accordance with appropriate legislative requirements and enterprise policies 3.4.Ensure matters for which a solution cannot be negotiated are referred to appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to interpret customer complaints, and to monitor and advise on customer service strategies and resolutions
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
- problem-solving skills to deal with customer enquiries or complaints, to apply organisational procedures to a range of situations and to exercise judgement in this application.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- importance of good communication skills and the individual's role in processing customer complaints
- organisational procedures and standards for processing complaints and recommending appropriate action.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying judgement in the application of industry and/or organisational procedures • working with customer complaints • knowledge of organisational procedures and standards for processing complaints.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints • examples of documents relating to customer complaints policies and procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of individual's role in processing customer complaints • review of documentation outlining necessary reports relating to customer complaints • review of complaints/disputes register.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • customer service units • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Customers</i> may include:</p>	<ul style="list-style-type: none"> • customers with routine or specific requests • internal or external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers
<p><i>Complaints</i> may include:</p>	<ul style="list-style-type: none"> • different types of severity, formality and sources • scenarios where external bodies such as police are required • straightforward customer dissatisfaction • level of documentation required
<p><i>Effective communication</i> may include:</p>	<ul style="list-style-type: none"> • giving customers full attention • maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate • speaking clearly and concisely • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
<p><i>Documenting</i> reports relating to customer complaints may include:</p>	<ul style="list-style-type: none"> • completed forms and written reports • using audio-visual tapes • using computer-based systems
<p><i>Referrals</i> may include:</p>	<ul style="list-style-type: none"> • external bodies e.g. Ombudsman, Independent Commission Against Corruption (ICAC), police • relevant superiors in the organisational hierarchy

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Interpersonal Communication
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Co-requisite units

Co-requisite units		

BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose <i>presentation strategies, format and delivery methods</i> that match the <i>characteristics</i> of the target audience, location, resources and personnel needed 1.3. Select <i>presentation aids, materials and techniques</i> that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select <i>techniques to evaluate presentation effectiveness</i>
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement <i>techniques to review the effectiveness</i> of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- principles of effective communication
- range of presentation aids and materials available to support presentations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Presentation strategies</i> may involve:</p>	<ul style="list-style-type: none"> • case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
<p><i>Presentation format and delivery methods</i> may include:</p>	<ul style="list-style-type: none"> • advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
<p><i>Characteristics</i> may include:</p>	<ul style="list-style-type: none"> • age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs • physical ability • previous experience with the topic
<p><i>Presentation aids and materials</i> may include:</p>	<ul style="list-style-type: none"> • computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

RANGE STATEMENT	
<i>Presentation techniques</i> may include:	<ul style="list-style-type: none"> • animation • comparative advertising • live action • music • signature elements such as: <ul style="list-style-type: none"> • slogans • logotypes • packaging • sound effects • use of a guest speaker • use of black and white • use of colour • use of humour
<i>Techniques to evaluate presentation effectiveness</i> may include:	<ul style="list-style-type: none"> • action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involved in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Interpersonal Communication
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBCMN411A Monitor a safe workplace

Modification History

Not applicable.

Unit Descriptor

This unit is concerned with OHS responsibilities of employees with supervisory responsibilities to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs in the relevant work area to meet legislative requirements. This unit has been adapted from Generic Competency B in the **National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards** [NOHSC:7025 (1998) 2nd edition].

This unit is related to BSBCMN311A Maintain workplace safety.

This unit is concerned with OHS responsibilities of employees with supervisory responsibilities to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs in the relevant work area to meet legislative requirements. This unit has been adapted from Generic Competency B in the **National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards** [NOHSC:7025 (1998) 2nd edition].

This unit is related to BSBCMN311A Maintain workplace safety.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Provide information to the work group about Occupational Health and Safety policies and procedures	1.1 Relevant provisions of Occupational Health and Safety legislation and codes of practice are accurately explained to the work group 1.2 Information on the organisation's Occupational Health and Safety policies, procedures and programs is provided in a readily accessible manner to the work group 1.3 Information about identified hazards and the outcomes of risk assessment and control is regularly provided and clearly explained to the work group
2 Implement and monitor participative arrangements for the management of Occupational Health and Safety	2.1 The importance of effective consultative mechanisms in managing health and safety risks are explained 2.2 Consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards 2.3 Issues raised through consultation are promptly dealt with in accordance with organisational consultation procedures 2.4 The outcomes of consultation over Occupational Health and Safety issues are recorded and communicated promptly to the work group
3 Implement and monitor the organisation's procedures for providing Occupational Health and Safety training	3.1 Occupational Health and Safety training needs are systematically identified in line with organisational requirements 3.2 Arrangements are made to meet Occupational Health and Safety training needs of team members in consultation with relevant individuals 3.3 Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate team and individual achievement of identified training needs

- 3.4 Costs associated with provision of training for work team are identified and reported to management for inclusion in financial plans
- 4 Implement and monitor procedures for identifying hazards and assessing risks
 - 4.1 Hazards in work area are identified and reported in accordance with Occupational Health and Safety policies and procedures
 - 4.2 Team member hazard reports are actioned promptly in accordance with organisational procedures
- 5 Implement and monitor the organisation's procedures for controlling risks
 - 5.1 Procedures to control risks are implemented using the hierarchy of controls and organisational requirements
 - 5.2 Inadequacies in existing risk control measures are identified and reported in accordance with hierarchy of controls
 - 5.3 Outcomes of reported inadequacies are monitored where appropriate to ensure a prompt organisational response
- 6 Implement and monitor the organisation's procedures for maintaining Occupational Health and Safety records for the team
 - 6.1 Occupational Health and Safety records of incidents of occupational injury and disease in work area are accurately completed and maintained in accordance with OHS legal requirements
 - 6.2 Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

Critical Aspects of Evidence

Apply organisational management systems and procedures to occupational health&safety within work group area

Identify and comply with occupational health and safety legal and organisational requirements

Apply procedures for Identifying hazards in the work area

Apply procedures for assessing and controlling risks to health&safety associated with those hazards, in accordance with the hierarchy of control.

Provide specific, clear and accurate information and advice on workplace hazards to work group

Provide appropriate supervision of work group

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

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

Knowledge of the legal responsibilities of employers, supervisors and employees in the workplace

Knowledge of hazards and associated risks which exist in the workplace

Knowledge of organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting

Understanding the relevance of consultation as a key mechanism for improving workplace Occupational Health and Safety culture

Knowledge of the principles and practices of Occupational Health and safety management

Knowledge of characteristics and composition of the workgroup

Underpinning Skills

Analysing skills to identify hazards and assess risks in the work area

Data analysis skills including:

incident (accident) monitoring

environmental monitoring

evaluation of effectiveness of risk control measures

Assessment skills to assess resources required to apply risk control measures

Literacy skills for comprehending documentation and interpreting Occupational Health and Safety requirements

Technology skills including the ability to operate and shut down equipment

Coaching and mentoring skills to provide support to colleagues

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

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

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

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

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, analysing and organising information - (Level 2) to obtain information to advise colleagues of safety responsibilities

Communicating ideas and information - (Level 2) to resolve safety and environmental issues with work team

Planning and organising activities - (Level 2) to plan resource requirements

Working with teams and others - (Level 2) to consult on the control of risk

Using mathematical ideas and techniques - (Level 2) to calculate resource requirements

Solving problems - (Level 2) to investigate improved work methods

Using technology - (Level 2) to use computing systems to access safety information

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

Critical Aspects of Evidence

Apply organisational management systems and procedures to occupational health&safety within work group area

Identify and comply with occupational health and safety legal and organisational requirements

Apply procedures for Identifying hazards in the work area

Apply procedures for assessing and controlling risks to health&safety associated with those hazards, in accordance with the hierarchy of control.

Provide specific, clear and accurate information and advice on workplace hazards to work group

Provide appropriate supervision of work group

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

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

Knowledge of the legal responsibilities of employers, supervisors and employees in the workplace

Knowledge of hazards and associated risks which exist in the workplace

Knowledge of organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting

Understanding the relevance of consultation as a key mechanism for improving workplace Occupational Health and Safety culture

Knowledge of the principles and practices of Occupational Health and safety management

Knowledge of characteristics and composition of the workgroup

Underpinning Skills

Analysing skills to identify hazards and assess risks in the work area

Data analysis skills including:

incident (accident) monitoring

environmental monitoring

evaluation of effectiveness of risk control measures

Assessment skills to assess resources required to apply risk control measures

Literacy skills for comprehending documentation and interpreting Occupational Health and Safety requirements

Technology skills including the ability to operate and shut down equipment

Coaching and mentoring skills to provide support to colleagues

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

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

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

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

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, analysing and organising information - (Level 2) to obtain information to advise colleagues of safety responsibilities

Communicating ideas and information - (Level 2) to resolve safety and environmental issues with work team

Planning and organising activities - (Level 2) to plan resource requirements

Working with teams and others - (Level 2) to consult on the control of risk

Using mathematical ideas and techniques - (Level 2) to calculate resource requirements

Solving problems - (Level 2) to investigate improved work methods

Using technology - (Level 2) to use computing systems to access safety information

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

award and enterprise agreements and relevant industrial instruments
relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
relevant industry codes of practice

Occupational Health and Safety legislation will depend on State and Territory legislation and requirements and will include:

common law duties to meet the general duty of care requirements
requirements for the maintenance and confidentiality of records of occupational injury and disease
provision of information, induction and training
regulations and approved codes of practice relating to hazards present in work area
health and safety representatives and health and safety committees
prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

procedures for hazard identification
procedures for risk assessment, selection and implementation of risk control measures
incident (accident) investigation
OHS audits and safety inspections
consultative arrangements for employees in work area
hazard reporting procedures
safe operating procedures/instructions
use&care of personal protective equipment
emergency&evacuation procedures
purchasing policy&procedures
plant&equipment maintenance&use
hazardous substances use and storage
dangerous goods transport&storage
OHS arrangements for on site contractors, visitors and members of public
first aid provision/medical practitioner contact&attention
site access

Identifying hazards and assessing risk may occur through activities such as:

workplace inspections in area of responsibility
consulting work team members
housekeeping
Occupational health and safety audits and review of audit reports
daily informal employee consultation and regular formal employee meetings
checking equipment before and during work
review of health and safety records including hazard reports, hazardous substances and dangerous goods registers, injury records

Organisational procedures for consultation may include:

formal and informal meetings
health and safety committees
election of health and safety representatives in accordance with legislative requirements
attendance of health and safety representatives at management and OHS planning meetings
other committees, for example, planning and purchasing
early response to employee suggestions, requests, reports and concerns put forward to management
counselling/disciplinary processes

Controlling risks may include actions such as:

removing the cause of a risk at its source (eliminating the hazard) eg. removing stored goods permanently from emergency exit passageways
selecting control measures in accordance with the hierarchy ie work through hierarchy from most effective to least effective controls.
job/process/workplace re-design eg introduce mechanical handling equipment, re-arrange materials' flow/timing/scheduling, raise/lower work platforms.
consultation with employees and their representatives

Organisational health and safety records may include:

audit&inspection reports
workplace environmental monitoring records
consultation eg meetings of Health&Safety Committees, work group meeting agendas including OHS items and actions
induction, instruction&training
manufacturer's and supplier's information including dangerous goods storage lists
hazardous substances registers
plant and equipment maintenance and testing reports
workers compensation&rehabilitation records
first aid/medical post records

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

award and enterprise agreements and relevant industrial instruments
relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
relevant industry codes of practice

Occupational Health and Safety legislation will depend on State and Territory legislation and requirements and will include:

common law duties to meet the general duty of care requirements
requirements for the maintenance and confidentiality of records of occupational injury and disease
provision of information, induction and training
regulations and approved codes of practice relating to hazards present in work area
health and safety representatives and health and safety committees
prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

procedures for hazard identification

procedures for risk assessment, selection and implementation of risk control measures
incident (accident) investigation
OHS audits and safety inspections
consultative arrangements for employees in work area
hazard reporting procedures
safe operating procedures/instructions
use&care of personal protective equipment
emergency&evacuation procedures
purchasing policy&procedures
plant&equipment maintenance&use
hazardous substances use and storage
dangerous goods transport&storage
OHS arrangements for on site contractors, visitors and members of public
first aid provision/medical practitioner contact&attention
site access

Identifying hazards and assessing risk may occur through activities such as:

workplace inspections in area of responsibility
consulting work team members
housekeeping
Occupational health and safety audits and review of audit reports
daily informal employee consultation and regular formal employee meetings
checking equipment before and during work
review of health and safety records including hazard reports, hazardous substances and dangerous goods registers, injury records

Organisational procedures for consultation may include:

formal and informal meetings
health and safety committees
election of health and safety representatives in accordance with legislative requirements
attendance of health and safety representatives at management and OHS planning meetings
other committees, for example, planning and purchasing
early response to employee suggestions, requests, reports and concerns put forward to management
counselling/disciplinary processes

Controlling risks may include actions such as:

removing the cause of a risk at its source (eliminating the hazard) eg. removing stored goods permanently from emergency exit passageways
selecting control measures in accordance with the hierarchy ie work through hierarchy from most effective to least effective controls.
job/process/workplace re-design eg introduce mechanical handling equipment, re-arrange materials' flow/timing/scheduling, raise/lower work platforms.
consultation with employees and their representatives

Organisational health and safety records may include:

audit&inspection reports
workplace environmental monitoring records
consultation eg meetings of Health&Safety Committees, work group meeting agendas including OHS items and actions
induction, instruction&training
manufacturer's and supplier's information including dangerous goods storage lists

hazardous substances registers
plant and equipment maintenance and testing reports
workers compensation&rehabilitation records
first aid/medical post records

Unit Sector(s)

Not applicable.

BSBCUS201A Deliver a service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish contact with customers	1.1. Acknowledge and greet <i>customer</i> in a professional, courteous and concise manner according to <i>organisational requirements</i> 1.2. Maintain personal dress and presentation in line with organisational requirements 1.3. Communicate using appropriate <i>interpersonal skills</i> to facilitate accurate and relevant exchange of information 1.4. Maintain sensitivity to customer specific needs and any cultural, family and individual differences 1.5. Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements
2. Identify customer needs	2.1. Use appropriate questioning and active listening to determine customer needs 2.2. Assess customer needs for urgency to identify priorities for service delivery 2.3. Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s 2.4. Identify personal limitations in addressing customer needs and seek assistance from <i>designated persons</i> where required
3. Deliver service to customers	3.1. Provide prompt customer service to meet identified needs according to organisational requirements 3.2. Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary 3.3. Communicate with customers in a clear, concise and courteous manner 3.4. Identify <i>opportunities</i> to enhance the quality of service and products, and take action to improve the service whenever possible
4. Process customer feedback	4.1. Promptly recognise <i>customer feedback</i> and handle sensitively according to organisational requirements 4.2. Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures 4.3. Identify any unmet customer needs and discuss suitability of other products/services

ELEMENT	PERFORMANCE CRITERIA
	4.4. Support customers to make contact with other services according to organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to convey meaning clearly, concisely and coherently
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to communicate with customers and to develop required product knowledge
- numeracy skills to interpret customer requirements and to meet customer needs
- problem-solving skills to deal with customer enquiries or complaints.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies and procedures relating to customer service and the customer service process.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints and policies relating to customer service.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service and communication techniques • review of information provided to customers about problems and delays, and customer follow-up • review of documentation recording feedback and communication between customers and the organisation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • sales units • other customer service units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Customers</i> may include:	<ul style="list-style-type: none"> • contacts from other organisations • external customers • internal customers • members of the public • patients • service users
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organisational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
<i>Interpersonal skills</i> may include:	<ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer's message • using appropriate body language
<i>Designated persons</i> may include:	<ul style="list-style-type: none"> • manager, supervisor or team leader • more experienced personnel with specific knowledge or information • staff from other work areas with particular product or service knowledge
<i>Opportunities</i> may include:	<ul style="list-style-type: none"> • advice about warranties, guarantees or support services

RANGE STATEMENT	
	<ul style="list-style-type: none"> • packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • systems for recording complaints
<i>Customer feedback</i> may be about:	<ul style="list-style-type: none"> • damaged goods or delivery problems • delays • invoicing errors • quality of customer service • quality of service provision

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Customer Service
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Co-requisite units

Co-requisite units	

BSBCUS401A Coordinate implementation of customer service strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of customer service strategies who contribute well developed skills in addressing customer needs and problems. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on customer service needs	1.1. Clarify and accurately assess <i>customer needs</i> using appropriate <i>communication techniques</i> 1.2. Diagnose problems matching service delivery to <i>customers</i> and develop options for improved service within <i>organisational requirements</i> 1.3. Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4. Use <i>business technology</i> and/or <i>online services</i> to structure and present information on customer service needs
2. Support implementation of customer service strategies	2.1. Ensure customer service strategies and opportunities are promoted to <i>designated individuals and groups</i> 2.2. Identify and allocate available budget resources to fulfil customer service objectives 2.3. Promptly action <i>procedures to resolve customer difficulties</i> and <i>complaints</i> within organisational requirements 2.4. Ensure that decisions to implement <i>strategies</i> are taken in consultation with designated individuals and groups
3. Evaluate and report on customer service	3.1. Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements 3.2. Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4. Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience
- planning skills to develop implementation schedules
- problem-solving skills to diagnose organisational problems relating to customer services.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- principles of customer service
- organisational business structure, products and services
- product and service standards and best practice models.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying needs and priorities of the organisation in delivering services to customers responding to and reporting on customer feedback designing strategies to improve delivery of products and services knowledge of the principles of customer service.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources examples of customer complaints, feedback and strategies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of documentation reporting changes necessary to maintain service standards analysis of responses to case studies and scenarios demonstration of techniques observation of presentations oral or written questioning to assess knowledge of customer service techniques and strategies review of systems, records and reporting procedures to compare changes in customer satisfaction.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> sales units other customer service units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Customer needs</i> may relate to:</p>	<ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information
<p><i>Communication techniques</i> may include:</p>	<ul style="list-style-type: none"> • analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing
<p><i>Customers</i> may include:</p>	<ul style="list-style-type: none"> • corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines

RANGE STATEMENT	
	<p>and requirements</p> <ul style="list-style-type: none"> • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
<i>Business technology</i> may include:	<ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
<i>Online services</i> may include:	<ul style="list-style-type: none"> • access to product database by customers online • access to purchase, delivery and account records • call/contact centre • online ordering • online payments • online registration • quick/reasonable response • two-way communication online
<i>Designated individuals and groups</i> may include:	<ul style="list-style-type: none"> • colleagues • committee • customers • external organisation • line management • supervisor
<i>Procedures to resolve customer difficulties</i> may include:	<ul style="list-style-type: none"> • external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • using conflict management techniques
<i>Customer complaints</i> may	<ul style="list-style-type: none"> • administrative errors such as incorrect invoices or prices

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • products not delivered on time • service errors • specific e-business problems and issues: <ul style="list-style-type: none"> • difficulty accessing services • inactive links • not appreciating differing hardware and software • services not available • supply errors such as incorrect product delivered • time taken to access services • unfriendly website design • website faults • warehouse or store room errors such as incorrect product delivered
Customer service <i>strategies</i> may include:	<ul style="list-style-type: none"> • courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • product/service availability

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Customer Service
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Co-requisite units

Co-requisite units		

BSBDIV301A Work effectively with diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or co worker population.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise individual differences and respond appropriately	1.1. Recognise and respect <i>individual differences</i> in <i>colleagues</i> , clients and customers 1.2. Respond to differences sensitively 1.3. Ensure behaviour is consistent with <i>legislative requirements</i> and <i>enterprise guidelines</i> 1.4. Accommodate diversity using appropriate verbal and non-verbal communication
2. Work effectively with individual differences	2.1. Recognise and document knowledge, skills and experience of others in relation to team objectives 2.2. Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes 2.3. Ensure relations with customers and clients demonstrate that diversity is valued by the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- problem-solving and initiative skills to recognise and address own responses to difference.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- major groups in the community and work environment, as defined by cultural, religious and other traditions and practices
- reasonable adjustments that facilitate participation by people with a disability
- value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • adjusting language and behaviour as required by interactions with diversity • awareness of diversity issues • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of diversity issues in the workplace • examples of documents relating to diversity policies and procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of sourcing support about workplace diversity • review of documentation outlining the knowledge, skills and experience of others in relation to team objectives.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • workplace effectiveness units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Individual differences</i> may include:</p>	<ul style="list-style-type: none"> • ability • age • belief systems/values • culture • expertise/experience/working styles • gender • interests • interpersonal style • language • mental ability • past experiences • physical characteristics • politics • race • religion • sexual orientation • thinking and learning styles
<p><i>Colleagues</i> may include:</p>	<ul style="list-style-type: none"> • internal customers • junior staff • managers and supervisors • peers • stakeholders
<p><i>Legislative requirements</i> may include:</p>	<ul style="list-style-type: none"> • disability discrimination legislation • human rights and equal opportunity legislation • racial and sex discrimination legislation
<p><i>Enterprise guidelines</i> may include:</p>	<ul style="list-style-type: none"> • codes of conduct or ethics • diversity policies • human resources policies and procedures

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Diversity
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Co-requisite units

Co-requisite units		

BSBEBU401A Review and maintain a website

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake data analysis, review website content and update and maintain a website.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who have knowledge of the relationship between web-sites and the core functions of an organisation. They also have working knowledge and skills of performing basic updates to web site content. They may provide administrative support within an organisation or be other individuals who have been delegated this responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review website content and use	1.1. Monitor and analyse customer and user feedback in accordance with organisational timelines 1.2. Analyse automatically collected website data and identify trends 1.3. Make recommendations on changes to the website and its content in response to <i>feedback and data analysis</i> and approve changes scheduled for implementation 1.4. Review cost implications of the recommended changes to determine their viability
2. Update website	2.1. Replace superseded and inaccurate information with current information and add additional material in accordance with organisational requirements 2.2. Follow protocols for ensuring the accuracy and authenticity of information 2.3. Remove services no longer available or required and add new ones in accordance with organisational requirements 2.4. Check <i>off-line information</i> against that posted on the website and rectify discrepancies in accordance with organisational timelines 2.5. Follow <i>security procedures</i> for updating the website
3. Carry out non technical site maintenance	3.1. Analyse user feedback to confirm that faults have resulted from the site and are not user problems 3.2. Rectify faults and make improvements to the site in response to user feedback approved by the organisation 3.3. Add new web pages and/or active links and remove redundant pages and links in accordance with organisational requirements 3.4. Make site changes in response to changes in marketing strategy in accordance with organisational requirements and consideration of cost benefits

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret policies and procedures, provide recommendations to others and to draft text in a logical sequence and structure appropriate for an online format
- numeracy skills for basic statistical analysis of website usage data
- communication skills for consultation with users and customers.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
- ethical principles
 - codes of practice
 - privacy laws
 - Occupational Health and Safety
- basic principles of website design and maintenance
- online security issues.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • website and its content continues to meet the requirements of the business after maintenance changes • identification and resolution of faults, errors and/or complaints with website.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • marketing units • other information and communications technology units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Feedback and data analysis</i> may include:	<ul style="list-style-type: none"> • feedback in relation to content, ease of navigations and appropriateness/usefulness of content • statistical data in relation to usage, including; <ul style="list-style-type: none"> • hits • page views • visits
<i>Offline information</i> may include:	<ul style="list-style-type: none"> • information available in other forms, such as; • brochures • databases • knowledge management systems • news letters • records systems
<i>Security procedures</i> may include:	<ul style="list-style-type: none"> • access protocols • password protected areas

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - E Business
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Co-requisite units

Co-requisite units		

BSBEBU501A Investigate and design e business solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to evaluate e business models and strategies, and to incorporate the results of these evaluations into the design of an e business solution.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate e business opportunities	1.1.Undertake a competitive analysis to determine the likely impact <i>new capabilities</i> will have on industry sectors and competitors 1.2.Complete and assess <i>value chain analysis</i> to identify <i>processes and relationships</i> that may benefit from the adoption of e-business solutions 1.3.Identify <i>threats and opportunities</i> to e-business implementation and evaluate potential <i>contributions to the business</i> 1.4.Conduct resource analysis to identify cost and revenue implications in developing opportunities 1.5.Identify and evaluate legal and ethical issues relating to e-business opportunities
2. Evaluate e business models	2.1.Identify and analyse <i>business-to-business, business-to-consumer</i> , intra-organisational e-business applications and <i>e-business models</i> 2.2.Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each 2.3.Assess cost implications of implementation of e-business models 2.4.Determine an e-business model most appropriate in relation to business plan
3. Design an e business	3.1.Formulate purpose, objectives and values for the e-business 3.2.Identify target market, and value chain structure in accordance with chosen e-business model 3.3.Identify and obtain <i>technical needs and expertise</i> required to implement e-business model 3.4.Investigate and develop plan to address culture change issues to manage transition to an e-business
4. Implement an e business strategy	4.1.Develop <i>policies and guidelines</i> to support customers, supply chain and staff to ensure successful implementation 4.2.Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain 4.3.Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation

ELEMENT	PERFORMANCE CRITERIA
	4.4. Incorporate evaluation results and feedback to improve future e-business strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - copyright
 - occupational health and safety
- organisational policies and procedures relating to the systems, products and/or service being worked with.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • evaluation of e-business opportunities involving new business models and not simply electronic versions of existing businesses • rationale and supporting evidence for choice of e-business solution • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBEBU502A Implement e-business solutions • IT use units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>New capabilities</i> may include:</p>	<ul style="list-style-type: none"> • 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments • online purchasing • online sales systems • supply chain
<p><i>Value chain analysis</i> may include:</p>	<ul style="list-style-type: none"> • an analysis of a series of primary activities, such as: <ul style="list-style-type: none"> • inbound logistics • marketing and sales • operations • outbound logistics • service support • and their support activities, such as: <ul style="list-style-type: none"> • business infrastructure • human resources management • procurement • technological development
<p><i>Processes and relationships</i> may include:</p>	<ul style="list-style-type: none"> • customer service • delivery of core services • delivery of government services • delivery of products • development of new products, services and markets • organisational structures • trading communities
<p><i>Threats and opportunities</i> may</p>	<ul style="list-style-type: none"> • business to government (B2G) opportunities

RANGE STATEMENT	
include:	<p>where e-business is conducted between an enterprise and the government</p> <ul style="list-style-type: none"> • business-to-business (B2B) opportunities where e-business is conducted between companies • business-to-consumer (B2C) opportunities where e-business is conducted between an enterprise and a customer • competition legislation • disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented • infrastructure requirements: disaster recovery, failsafe systems • internal business opportunities that improve productivity utilising e-business development • re-intermediation opportunities, where e-business creates new value between producers and consumers • risk management: payments, fraud etc.
<i>Contributions to the business</i> may include:	<ul style="list-style-type: none"> • effect on: <ul style="list-style-type: none"> • customer satisfaction ratings • growth • market share • profitability • return on investment • sales • staff morale i.e. using efficient technologies to enhance workplace • staff productivity and professional development
<i>Business-to-business</i> may include:	<ul style="list-style-type: none"> • involves e-business between organisations • may be B2G (business to government)
<i>Business-to-consumer</i> may include:	<ul style="list-style-type: none"> • involves e-business between an enterprise and a customer
<i>E-business models</i> may include:	<ul style="list-style-type: none"> • aggregator models • collaboration partners • competitor cooperation model

RANGE STATEMENT	
	<ul style="list-style-type: none"> • e-auction • e-government • e-mail • e-office • e-procurement • e-shop/e-tailing • information brokers • micro-payments business model • multilevel marketing • portal • tender services • third party marketplaces • trust services • value chain integrators • value chain service providers • virtual community • web rings
<i>Technical needs and expertise</i> may include:	<ul style="list-style-type: none"> • advice on existing business strategy and base business versus growth business • advice on staffing arrangements • advice on technology issues/compatibility • banking information for electronic funds transfer • contact person • feedback loops • new protocols relating to legal or security issues for e-business • open and international standards e.g. EAN.UCC or UN/EDIFACT • personal identification and password for online access to business processes e.g. purchasing or supply
<i>Policies and guidelines</i> may include:	<ul style="list-style-type: none"> • business ethics • confidentiality • electronic communication • fraud prevention and detection • human resources management • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation

RANGE STATEMENT

	<ul style="list-style-type: none"> • outsourcing • performance management • privacy • risk management • security
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - E Business
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Co-requisite units

Co-requisite units		

BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain daily financial records	1.1. Correctly maintain daily financial records and in accordance with <i>organisational requirements</i> for accounting purposes 1.2. Identify and rectify or refer <i>discrepancies</i> or errors in <i>documentation</i> or transactions to <i>designated persons</i> in accordance with organisational requirements 1.3. Accurately credit and debit transactions and promptly enter into <i>journals</i> in accordance with organisational requirements
2. Maintain general ledger	2.1. Maintain general ledger in accordance with organisational requirements 2.2. Post <i>transactions</i> into general ledger in accordance with organisational reporting requirements 2.3. <i>Reconcile systems for accounts payable and receivable</i> with general ledger 2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements
3. Monitor cash control	3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements 3.2. Make and receive <i>payments</i> in accordance with organisational requirements 3.3. Collect or follow-up outstanding accounts within designated time lines 3.4. Check payment documentation for accuracy of information and despatch to creditors within <i>designated time line</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information
- communication skills to clarify information and to refer errors or discrepancies to appropriate people
- numeracy skills to read and interpret financial data and to prepare cash analysis sheets
- problem-solving skills to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- organisational policies and procedures relating to maintaining financial records
- definition of credits/creditors and debits/debtors
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organisational policies and procedures relating to maintaining financial records.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of source documents relating to financial record keeping.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of identification and rectification or referral of discrepancies or errors in documentation or transactions • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of financial record keeping • examples of financial documentation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other financial administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • designated time lines • guidelines for reconciling journals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
<p><i>Discrepancies</i> may relate to:</p>	<ul style="list-style-type: none"> • bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
<p><i>Documentation</i> may include:</p>	<ul style="list-style-type: none"> • purchase credit notes • purchase invoices • sales credit notes • sales invoices
<p><i>Designated persons</i> may include:</p>	<ul style="list-style-type: none"> • bank • line management • organisation's authorisations department • statutory body • supervisor
<p><i>Journals</i> may include:</p>	<ul style="list-style-type: none"> • cash payments • cash receipts • purchases and purchase returns • sales and sales returns
<p><i>Transactions</i> may include:</p>	<ul style="list-style-type: none"> • commencing business entries • correction of posting errors • interest expense • interest receivable • non-cash transactions (e.g. writing-off

RANGE STATEMENT	
	<p>depreciation, stock losses)</p> <ul style="list-style-type: none"> • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
<i>Reconciling systems for accounts payable and receivable</i> may include:	<ul style="list-style-type: none"> • checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
<i>Payments</i> may include:	<ul style="list-style-type: none"> • cash • cheque • credit card • direct debit
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Administration
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Co-requisite units

Co-requisite units		

BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with <i>designated persons</i> 1.2. Enter employee <i>pay period details</i> and any <i>deductions and allowances</i> in <i>payroll system</i> in accordance with <i>source documents</i> 1.3. Calculate payment due to individual employees to reflect standard pay and <i>variations</i> in accordance with employee source data
2. Prepare payroll	2.1. <i>Prepare payroll</i> within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store <i>payroll records</i> in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records
3. Handle payroll enquiries	3.1. Respond to payroll <i>enquiries</i> in accordance with organisational and <i>legislative requirements</i> 3.2. Provide information in accordance with organisational and legislative requirements 3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
 - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
 - write cheque or salary authorisations
 - prepare pay advice slips
 - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - financial legislation
 - privacy laws
 - occupational health and safety
- organisational policy and procedures
- types of payroll systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> performing payroll calculations applying knowledge of organisational guidelines relating to security and confidentiality of information.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources access to computer equipment, relevant software and payroll data (samples or actual).
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of authenticated documents from the workplace or training environment analysis of responses to case studies and scenarios demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other financial administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Designated persons</i> may include:	<ul style="list-style-type: none"> • immediate supervisor • those who have the authority to approve payroll decisions
<i>Pay period details</i> may include:	<ul style="list-style-type: none"> • bonus • casual wage • commission • contract • piecework • salary • wage
<i>Deductions and allowances</i> may include:	<ul style="list-style-type: none"> • car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
<i>Payroll system</i> may include:	<ul style="list-style-type: none"> • manual • computerised
<i>Source documents</i> may include:	<ul style="list-style-type: none"> • employee earnings and payroll register • employee records or history • employee timesheets
<i>Variations</i> may include:	<ul style="list-style-type: none"> • holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave
<i>Preparing payroll</i> may include:	<ul style="list-style-type: none"> • calculation of gross pay • cash analysis

RANGE STATEMENT	
	<ul style="list-style-type: none"> • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
<i>Payroll records</i> may include:	<ul style="list-style-type: none"> • cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
<i>Enquiries</i> may include:	<ul style="list-style-type: none"> • email • face-to-face • fax • telephone
<i>Legislative requirements</i> may include:	<ul style="list-style-type: none"> • Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Administration
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Co-requisite units

Co-requisite units		

BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial journal systems	1.1. Check <i>source documents</i> for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter <i>transactions</i> into cash and credit <i>journal system</i> in accordance with organisational policy and procedures, and <i>relevant legislation and compliance requirements</i> 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify <i>discrepancies</i> and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual <i>accounts payable and accounts receivable</i> , in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with <i>journal data</i> or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. <i>Check payment documentation</i> for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check <i>accounts receivable statements</i> for accuracy of content in accordance with organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
	5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	<p>6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation</p> <p>6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements</p> <p>6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures</p> <p>6.4. Monitor and review <i>credit terms</i> in accordance with credit policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand financial procedures
- numeracy skills to:
 - use knowledge of mathematical concepts
 - interpret, compare and calculate with whole numbers and money
 - use decimal fractions and percentages
- problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - Australian Taxation Office regulations
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation
 - privacy laws
 - occupational health and safety
- limit of scope of own responsibility
- organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or general ledger data.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources, such as: <ul style="list-style-type: none"> • calculator • computer equipment and relevant software • access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary ledgers • access to workplace reference materials such as procedural manuals and company policy.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other financial administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Source documents</i> may include:</p>	<ul style="list-style-type: none"> • adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
<p><i>Transactions</i> may include:</p>	<ul style="list-style-type: none"> • capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
<p><i>Journal system</i> may include:</p>	<ul style="list-style-type: none"> • cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal

RANGE STATEMENT	
<i>Systems</i> may include:	<ul style="list-style-type: none"> • computerised • manual
<i>Relevant legislation and compliance requirements</i> may include:	<ul style="list-style-type: none"> • consumer: <ul style="list-style-type: none"> • codes of practice • Australian Consumer Credit Code • privacy laws • secrecy laws • competition: <ul style="list-style-type: none"> • Australian Competition and Consumer Commission (ACCC), National Competition Policy • prudential: <ul style="list-style-type: none"> • commonwealth Bills of Exchange Act 1909 • commonwealth Cheques and Payment Orders Act 1986 • commonwealth Financial Transaction Reports Act 1988 • commonwealth Land Tax Assessment Act 2002 • commercial tenancies laws • corporate law • Credit Reference Association of Australia (CRAA) • Electronic Funds Transfer (EFT) Code of Conduct • Financial Institutions (FI) Code • payroll tax assessment laws and regulations • prescribed payments laws and regulations • stamp duties laws • taxation assessment laws
<i>Discrepancies</i> may include:	<ul style="list-style-type: none"> • bank charges • direct deposits • direct payments • dishonoured cheques • interest
<i>Accounts payable and accounts receivable systems</i> may include:	<ul style="list-style-type: none"> • accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger

RANGE STATEMENT	
<i>Journal data</i> may include:	<ul style="list-style-type: none"> • accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total
<i>Checking payment documentation</i> may include:	<ul style="list-style-type: none"> • attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
<i>Accounts receivable statements</i> may include:	<ul style="list-style-type: none"> • any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
<i>Credit terms</i> may include:	<ul style="list-style-type: none"> • arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Administration
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Co-requisite units

Co-requisite units		

BSBFIA304A Maintain a general ledger

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain a general ledger within an organisation including processing journal entries and preparing a trial balance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process journal entries	<p>1.1. Prepare <i>general journal entries</i> from <i>source journals</i> in accordance with accounting requirements, organisational policy, procedures and accounting standards</p> <p>1.2. Post journal entries into <i>general ledger system</i> in accordance with organisational policy, procedures and accounting standards</p> <p>1.3. <i>Reconcile accounts payable and accounts receivable</i> subsidiary ledger systems with general ledger</p> <p>1.4. Ensure processing maintains the accounting equation and is completed within designated time lines</p>
2. Prepare a trial balance	<p>2.1. <i>Prepare trial balance</i> of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy</p> <p>2.2. Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and understand financial procedures
- numeracy skills to:
 - use knowledge of mathematical concepts
 - interpret, compare and calculate with whole numbers and money
 - use decimal fractions and percentages
- problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations such as:
 - Australian Taxation Office regulations
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation
 - privacy laws
 - occupational health and safety
- limit of scope of own responsibility
- organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • accurately entering data • applying understanding of general journal entries and knowledge of the relationship between journals and general ledger • implementation of double-entry principles • systematic tracing of errors.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources, such as: <ul style="list-style-type: none"> • calculator • computer equipment and relevant software • examples of source journals.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other financial administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>General journal entries</i> may include:	<ul style="list-style-type: none"> • bad debts written off • correction of posting errors • interest expense • interest receivable • opening entries • purchase of a non-current asset on credit • sale of a non-current asset on credit • transfer of funds between bank accounts • withdrawal of stock and assets by owner
<i>Source journals</i> for general ledger may include:	<ul style="list-style-type: none"> • cash payments journal • cash receipts journal • general journal • purchases journal • purchases returns journal • sales journal • sales return journal
<i>General ledger system</i> may include:	<ul style="list-style-type: none"> • computerised • manual
<i>Reconciling accounts payable and accounts receivable</i> may include:	<ul style="list-style-type: none"> • checking accuracy of accounts payable balances with general ledger control account • checking accuracy of accounts receivable balances with general ledger control account
<i>Preparing trial balance</i> may include:	<ul style="list-style-type: none"> • checking total debits equal total credits • listing ledger account balances from general ledger • tracing of errors

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Administration
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Co-requisite units

Co-requisite units		

BSBFIA401A Prepare financial reports

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who are responsible for preparing financial reports. They may work as individuals providing administrative support within an enterprise, or they might have responsibility for these tasks in relation to their own workgroup or role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain asset register	1.1. Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organisational policy and procedures 1.2. Determine method of <i>calculating depreciation</i> in accordance with organisational requirements 1.3. Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting requirements
2. Record general journal entries for balance day adjustments	2.1. Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy, procedures and accounting requirements 2.2. Adjust <i>expense accounts</i> and <i>revenue accounts</i> for <i>prepayments and accruals</i> 2.3. Record <i>bad and doubtful debts</i> in accordance with organisational policy, procedures and accounting requirements 2.4. Adjust ledger accounts for <i>inventories</i> , if required, and transfer to <i>final accounts</i>
3. Prepare final general ledger accounts	3.1. Enter general journal entries for balance day adjustments in general ledger system in accordance with organisational policy, procedures and accounting requirements 3.2. Post revenue and expense account balances to final general ledger accounts system 3.3. Prepare final general ledger accounts to reflect gross and net profits for reporting period
4. Prepare end of period financial reports	4.1. Prepare <i>revenue statement</i> in accordance with organisational requirements to reflect operating profit for <i>reporting period</i> 4.2. Prepare <i>balance sheet</i> to reflect financial position of business at end of reporting period 4.3. Identify and correct, or refer errors for resolution in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify reporting requirements and obtain required data
- literacy skills to:
 - identify financial information
 - follow the Australian Accounting and Auditing Standards
 - follow the organisation's accounting procedures
- numeracy skills to calculate percentages, addition and subtraction.

Required knowledge

- double-entry bookkeeping principles
- general journal and general ledger entries
- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - Australian Taxation Office regulations
 - accounting and auditing standards
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation
 - privacy laws
 - occupational health and safety
- organisational accounting systems
- organisational policies, procedures and accounting requirements.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • preparing financial reports • applying the Australian Accounting and Auditing Standards • applying double-entry principles.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • Australian Accounting and Auditing Standards • access to samples of financial data • access to workplace reference materials such procedural manuals and company policy.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other financial administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Calculating depreciation</i> may include:	<ul style="list-style-type: none"> • reducing balance method • straight-line method
<i>Expense accounts</i> may include:	<ul style="list-style-type: none"> • distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
<i>Revenue accounts</i> may include:	<ul style="list-style-type: none"> • commission received • interest received • rent received
<i>Prepayments and accruals</i> may include:	<ul style="list-style-type: none"> • accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
<i>Bad and doubtful debts</i> may include:	<ul style="list-style-type: none"> • calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts
<i>Inventories</i> may include:	<ul style="list-style-type: none"> • goods for resale • stationery and other office supplies
<i>Final accounts</i> may include:	<ul style="list-style-type: none"> • profit and loss • trading
<i>Revenue statement</i> comprises:	<ul style="list-style-type: none"> • cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
<i>Reporting period</i> may include:	<ul style="list-style-type: none"> • as determined in organisational procedures • financial year

RANGE STATEMENT*Balance sheet* comprises:

- narrative or T format
- unclassified assets and liabilities

Unit Sector(s)**Unit sector****Competency field****Competency field**

Finance - Financial Administration

Co-requisite units**Co-requisite units**

BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current <i>financial data</i> to ensure consistency, quality and accuracy in accordance with <i>organisational requirements</i> 1.2. Use <i>conversion and consolidation procedures</i> to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that <i>discrepancies</i> , unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with <i>statutory requirements</i> 2.2. Calculate liabilities for tax in accordance with current legislation and <i>revenue gathering practices</i> 2.3. Correctly identify relevant receipts, <i>revenue documentation</i> and payments 2.4. Ensure that statements and claims take full advantage of <i>available benefits and allowances</i> in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within <i>stated deadlines</i>
3. Provide financial business recommendations	3.1. Ensure that <i>recommendations</i> are logically derived and supported by <i>evidence</i> in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise <i>significant issues</i> in statements including comparative financial performances for review and decision making 3.5. Ensure structure and <i>format of reports</i> are clear and conform to organisational and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - financial legislation
 - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges
- options, methods and practices for deductions, benefits and depreciations.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • organising financial data to highlight relevant features • presenting financial data in comprehensive format • completing Business Activity Statements • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of financial data, reports and documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of income and expenditure records • analysis of responses to case studies and scenarios • demonstration of techniques • review of tax liabilities calculations • oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting • assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other financial administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Financial data</i> may include:</p>	<ul style="list-style-type: none"> • Australian Bureau of Statistics (ABS) economic data • budget variances • budgets and forecasts • cash flow/profit reports • financial markets monitoring services (e.g. Reuters) • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
<p><i>Conversion and consolidation procedures</i> may include:</p>	<ul style="list-style-type: none"> • moving averages • spreadsheets • standardised variables • trend analysis • unit costs
<p><i>Discrepancies</i> may include:</p>	<ul style="list-style-type: none"> • absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements

RANGE STATEMENT	
	<ul style="list-style-type: none"> • variances from budget and phasings
<i>Statutory requirements</i> may include:	<ul style="list-style-type: none"> • delegated authorities • internal control procedures • reporting periods • taxation payment timings
<i>Revenue gathering practices</i> may include:	<ul style="list-style-type: none"> • billing schedules • fees and charges • investments • leasing • lending and financing • sales
<i>Revenue documentation</i> may include:	<ul style="list-style-type: none"> • bills • cash received • debit notes • declarations • invoices • sales proceeds
<i>Available benefits and allowances</i> may include:	<ul style="list-style-type: none"> • depreciation • donations • interest payments • sales tax deductions
<i>Stated deadlines</i> may include:	<ul style="list-style-type: none"> • annual reports • lodgement dates • monthly returns • payment schedules
<i>Recommendations</i> may include:	<ul style="list-style-type: none"> • cash flow • consolidation • expenses • loss • profit • write-offs
<i>Evidence</i> may include:	<ul style="list-style-type: none"> • budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
<i>Significant issues</i> may include:	<ul style="list-style-type: none"> • cost structures • internal controls • losses and returns

RANGE STATEMENT	
	<ul style="list-style-type: none"> • profitability • statutory obligations • suppliers
<i>Format of reports</i> may include:	<ul style="list-style-type: none"> • balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Administration
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Co-requisite units

Co-requisite units	

BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s.</p> <p>The unit applies to managers working in small and large business environments and not for profit organisations.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan financial management approaches	1.1. Access <i>budget/financial plans</i> for the work team 1.2. Clarify budget/financial plans with <i>relevant personnel</i> within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare <i>contingency plans</i> in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide <i>support</i> to ensure that team members can competently perform <i>required roles</i> associated with the management of finances 2.3. Determine and access <i>resources and systems</i> to manage financial management processes within the work team
3. Monitor and control finances	3.1. Implement <i>processes</i> to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. <i>Report</i> on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, <i>data and information on the effectiveness of financial management processes</i> within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
 - budgeting
 - cash flows
 - electronic spreadsheets
 - GST
 - ledgers and financial statements
 - profit and loss statements.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements knowledge of the record keeping requirements for the ATO and for auditing purposes.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation demonstration of techniques using financial record keeping software direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing review of contingency plans review of identification of cost variations and expenditure overruns evaluation of documentation reporting on budget and expenditure review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE

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| | <ul style="list-style-type: none">• other units from the Diploma of Management. |
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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Budget/financial plans</i> may include:</p>	<ul style="list-style-type: none"> • cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • financial managers, accountants or financial controllers • supervisors, other frontline managers
<p><i>Contingency plans</i> may include:</p>	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<p><i>Support</i> may include:</p>	<ul style="list-style-type: none"> • access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • intranet-based information • training including mentoring, coaching and shadowing
<i>Required roles</i> may include:	<ul style="list-style-type: none"> • arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
<i>Resources and systems</i> may include:	<ul style="list-style-type: none"> • hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support
<i>Processes</i> to monitor actual expenditure and to control costs across the work team include:	<ul style="list-style-type: none"> • reporting of: <ul style="list-style-type: none"> • assets • consumables • equipment • expenditure • income • stock • wastage
<i>Reporting</i> may include data from:	<ul style="list-style-type: none"> • bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
<i>Data and information on the effectiveness of financial management processes</i> may include records (paper-based and	<ul style="list-style-type: none"> • bank account records • cash flow data • contracts

RANGE STATEMENT

electronic) related to:

- credit card receipts
- employee timesheets
- files of paid purchase and service invoices
- income and expenditure
- insurance reports
- invoices
- job costings
- petty cash receipts
- quotations
- taxation records
- wages/salaries books

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBFIM502A Manage payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who are required to establish and work with payroll systems. They may work as senior administrative staff or may have responsibility for managing payroll systems and calculations.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for the management of payroll	1.1. Establish <i>security procedures</i> that ensure the confidentiality and security of payroll information 1.2. Ensure procedures guarantee substantiation of claims for allowances 1.3. Establish <i>control measures</i> to safeguard organisation's financial resources in accordance with <i>legislative and organisational requirements</i> 1.4. Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation
2. Prepare payroll data	2.1. Use <i>nominated industrial awards, contracts and government legislation</i> to calculate gross pay and annual salaries 2.2. Calculate <i>statutory and voluntary deductions</i> using government and employee documentation 2.3. Provide payroll data to payroll processor for calculation within <i>designated time lines</i>
3. Authorise payment of salaries	3.1. Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2. Reconcile salaries, wages and deductions in accordance with organisational policy and procedures 3.3. Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4. Administer salary records	4.1. Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2. Forward periodic deductions to <i>nominated creditors</i> within designated time lines 4.3. Prepare and despatch payments to government authorities accurately and in accordance with the relevant government legislation 4.4. Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5. Prepare and reconcile employee group certificate amounts from salary records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to answer enquiries, and to explain and resolve discrepancies with employees
- literacy skills to follow complex financial procedures and to follow and write detailed instructions
- numeracy skills to:
 - use financial formulae
 - calculate gross and net pay
 - compare differing rates of pay over a given time span of the same nature
 - prepare cash analysis sheets
 - reconcile figures and rectify anomalies to ensure accuracy.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards, regulations and codes that may affect aspects of business operations, such as:
 - Australian Taxation Office regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - financial legislation
 - privacy laws
 - relevant industrial awards
 - other relevant government and statutory bodies in relation to payroll
 - Superannuation Guarantee (Administration) Act and superannuation regulations
 - organisational policies and procedures across the full range of tasks required payroll processes.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • documenting steps undertaken to establish payroll system • using data and calculations to calculate payroll, including a range of deductions • preparing appropriate records to record payroll processing.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources, such as: <ul style="list-style-type: none"> • Australian Accounting and Auditing Standards • calculator • certified or workplace agreements • computer equipment and relevant software • HECS/HELP documentation • organisation's accounting system • organisational contracts • paper-based or electronic payroll system • relevant Australian Taxation Office legislation • relevant industrial Awards • Superannuation Guarantee (Administration) Act • access to samples of financial data.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of

EVIDENCE GUIDE	
	accounting procedures and techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• financial administration units• other financial management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Security procedures</i> may include:</p>	<ul style="list-style-type: none"> • authorised access • back-up files • computer passwords • employees signing for pay • ensuring security of passwords and keys • keeping payroll documents secure • maintaining security and confidentiality of employees' details • numbering payroll registers • restricting access to electronic files and locking paper-based confidential information • separating locations of confidential information • storage of information off site • supervision of timesheets
<p><i>Control measures</i> may include:</p>	<ul style="list-style-type: none"> • authorisation requirements • dual checking system • internal control policies and procedures • multiple checks and balances • reconciliation of records • separation of duties
<p><i>Legislative and organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • Australian Accounting and Auditing Standards • Australian Securities and Investments Commission (ASIC) requirements • Australian Taxation Office regulations • corporations law • Fringe Benefits Tax (FBT) • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • legislation and regulations in relation to superannuation such as the Superannuation Guarantee (Administration) Act

RANGE STATEMENT	
	<ul style="list-style-type: none"> • organisational policy and procedures for cash handling • Pay As You Go (PAYG) tax • superannuation • tax file number
<i>Nominated industrial awards, contracts and government legislation</i> may include:	<ul style="list-style-type: none"> • certified and workplace agreements • enterprise agreements • federal and state/territory awards • use of Wageline
<i>Calculating gross pay and annual salaries</i> may include:	<ul style="list-style-type: none"> • allowances • annual leave loading • appropriate pay structure • deductions • employment history cards • FBT • FBT returns • long service leave • overtime • penalty rates • salary packaging items • salary sacrificing • sick leave • time sheets
<i>Statutory and voluntary deductions</i> may include:	<ul style="list-style-type: none"> • HECS • HELP • insurance • Medicare levy • PAYG tax • payroll tax • superannuation levy • union fees
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • Australian Taxation Office time lines for submission such as group tax, fringe benefits tax • Business Activity Statement (BAS) • stipulated time period before employee departs organisation • stipulated time period before pay is due to employees • organisational time lines

RANGE STATEMENT

<i>Nominated creditors</i> may include:	<ul style="list-style-type: none"> • Australian Taxation Office • government agencies • health funds • membership organisations • those nominated as part of salary packaging • union • vehicle leasing organisations
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Management
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Co-requisite units

Co-requisite units		

BSBFIM701A Manage financial resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage financial resources in a complex environment for a substantial business unit or organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Leaders in learning operations are typically required to forecast future financial resource needs, analyse current asset performance and capacity to a standard expected in a commercial environment, and to set business targets.</p> <p>There will be a requirement to manage compliance mechanisms, to manage financial risk within agreed plans and mechanisms, and to monitor compliance with financial projections.</p> <p>This unit will have specific relevance for leaders or managers working to leverage how learning can enhance individual, team and organisational capabilities.</p> <p>Management of financial resources relating to complex and diverse training operations or projects is an important aspect of work for managers in training and/or assessment organisations or leaders seeking to implement organisational learning.</p> <p>The unit may relate equally to small scale learning activities within a small to medium sized organisation or a significant activity in a large organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

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

ELEMENT	PERFORMANCE CRITERIA
4. Manage financial risk	4.1. Identify and analyse financial <i>risk</i> factors 4.2. Document and manage financial risks according to organisational policies and procedures 4.3. Implement procedures to review financial <i>risk management</i> activities regularly
5. Monitor compliance with financial projections	5.1. Identify deviations from budgets that generate an adverse affect on budget objectives 5.2. Promptly develop action plans to remedy significant deviations from budget objectives and projections 5.3. Monitor and review <i>financial documentation</i> against organisational objectives 5.4. Revise and renew budget priorities to meet operational contingencies and risk management 5.5. Manage costs to targets set in the budget

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify potential risks of any type
- communication skills to identify financial information and to follow Australian Accounting and Auditing Standards, and the organisation's accounting procedures
- decision making skills
- interpersonal skills to:
 - maintain appropriate relationships with colleagues
 - establish trust
 - value and be open to, the opinions of others
 - work as part of a team
 - listening actively
- negotiation skills
- planning and organisation skills to timetable and schedule reports and lodgements
- problem-solving, initiative and enterprise skills to prepare budgets and to monitor their implementation
- research skills to identify valuations and applicable professional standards
- risk management skills.

Required knowledge

- accounting, financial statements and cash flow
- communication processes and methods
- compliance requirements
- cost of capital, capital structure and working capital
- finance and investment decisions
- goal of financial resource management
- legislation, codes and by-laws relevant to the organisation's operations
- principles of finance
- relevant legislation from all levels of government that affect business operation, especially occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- risk and return .

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • preparing a financial resource plan/budget • monitoring and managing financial resources over a full planning cycle • effectively communicating financial reports and operational execution • transferring competence to changing circumstances and responding to unusual situations • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace contractual and procurement documentation • competence is consistently demonstrated over time, and over a range and variety of situations • access to appropriate documentation and resources normally used in the workplace • access to an appropriate operating environment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • completion of applied projects or learning activities, such as budget preparation, analysis and reporting, preparation of financial forecasts, and review and analysis of costs • direct observation of contextual application of skills • oral or written questioning to assess knowledge of risk and return • review of documentation displaying compliance with professional and regulatory standards for financial management.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• BSBLED710A Develop human capital.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Systems</i> are defined as:	<ul style="list-style-type: none"> • a detailed description/depiction of how organisations relate to their environments and how they process information through strategic and tactical management to develop actual operating procedures
<i>Financial data</i> may include:	<ul style="list-style-type: none"> • Australian Bureau of Statistics (ABS) economic data • balance sheet • benchmarks or trend analysis • budget variances • budgets and forecasts • cash flow/profit reports • financial/operational statements and reports (such as expenditures and receipts, profit and loss statements) • financial markets monitoring services (such as Reuters) • income statements • market valuations
<i>Statutory requirements</i> may include:	<ul style="list-style-type: none"> • delegated authorities • internal control procedures • reporting periods • taxation payment timings
<i>Standard accounting techniques</i> relating to the management of financial resources for an organisation may include:	<ul style="list-style-type: none"> • deprival asset valuations • direct and indirect allocation • discounted cash flows • impact statements • internal rate of return • net present value • pay back break even periods • pro-rata and percentage apportionment • rates of return
<i>Management responsibilities</i> may	<ul style="list-style-type: none"> • organisational policies, procedures, guidelines,

RANGE STATEMENT	
include:	ethical and/or professional standards
<i>Legal requirements</i> may include:	<ul style="list-style-type: none"> • private sector requirements such as: <ul style="list-style-type: none"> • Australian Accounting Standards (SAC 1, 2, Framework AASB1001) • Corporations Act 2001 • GST and income tax reporting • public sector requirements such as: <ul style="list-style-type: none"> • Financial Administration and Audit Act 1977 • Financial Management Standard 1997
<i>Key information</i> may include:	<ul style="list-style-type: none"> • gross profit • net profit • return on investment • Or for public or not-for-profit organisations: • best use of resources • surplus/deficit against budget • value for money
<i>Comparative and trend information</i> includes:	<ul style="list-style-type: none"> • availability of external funding sources • benchmarks as agreed • business activity • brand value • expenses • leverage • liquidity • profitability • return on equity • sales • wages
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
<i>Risks</i> may include:	<ul style="list-style-type: none"> • damage to property/equipment

RANGE STATEMENT	
	<ul style="list-style-type: none"> • environmental • equipment/system failures • financial/economic loss/failure • industrial disputation • market changes • natural disasters • OHS including disease • political events • product failure • professional incompetence • security failure (including criminal or terrorist activities)
Risk management is:	<ul style="list-style-type: none"> • the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Financial documentation relating to the management of financial resources for an organisation may include:	<ul style="list-style-type: none"> • balance sheets • budgetary analysis • electronic forms • financial year reports • forecasts and estimates • operating statements • order and supplier documentation • returns on investments • spreadsheets • taxation and statutory returns

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Finance - Financial Management
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Co-requisite units

Co-requisite units		

BSBFLM305C Support operational plan

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to provide support for operational practices and procedures within the organisation's productivity and profitability plans. This includes contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.</p> <p>At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.</p> <p>This unit is related to BSBMGT402A Implement operational plan.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to implementation of operational plan	1.1. Collect and record details of <i>resource requirements</i> and report to <i>relevant personnel</i> 1.2. Ensure the <i>operational plan</i> contributes to the achievement of the organisation's performance and business plan 1.3. Identify <i>key performance indicators</i> to measure own and work team's performance 1.4. Undertake <i>contingency planning</i> as required 1.5. Support the development and presentation of proposals for resource requirements as required
2. Assist in recruiting employees and acquiring resources	2.1. Assist with employee recruitment and/or induction as required, within <i>the organisation's policies, practices and procedures</i> 2.2. Acquire physical resources and services according to the organisation's policies, practices and procedures and in consultation with relevant personnel
3. Support operations	3.1. Identify and utilise <i>performance systems and processes</i> to assess team progress in achieving plans and targets 3.2. Compare actual productivity and performance with identified short-term budgets, targets and performance results 3.3. Identify and report unsatisfactory performance to relevant personnel, to enable action to be taken to rectify the situation 3.4. Provide coaching to support individuals and teams to use resources effectively, economically and safely 3.5. Support <i>consultation processes</i> for the development and/or variation of the operational plan as required 3.6. Present recommendations for variation to operational plans to relevant personnel 3.7. Follow performance <i>systems, procedures and recording processes</i> in accordance with organisation requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- coaching and mentoring skills to provide support to colleagues
- functional literacy skills to access and use workplace information
- skills to:
 - maintain a safe workplace and environment
 - access and use feedback to improve operational performance
 - prepare recommendations to improve operations
 - access and use established systems and processes.

Required knowledge

- principles and techniques of:
 - short-term operational scheduling
 - physical resources and services acquisition procedures and/or systems
 - budget and performance figures interpretation
 - performance monitoring within defined job role
 - performance reporting
 - problem identification and resolution
 - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste within defined job role
- relevant legislation from all levels of government that may affect business operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- support for individuals and teams who have difficulty in performing to the required standard.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • sharing information with members of the work team about implementing and monitoring the operational plan • assisting in planning resource acquisition and usage including human resources, risk management and contingency planning • monitoring, analysing and reporting individual and team performance against identified targets.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • records produced while working with the operational plan, such as: <ul style="list-style-type: none"> • suggestions for variations to the operational plan • rosters and staff allocation • short-term resource acquisition planning, contingency planning and/or risk management plans • induction programs conducted • suggestions and input into management decisions related to the operational plan • records of actions taken to address day-to-day resource shortfalls.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE

- BSBFLM303C Contribute to effective workplace relationships
- BSBFLM306C Provide workplace information and resourcing plans
- BSBFLM312C Contribute to team effectiveness
- BSBCM311B Maintain workplace safety.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Resource requirements</i> may include:	<ul style="list-style-type: none"> • purchasing or ordering of goods • stock requirements and requisitions • supply of resources.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • colleagues, supervisors and managers • OHS committees and other people with specialist responsibilities • specialist resource managers • unions/employee groups • other employees.
<i>Operational plan</i> may include:	<ul style="list-style-type: none"> • organisational plans • tactical plans developed by the department or section to detail product and service performance.
<i>Key performance indicators</i> may refer to:	<ul style="list-style-type: none"> • measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and identify areas for improvements.
<i>Contingency planning</i> may refer to:	<ul style="list-style-type: none"> • contracting or outsourcing human resource and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or

RANGE STATEMENT	
	<ul style="list-style-type: none"> consumables • succession planning.
<i>The organisation's policies practices and procedures</i> may include:	<ul style="list-style-type: none"> • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • organisational culture • Standard Operating Procedures • undocumented practices in line with organisational operations.
<i>Performance systems and processes</i> may be:	<ul style="list-style-type: none"> • formal or informal processes within the organisation, such as: <ul style="list-style-type: none"> • Key Performance Indicators (KPIs) • specified work outcomes • individual and team work plans • feedback arrangements • informal systems used in the place of existing organisation-wide systems.
<i>Consultation processes</i> may refer to:	<ul style="list-style-type: none"> • mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans.
<i>Performance systems, procedures and recording processes</i> may include:	<ul style="list-style-type: none"> • databases and other recording mechanisms • individual and team performance plans • organisational policies and procedures relative to performance.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Frontline Management
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Co-requisite units

Co-requisite units		

BSBFLM309C Support continuous improvement systems and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

<p>Application of the unit</p>	<p>This unit replaces BSBFLM309A Support continuous improvement systems and processes.</p> <p>Frontline managers have an active role in supporting continuous improvement processes in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation.</p> <p>At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.</p> <p>Consider co-assessment with BSBFLM305C Support operational plan, BSBFLM312C Contribute to team effectiveness, BSBCUS301A Deliver and monitor a service to customers, BSBCMN311B Maintain workplace safety, and BSBFLM311C Support a workplace learning environment.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>	

Employability Skills Information

<p>Employability skills</p>	<p>This unit contains employability skills.</p>
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to continuous improvement systems and processes	<p>1.1. Actively encourage and support team members to participate in decision making processes and to assume responsibility and exercise initiative</p> <p>1.2. <i>Communicate</i> the organisation's <i>continuous improvement processes</i> to individuals and teams</p> <p>1.3. Effectively utilise <i>mentoring and coaching</i> to ensure that individuals/teams are able to support the organisation's continuous improvement processes</p>
2. Monitor and report on specified outcomes	<p>2.1. Utilise the organisation's <i>systems</i> and <i>technology</i> to monitor team progress and to identify ways in which planning and operations could be improved</p> <p>2.2. Apply continuous improvement techniques and processes to improve <i>customer service</i></p>
3. Support opportunities for further improvement	<p>3.1. Communicate <i>agreed recommendations</i> for improvements in achieving the business plan to team members</p> <p>3.2. Document and use work performance to identify opportunities for further improvement</p> <p>3.3. Maintain records, reports and recommendations for improvement within the organisation's systems and processes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- research, analysis, interpretation and reporting skills
- monitoring and evaluation skills
- communication skills to:
 - gain the commitment of individuals and teams to continuous improvement
 - deal with people openly and fairly
 - use consultation skills effectively
- skills to consolidate opportunities for improvement
- coaching and mentoring skills to provide support to colleagues

Required knowledge

- legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques of:
 - continuous improvement systems and processes
 - benchmarking
 - best practice
- benefits of continuous improvement
- quality approaches which the organisation may implement
- methods that can be used in continuous improvement
- barriers to continuous improvement
- recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • examples of actions taken by the candidate to support continuous improvement including: • use of work performance to identify improvement • adjusted plans to reflect changes • effective communication to all stakeholders • use of technology to monitor operational progress • application of suitable recordkeeping processes.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • that this unit is assessed in the workplace or in a closely simulated work environment.
Method of assessment	<p>A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of records supporting the organisation's continuous improvement systems and processes, such as: <ul style="list-style-type: none"> • contributions to organisational policies and procedures • contributions to procedures and policies for dealing with continuous improvement processes, and related codes of conduct • actions taken to address information collection, retrieval and use in the workplace • actions taken to address issues and problems within work team • actions taken to address methods of reporting

EVIDENCE GUIDE	
	<p>information</p> <ul style="list-style-type: none"> • learning and development plans for team members • materials developed for coaching, mentoring and training • induction programs developed and/or delivered • actions taken to address internal and external information management issues • reviews of people management • advice and input into management decisions related to continuous improvement • records of people management lessons learned.
Guidance information for assessment	<p>This unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team, and as part of a holistic assessment activity.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Legislation, codes and national standards relevant to the workplace may include:</p>	<ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice.
<p><i>OHS considerations</i> may include:</p>	<ul style="list-style-type: none"> • provision of information about OHS legislative requirements and guidelines, and the organisation's OHS policies, procedures and programs • participation in the regular update of OHS systems and procedures • implementation of the continuous improvement processes of the OHS management system • changes to work practices, procedures and the working environment which impact on OHS • organisation's responsibilities to customers and suppliers.
<p>Methods used to <i>communicate</i> with individuals and team may include:</p>	<ul style="list-style-type: none"> • verbal, written or electronic communications • on-the-job mentoring and coaching.
<p><i>Continuous improvement processes</i> may include:</p>	<ul style="list-style-type: none"> • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • cyclical audits and reviews of workplace, team and individual performance • seeking and considering feedback from a range of stakeholders • modifications and improvements to systems,

RANGE STATEMENT	
	<p>processes, services and products</p> <ul style="list-style-type: none"> • evaluations and monitoring of effectiveness.
<i>Mentoring and coaching</i> may refer to:	<ul style="list-style-type: none"> • teaching another member of the team, usually focusing on a specific work task or skill • providing feedback, support and encouragement on a range of matters • providing assistance with problem solving.
<i>Systems</i> may include:	<ul style="list-style-type: none"> • organisation policies and procedures • web based communication devices • attendance at forums, meetings • newsletters and reports.
<i>Technology</i> may include:	<ul style="list-style-type: none"> • computerised systems and software such as databases, project management and word-processing • telecommunications devices • any other technology used to carry out work roles and responsibilities.
<i>Customer service</i> may be:	<ul style="list-style-type: none"> • internal or external, to existing or new clients • identifying needs and priorities in delivering a service to customers • understanding of different levels of customer satisfaction.
<i>Agreed recommendations</i> may be:	<ul style="list-style-type: none"> • identified improvements arising from the continuous improvement process • determined in accordance with organisational policies and procedures

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and leadership - Frontline Management
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Co-requisite units

Co-requisite units		

BSBFLM311C Support a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to effectively encourage and support a learning environment. Particular emphasis is on participation in processes to facilitate and promote learning and to monitor and improve learning performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers have a prominent role in encouraging and supporting the development of a learning environment in which work and learning come together.</p> <p>At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.</p> <p>This unit is related to BSBLED401A Develop teams and individuals.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Encourage a learning environment	1.1. Encourage and support workplace <i>learning opportunities</i> 1.2. Implement <i>learning plans</i> as an integral part of individual and team performance plans 1.3. Implement learning plans to reflect <i>diversity of needs</i> and learning opportunities 1.4. Encourage individual and team access to, and participation in, learning opportunities 1.5. Liaise effectively with <i>training and development specialists</i> to contribute to learning opportunities which enhance individual, team and organisational performance
2. Encourage and promote learning of team and individuals	2.1. <i>Promote a learning culture</i> within the team and organisation 2.2. Support <i>coaching and mentoring</i> for the development of workplace knowledge, skills and attitudes 2.3. Encourage team members to assess own competencies, and to identify own <i>learning and development needs</i> 2.4. Share the benefits of learning with others in the team and organisation 2.5. Provide recognition and feedback for <i>workplace achievement</i> in a timely and appropriate manner
3. Identify opportunities for improvement	3.1. Monitor the performance of individuals and teams to determine the type and extent of required work-based support 3.2. Gather feedback from individuals and teams to identify opportunities for improving future learning arrangements 3.3. Negotiate adjustments with training and development specialists to improve the efficiency and effectiveness of learning 3.4. Record, document and report learning outcomes in accordance with the organisation's systems and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to support learning
- communication skills to:
 - gain the trust and confidence of colleagues
 - deal with people openly and fairly
 - use consultation skills effectively
- culturally appropriate communication skills to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills in facilitating learning, including:
 - identifying learning needs
 - developing learning plans
 - selecting and using work activities to create learning opportunities
 - establishing a workplace conducive to learning
 - negotiating learning arrangements with training and development specialists
 - encouraging colleagues to share their knowledge and skills
 - evaluating the effectiveness of learning

Required knowledge

- principles and techniques of:
 - adult learning
 - a learning environment and learning culture
 - work based learning
 - structuring learning
 - coaching and mentoring
- relevant legislation from all levels of government that may affect business operation, especially in regard to:
 - occupational health and safety
 - environmental issues
 - equal opportunity and anti-discrimination
 - industrial relations

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> liaising with stakeholders, especially members of the work team, to develop, promote and maintain a workplace learning environment developing learning plans and arranging learning opportunities in line with identified needs compiling and interpreting data about learning arrangements and outcomes in accordance with organisational requirements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge and understanding of workplace learning principles and organisational procedures and policies for applying learning systems presentation of examples of actions taken by the candidate to support a workplace learning environment review of materials developed for coaching, mentoring and training.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBCUS301A Deliver and monitor a service to customers BSBFLM305C Support operational plan BSBFLM312C Contribute to team effectiveness

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• BSBCMN311B Maintain workplace safety• BSBWOR301A Organise personal work priorities and development.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Learning opportunities</i> may include:</p>	<ul style="list-style-type: none"> • action learning • coaching • exchange/rotation • induction • mentoring • shadowing • short courses • structured learning activities conducted outside and within the workplace such as: <ul style="list-style-type: none"> • accredited training through an independent organisation such as a State OHS authority • training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or Australian Apprenticeship • workplace learning activities, that may also contribute to a recognised credential, such as: <ul style="list-style-type: none"> • workshops.
<p><i>Learning plans</i> may include:</p>	<ul style="list-style-type: none"> • codes of conduct • key performance indicators (KPI) • negotiated agreement with individual • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and process.
<p><i>Diversity of needs</i> may include:</p>	<ul style="list-style-type: none"> • different learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches.
<p><i>Training and development</i></p>	<ul style="list-style-type: none"> • internal or external.

RANGE STATEMENT	
<i>specialists</i> may be:	
<i>Promoting a learning culture</i> may include:	<ul style="list-style-type: none"> • encouraging learning and sharing of skills and knowledge across the work team and the wider organisation in order to develop competencies of team members and the team • informally supporting and recognising learning achievements and sharing success stories • promoting participation and learning opportunities • using formal processes to reward training participation in line with organisational processes • utilising workplace activities as opportunities for learning.
<i>Coaching and mentoring</i> may refer to:	<ul style="list-style-type: none"> • providing assistance with problem solving • providing feedback, support and encouragement on a range of matters • teaching another member of the team, usually focusing on a specific work task or skill.
<i>Learning and development needs</i> may include:	<ul style="list-style-type: none"> • developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks.
<i>Workplace achievement</i> may refer to:	<ul style="list-style-type: none"> • achievements of set goals and performance outcomes by the work team and/or individuals.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Frontline Management
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Co-requisite units

Co-requisite units		

BSBHRM401A Review human resources functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas.</p> <p>This is a foundation unit for any person wishing to pursue competency in human resources and provides a sound basis for working across various human resources functional areas.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals requiring a broad knowledge of human resources functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others. However it is assumed that as a human resources practitioner, their work will support effective work practices across the organisation.</p> <p>The unit requires a broad understanding of human resources functions, associated policy frameworks and the administrative requirements to support these functions and policies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research human resources functions	1.1. Clarify <i>human resources issues</i> for review and document scope of review 1.2. Identify local, state/territory, national and international human resources networks for human resources professionals 1.3. Identify information sources for human resources data and information 1.4. Select a <i>research strategy</i> suitable to the topic 1.5. Consult with <i>relevant personnel</i> 1.6. Undertake research 1.7. Review research findings
2. Review policy and procedures frameworks	2.1. Locate policies and procedures relevant to the research topic 2.2. Analyse strengths and weaknesses of policies and procedures 2.3. Consider legislation, regulations and standards that apply to the policies and procedures and the research topic
3. Apply ethical framework	3.1. Review <i>ethical requirements</i> associated with the human resources function under review 3.2. Consider ethical obligations of human resources personnel working in the area under review 3.3. Document behaviours associated with working ethically in the area under review
4. Report on research outcomes	4.1. Collate, analyse and document key findings of the review 4.2. Write report on outcomes of research 4.3. Develop recommendations for future activity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- judgement and decision making skills to review ethical and policy frameworks and to recommend suggested improvements
- literacy skills to research an issue and to write a clear and legible report which documents key issues coherently.

Required knowledge

- human resources functions and policy frameworks
- legal and compliance requirements for working in human resources
- roles and responsibilities of human resources practitioners.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • research report which reviews human resources functions and evidences understanding of the requirement for good policy and ethical approaches • knowledge of legal and compliance requirements for working in human resources.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • examples of human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written report on outcomes of research • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on human resources function/s being reviewed • oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks • evaluation of research undertaken • review of documentation analysing the strengths and weaknesses of policies and procedures • review of documentation of behaviours associated with working ethically in the area under review.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Human Resources.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Human resources issues</i> may include:</p>	<ul style="list-style-type: none"> • change management • employee assistance programs • human resources information systems (HRIS) • industrial relations • learning and development • occupational health and safety (OHS) • performance management • rehabilitation and return to work schemes • remuneration • selection and recruitment • succession planning
<p><i>Research strategies</i> may involve:</p>	<ul style="list-style-type: none"> • interviews • literature searches of print and online resources • statistical analysis • surveys • websites
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • experienced human resources practitioners • training and development staff • managers and team leaders • industry experts or spokespersons
<p><i>Ethical requirements</i> may include:</p>	<ul style="list-style-type: none"> • addressing improper behaviour • application of company values • Code of Conduct • confidentiality • principles such as fairness, respect, impartiality and integrity • reporting processes

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Human Resource Management
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Co-requisite units

Co-requisite units		

BSBHRM402A Recruit, select and induct staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a role in recruitment, selection and induction functions who work under the direction of a human resources manager.</p> <p>It is not assumed that the individuals addressed by this unit have staff who report to them, although this may be the case.</p> <p>Performance of the work described in this unit will be underpinned by in depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resource functions.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine job descriptions	1.1. Clarify time lines and requirement for appointment 1.2. Assist with preparation of <i>job descriptions</i> which accurately reflect the role requirements in accordance with organisational procedures and <i>legislation, codes and national standards</i> and <i>occupational health and safety (OHS) considerations</i> 1.3. Consult with relevant personnel about job descriptions 1.4. Ensure that job descriptions do not contravene legislative requirements 1.5. Obtain approvals to advertise position
2. Plan for selection	2.1. <i>Advertise</i> vacancies for <i>staffing requirements</i> in accordance with organisational policies and procedures 2.2. Consult with relevant personnel to convene selection panel and to develop interview questions 2.3. Short list applicants 2.4. Ensure that interview questions do not breach legislative requirements 2.5. Schedule interviews and advise relevant personnel of times, dates and venues
3. Assess and select applicants	3.1. Participate in interview process and assess candidates against agreed selection criteria 3.2. Discuss assessment with other selection panel members 3.3. Correct any biases or deviations from agreed procedures and negotiate for preferred candidate 3.4. Contact referees for referee reports 3.5. Prepare selection report and make recommendations to senior personnel for appointment 3.6. Advise unsuccessful candidates of outcomes and respond to any queries 3.7. Complete all necessary documentation in accordance with organisational procedures 3.8. Secure agreement of preferred candidate
4. Appoint and induct successful candidate	4.1. Provide successful candidate with employment contract and other documentation 4.2. Advise managers and staff of starting date and make

ELEMENT	PERFORMANCE CRITERIA
	<p>necessary administrative arrangements for pay and employee record keeping</p> <p>4.3. Advise manager and work team of new appointment</p> <p>4.4. Arrange induction in accordance with organisational policy</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process
- literacy skills to work with job descriptions to devise suitable questions for interviews, to prepare letters for unsuccessful applicants and to make job offers
- organising and scheduling skills to arrange interviews and venues.

Required knowledge

- documentation required for recruitment and selection
- human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle
- principles of equity, diversity and relevant legislation.
- range of interviewing techniques and other selection processes and their application.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated ability to work with job descriptions to source and select suitable staff • interviewing and other selection techniques that demonstrate awareness of equal opportunity and anti-discrimination requirements • knowledge of the human resource life cycle.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an appropriate range of documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on recruitment and selection • demonstration of selection techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of interviewing techniques • review of advertisements for staffing vacancies • review of documentation provided to successful candidate • oral or written questioning to assess knowledge of selection processes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Human Resources.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Job descriptions</i> may include:	<ul style="list-style-type: none"> • attributes • competencies required by staff • job or person specifications • job title and purpose of position • necessary skills and knowledge • qualifications • selection criteria • tasks or duties associated with the position
<i>Legislation, codes and national standards</i> may include:	<ul style="list-style-type: none"> • award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
<i>Occupational health and safety (OHS) considerations</i> may include:	<ul style="list-style-type: none"> • establishment and maintenance of OHS training, records, induction processes • performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
<i>Advertising</i> may include:	<ul style="list-style-type: none"> • electronic or print • internal or external • outsourcing
<i>Staffing requirements</i> may include:	<ul style="list-style-type: none"> • permanent, temporary, full-time, part-time or casual

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Human Resource Management
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Co-requisite units

Co-requisite units		

BSBHRM501A Manage human resources services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan and oversee and deliver human resources services. It is not specific to any given human resources function and deals with the coordination of services and approaches.</p> <p>This unit takes an overview of human resources services and includes business ethics.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to human resources managers with broad experience who have responsibility for coordinating a range of human resources practices across an organisation. They may have other human resources staff reporting to them.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine strategies for delivery of human resources services	1.1. Analyse strategic and operational plans to determine <i>human resources requirements</i> 1.2. Consult line and senior managers to identify human resources needs within their area 1.3. Develop <i>options</i> for delivery of human resources services 1.4. Ensure options for human resources services comply with <i>legislative requirements and organisational policies</i> 1.5. Develop and agree on strategies and action plans for delivery of human resources services 1.6. Agree and document roles and responsibilities of human resources team, line managers, and external contractors
2. Manage the delivery of human resources services	2.1. Develop and negotiate service agreements between the human resources team, service providers and client groups 2.2. Document and communicate service specifications, performance standards and timeframes 2.3. Identify and arrange training support if required 2.4. Agree and arrange monitoring of quality assurance processes 2.5. Ensure that services are delivered by appropriate providers in accordance with service agreements and operational plans 2.6. Identify and rectify underperformance of human resources team or service providers
3. Evaluate human resources service delivery	3.1. Survey clients to determine level of satisfaction 3.2. Capture on-going client feedback for the review processes 3.3. Analyse feedback and surveys and recommend changes to service delivery 3.4. Obtain approvals to variations in service delivery from appropriate managers
4. Manage integration of business ethics in human resources practices	4.1. Ensure that personal behaviour is consistently ethical and reflects values of the organisation 4.2. Ensure that Code of Conduct is observed across the organisation and that its expectations are incorporated in human resources policies and practices

ELEMENT	PERFORMANCE CRITERIA
	4.3. Observe confidentiality requirements in dealing with all human resources information 4.4. Deal with unethical behaviour promptly 4.5. Ensure that all human resources staff are clear about ethical expectations of their behaviour

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to review business and operational plans and to develop and evaluate human resources strategies to support these plans
- communication and negotiation skills to consult with key stakeholders across the organisation and to ensure their support for human resources strategies
- communication skills to manage service delivery
- learning skills to see that performance is managed and skills are developed in a range of contexts.

Required knowledge

- human resources strategy and planning processes as they relate to business and operational plans
- performance and contract management
- relevant legislation which applies to human resources.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated skills in planning and implementing a coordinated approach to human resources functions across the organisation • demonstration of engaging key stakeholders, implementing methods for developing and monitoring human resources plans, and aligning human resources with broader business objectives • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written reports/examples of human resources plans and evaluations of those plans • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of performance and contract management • review of documentation outlining roles and responsibilities of human resources team, line managers, and external contractors • review of documentation outlining service specifications, performance standards and timeframes and documentation of how these were communicated.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Human Resource

EVIDENCE GUIDE	
	Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Human resources requirements</i> may include:</p>	<ul style="list-style-type: none"> • assessment and development centres • career management • competency development processes • counselling • discrimination, vilification and harassment advice • education and training programs • feedback • flexible work arrangements • induction and orientation programs • industrial relations advice • occupational health and safety (OHS) • personal and career development planning • rehabilitation and return to work • remuneration/benefits advice • self-analysis and self-assessment • staff selection • succession planning • tele-working procedures • workers compensation
<p><i>Options</i> will include:</p>	<ul style="list-style-type: none"> • cost benefit analysis • risk analyses • recommendations to relevant groups and individuals - all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
<p><i>Legislative requirements and organisational policies</i> may include:</p>	<ul style="list-style-type: none"> • award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations

RANGE STATEMENT

	and anti-discrimination
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Human Resource Management
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Co-requisite units

Co-requisite units	

BSBIND101A Work effectively in a contact centre environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to assimilate into the operations of a customer contact centre.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit requires an understanding of working in a contact centre environment, organisational and centre requirements, policies and procedures, centre structures and expectations.</p> <p>Competence in this unit requires understanding of contact centre operations and requirements.</p> <p>This work is undertaken with some supervision and guidance.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Relate own role to contact centre operations	1.1. Identify <i>specific contact centre operations</i> and relate these to the industry wide context 1.2. Identify the role of the contact centre in relation to the organisation 1.3. Identify personal contact centre role and operations 1.4. Relate personal operations to whole of contact centre objectives 1.5. Identify major components of the <i>contact centre infrastructure</i> 1.6. Relate personal operations to contact centre infrastructure
2. Manage personal performance	2.1. Recognise and use available resources and support effectively 2.2. Identify contact centre organisational structure and operate within its reporting protocols, policies and procedures 2.3. Comply with <i>organisational, regulatory and legislative requirements</i> 2.4. Identify personal <i>performance requirements</i> and expectations 2.5. Adopt strategies to achieve performance requirements 2.6. Recognise and participate in performance management and development processes
3. Maintain a professional approach to employment	3.1. Display a positive approach to employment and role 3.2. Identify realistic short- and long-term career objectives 3.3. Relate personal capabilities to current role and career objectives 3.4. Display appropriate behaviours and commitment to ethics 3.5. Identify strategies for projecting a <i>professional image</i> in current role 3.6. Contribute to the promotion to customers and clients of the centre, organisation and its staff
4. Participate in a workplace team	4.1. Accurately identify team member roles and team structure 4.2. Interact cooperatively with team members 4.3. Recognise, acknowledge and contribute to the

ELEMENT	PERFORMANCE CRITERIA
	achievement of team objectives 4.4. Contribute to the formation of team objectives 4.5. Recognise and respond positively to conflict within team 4.6. Provide feedback to enhance team performance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- goal setting and planning skills to achieve performance targets
- interpersonal skills to establish rapport and to build relationships with clients, team members and stakeholders
- literacy skills to communicate and articulate effectively within the work environment
- organisational skills to manage own tasks and timeframes
- problem-solving skills to show independence and initiative in identifying and effectively solving problems
- self-management skills to pro-actively strive and to self-evaluate for high standards of performance and behaviour
- teamwork skills to contribute positively to the team.

Required knowledge

- customer base, company products and services
- disciplines required in a customer contact environment (including adherence to schedule, rostering, performance management)
- industry specific regulatory and legislative requirements
- occupational health and safety (OHS) policies and guidelines
- operational systems used within scope of role
- organisational mission, business goals and standards
- organisational policies, procedures and guidelines
- scope of customer contact operations
- specific work role and key relationships.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • examples of compliance with organisational, regulatory and legislative requirements • demonstration of professional performance in contact centre role • demonstration of effective team work • knowledge of industry specific regulatory and legislative requirements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant information such as organisational policies, standard operating procedures, performance management guidelines, role position descriptions, organisational charts • access to peer and line manager feedback • access to contact centre environment to observe performance.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate working effectively within contact centre environment • oral and/or written questioning to assess knowledge of centre operations and own role • oral and/or written questioning to assess knowledge of regulatory and legislative requirements • review of quality assurance and training records • review of performance management and development documentation • review of peer and line manager feedback.
Guidance information for	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE	
assessment	for example: <ul style="list-style-type: none">• BSBWOR201A Manage personal stress in the workplace.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Specific contact centre operations</i> may include:</p>	<ul style="list-style-type: none"> • customer support • data collection • information services • marketing • sales • service provision • combinations of the above
<p><i>Contact centre infrastructure</i> may include:</p>	<ul style="list-style-type: none"> • automatic call distribution system • contact management systems • physical contact centre environment • information technology networks and software systems • interactive voice recognition systems • internet and intranet services • other centre specific systems • service level and call data reporting systems • security systems • telephony equipment
<p><i>Organisational, regulatory and legislative requirements</i> may include:</p>	<ul style="list-style-type: none"> • code of conduct • Do Not Call Register • industry specific regulatory codes and guidelines • OHS • quality management/assurance • Privacy Act • Trade Practices Act
<p><i>Performance requirements</i> may include:</p>	<ul style="list-style-type: none"> • adherence to schedule • behaviours • call rates • conversion rates • customer satisfaction • data entry quality requirements

RANGE STATEMENT	
	<ul style="list-style-type: none"> • first contact resolution • quality targets • sales targets
<i>Professional image</i> may include:	<ul style="list-style-type: none"> • appearance and dress standards • commitment to customer service • commitment to team and centre goals • manner of communications • positive attitude

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Industry Context
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Co-requisite units

Co-requisite units		

BSBINM202A Handle mail

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to receive and distribute incoming mail, and to collect and despatch outgoing mail.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of mail handling in a defined context, under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and distribute incoming mail	1.1.Ensure that <i>incoming mail</i> is <i>checked</i> and <i>registered</i> in accordance with organisational policies and procedures 1.2.Identify titles and locations of company personnel and departments 1.3.Identify and <i>distribute urgent and confidential mail</i> in accordance with organisational requirements 1.4. <i>Sort</i> and despatch mail to <i>nominated person/location</i> in accordance with organisational requirements 1.5.Record and/or report <i>damaged, suspicious or missing items</i> and take <i>appropriate action</i> in accordance with organisational policies and procedures
2. Collect and despatch outgoing mail	2.1.Collect, check and sort outgoing mail to ensure all items are <i>correctly prepared for despatch</i> in accordance with organisational policies and procedures 2.2. <i>Record</i> and <i>process</i> outgoing <i>mail for despatch</i> in accordance with <i>organisational requirements</i> 2.3.Despatch mail to meet designated time lines
3. Organise urgent and same day deliveries	3.1.Evaluate <i>delivery options</i> and select <i>best option</i> 3.2.Prepare items for urgent delivery in accordance with organisational requirements and carrier specifications 3.3.Organise lodgement or pick up of emergency deliveries and follow-up if necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive instructions of several steps to complete task, to give information to others, and to consult with or question supervisor and peers to clarify information
- literacy skills to keep records, to check accuracy of written material and to follow policies and procedures
- numeracy skills to check weights and addresses; and to sort, collate and estimate time for mail despatches and bulk mail outs
- problem-solving skills to choose appropriate method for urgent delivery
- technology skills to use electronic mail.

Required knowledge

- Australian geography and postal codes
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies and procedures specific to handling electronic mailprocedural requirements for receiving/despaching and prioritising correspondence
- range of mail services available.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • working with a variety of incoming and outgoing mail • applying carriers' and organisational requirements (e.g. postal and courier) • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of correspondence and parcels for sorting and despatch.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of incoming and outgoing mail registers • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of procedural requirements for receiving/despaching and prioritising correspondence.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other information management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Incoming mail</i> may include:	<ul style="list-style-type: none"> • confidential/personal • electronic (e.g. faxes, emails to central address) • external • internal • journals/magazines • letters • paper-based • urgent • other forms of correspondence
<i>Checking mail</i> may include:	<ul style="list-style-type: none"> • enclosures • mail marked confidential, urgent or personal • mail sent express post or registered • mail that has been damaged • mail that looks suspicious
<i>Registering mail</i> may include:	<ul style="list-style-type: none"> • assigning file number • addressee • condition of mail item (e.g. damaged, no return address) • contents e.g. cheque • date received • sender • subject
<i>Distributing urgent and confidential mail</i> may include:	<ul style="list-style-type: none"> • immediate, hand delivery, express post, registered • separating and prioritising urgent mail
<i>Sorting</i> mail may include:	<ul style="list-style-type: none"> • adding a circulation slip • separating by order of importance for each individual • separating internal (organisational) mail and external mail • separating junk mail • separating urgent mail to be distributed first • sorting by departments

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sorting by location • sorting by seniority of personnel • sorting invoices, cheques and accounts
<i>Nominated person/location</i> may include:	<ul style="list-style-type: none"> • administrative support person • department • individual addressee
<i>Damaged, suspicious or missing items</i> may include:	<ul style="list-style-type: none"> • mail exposed to weather (e.g. water damage from rain) • mail roughly handled (e.g. broken contents, torn address labels) • mail that looks like it has been interfered with (re-sealed mail) • mail that looks unusual • mail that makes noises • mail that smells strange • pilfered mail (contents may be missing, parcels slit open)
<i>Appropriate action</i> in relation to damaged, missing or suspicious items may include:	<ul style="list-style-type: none"> • immediately calling supervisor or security staff • contacting sender to ensure everything sent was received • filling out forms for sender's insurance company • negotiating replacement of missing or damaged items with sender • not touching or moving suspicious mail
<i>Correctly preparing items for despatch</i> may include:	<ul style="list-style-type: none"> • checking enclosures • checking letter and envelope are addressed to same person • checking the address is not obscured • checking letter has been signed • checking return address is included • checking address details and layout are correct • determining most appropriate carrier • ensuring correct requirements for chosen carrier are being followed • preparing bulk mail outs
<i>Recording</i> outgoing mail may include:	<ul style="list-style-type: none"> • electronic (specialist software, database, spreadsheet systems) • paper-based (mail book, form, file)
<i>Processing mail for despatch</i> may	<ul style="list-style-type: none"> • calculating and paying for postage

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • DX mail • registering mail
<i>Processing</i> in accordance with <i>organisational requirements</i> may include:	<ul style="list-style-type: none"> • addressee/organisation • appropriate carrier (courier, normal mail, express post) • date of despatch • receipts attached where appropriate • reference number • sender • sender's department
<i>Delivery options</i> may include:	<ul style="list-style-type: none"> • courier • express mail • overnight bag
<i>Best option</i> may include:	<ul style="list-style-type: none"> • cost • delivery location • nature of contents (bulky, fragile, confidential) • quantity of delivery items • time constraints

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Information Management
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Co-requisite units

Co-requisite units	

BSBINM401A IMPLEMENT WORKPLACE INFORMATION SYSTEM

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information, which plays a significant part in the organisation's effectiveness.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers play a significant role in contributing to the organisation's effectiveness in identifying, acquiring, analysing and using appropriate information.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and source information needs	1.1. Determine and locate <i>information</i> required by teams 1.2. Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to <i>organisational policies</i>
2. Collect, analyse and report information	2.1. Collect information, which is adequate and relevant to the needs of teams, in a timely manner 2.2. Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3. Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3. Implement information systems	3.1. Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2. Use <i>technology</i> available in the work area to manage information effectively 3.3. Submit recommendations for improving the information system to <i>designated persons and/or groups</i>
4. Prepare for information system changes	4.1. Collect information about information system future needs in consultation with <i>colleagues</i> , including those who have a specialist role in resource management 4.2. Ensure estimates of information system future needs reflect the organisation's <i>business plans</i> , and customer and supplier requirements 4.3. Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4. Prepare team members to work with new technology and information system changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to work with information, and to research and present information in ways that are appropriate to the work team
- technology skills to work with a range of information systems.

Required knowledge

- information management systems and technology that would be associated with the workplace such as:
 - budgets and financial management systems
 - customer information software or records
 - databases
 - personal digital assistant (PDA)
 - product and service information
 - project management software
 - record management systems
 - spreadsheets.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> analysis of the information that is required for the effective functioning of the team's work together knowledge of the range of information systems that are, or should be, available in the workplace ability to recognise what information system changes and improvements will be required in the future.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> demonstration of techniques in working with information management systems direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of relevant technology review of documentation analysing information trends and developments written reports on future information system needs review of preparation undertaken for team members to work with new technology and information system changes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information</i> may include:</p>	<ul style="list-style-type: none"> • archived, filed and historical background data • continuous improvement and quality assurance data • data available internally or externally • data shared and retrieved in various forms such as in writing or verbally, electronically or manually • financial and contractual data • marketing and customer-related data • organisational performance data • planning and organisational documents • policies and procedures
<p><i>Organisational policies</i> may include:</p>	<ul style="list-style-type: none"> • guidelines for decision making throughout the organisation that link the formulation of strategy with its implementation • sets of accepted actions approved by the organisation • Standard Operating Procedures
<p><i>Technology</i> may include:</p>	<ul style="list-style-type: none"> • computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
<p><i>Designated persons and/or groups</i> may include:</p>	<ul style="list-style-type: none"> • groups designated in workplace policies and procedures • managers or supervisors with management roles and responsibilities concerning information systems • other stakeholders accessing the information system such as customers and service providers • other work groups or teams whose work will be affected by the system

RANGE STATEMENT	
<i>Colleagues</i> may include:	<ul style="list-style-type: none"> • employees at the same level or more senior managers • occupational health and safety committee members and other specialists • people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
<i>Business plans</i> may include:	<ul style="list-style-type: none"> • cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units	

BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.</p> <p>The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of <i>relevant personnel</i> and <i>stakeholders</i> for input into, and use of, <i>an information or knowledge management system</i> 1.2. Identify and secure human, financial and physical resources required for <i>learning activities</i> to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of <i>policies and procedures for the information or knowledge management system</i> are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise 2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of <i>performance measures</i> 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
 - privacy and confidentiality legislation
 - freedom of information legislation
 - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
 - records management
 - information management
 - customer service
 - commercial confidentiality
- organisational operations, and existing data and information systems.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to system access to system user feedback.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of written reports reviewing and evaluating information or knowledge management systems direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations oral or written questioning to assess knowledge of relevant organisational policies and procedures review of identified learning needs personnel and stakeholders regarding the information or knowledge management system evaluation of monitoring and documentation about the effectiveness of learning activities analysis documentation reporting on the strengths and limitations of the system review of recommendations made for improvements to the system, policy or work practices.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE

for example:

- other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Relevant personnel</i> include:</p>	<ul style="list-style-type: none"> • managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
<p><i>Stakeholders</i> include:</p>	<ul style="list-style-type: none"> • clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
<p><i>Information or knowledge management</i> is defined as:</p>	<ul style="list-style-type: none"> • equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
<p><i>An information or knowledge management system:</i></p>	<ul style="list-style-type: none"> • comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
<p><i>Learning activities</i> include:</p>	<ul style="list-style-type: none"> • coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet) learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
<p><i>Policies and procedures for the information or knowledge management system</i> cover:</p>	<ul style="list-style-type: none"> • complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines

RANGE STATEMENT	
	<ul style="list-style-type: none"> • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
<i>Performance measures</i> include:	<ul style="list-style-type: none"> • key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units	

BSBINM601A Manage knowledge and information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and maintain information processing systems to support decision making, and to optimise the use of knowledge and learning throughout the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to people working in management roles who have responsibility for ensuring that critical knowledge and information are readily available to review the organisation's performance and to ensure its effective functioning. Knowledge and information can include business performance data, customer feedback, statistical data and financial data.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information relevant to business issues	1.1. Review staff and customer feedback and business performance data 1.2. Identify, define and analyse business problems and issues 1.3. Identify information required to reach a decision on problems/issues 1.4. Source and gather reliable information 1.5. Test information for reliability and validity, and reject where contradictory or ambiguous 1.6. Utilise formal and informal networks to access corporate knowledge/memory not held in formal systems and review appropriately
2. Analyse information and knowledge	2.1. Ensure objectives for analyses are clear, relevant and consistent with the decisions required 2.2. Identify patterns and emerging trends correctly and interpret as to cause and effect 2.3. Utilise <i>statistical analyses</i> and interpretation where appropriate 2.4. Undertake <i>sensitivity analysis</i> on any proposed options 2.5. Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn 2.6. Adjust <i>management information systems/decision support systems</i> to meet information processing objectives
3. Take decisions on business issues identified	3.1. Ensure sufficient valid and reliable information/evidence is available to support a decision 3.2. Utilise <i>risk management</i> plans to determine acceptable courses of action 3.3. Utilise appropriate <i>quantitative methods</i> to assist decision making 3.4. Consult specialists and other <i>relevant groups and individuals</i> 3.5. Ensure decisions taken are within the delegation/accountability of the group/individual responsible 3.6. Make decisions in accordance with organisational guidelines and procedures

ELEMENT	PERFORMANCE CRITERIA
	3.7.Ensure decisions taken are consistent with organisational objectives, values and standards 3.8.Ensure decisions are taken in a timely manner
4. Disseminate information to the organisation	4.1.Ensure advice/information needs are documented and are specific to location, format and time line requirements 4.2.Document information and update databases regularly 4.3.Design and test systems to meet information requirements of decision makers 4.4.Ensure information is up-to-date, accurate, relevant and sufficient for the recipient 4.5.Develop <i>communication plans</i> and disseminate information 4.6.Adhere to confidentiality/privacy policies in the transmission/release of information/advice 4.7.Review and update communication plans regularly 4.8.Utilise <i>technology</i> which provides optimum efficiency and quality 4.9.Maintain <i>corporate knowledge</i> and ensure security

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify improvement opportunities in relation to the services/products delivered internally or concepts/ideas in area of expertise
- communication and consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- quantitative and qualitative research skills to locate and review relevant data and information
- technology skills to consider various software and hardware options for storing and accessing data and information.

Required knowledge

- new technologies and their suitability to knowledge and information management
- risk management.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> documentation which tracks a particular problem/issue through information gathering and analysis, decision making and taking, and dissemination to relevant groups and individuals development and utilisation of relevant information storage and retrieval systems, as well as accessing informal knowledge and information from informal networks within the organisation knowledge of new technologies and their suitability to knowledge and information management.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of written reports on knowledge management and information management direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of information management systems review of documentation identifying, defining and analysing business problems and issues evaluation of communication plans evaluation of the transmission/release of information/advice in terms of adhering to confidentiality/privacy policies.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Advanced Diploma of

EVIDENCE GUIDE	
	Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Statistical analyses</i> may include:</p>	<ul style="list-style-type: none"> • correlation calculations • long-term trend analyses • probability assessment • regulation analyses • short to medium-term trend analyses
<p><i>Sensitivity analyses</i> means:</p>	<ul style="list-style-type: none"> • applying 'what if' scenarios to available options
<p><i>Management information systems</i> means:</p>	<ul style="list-style-type: none"> • formal systems for collecting, storing and synthesising information to be used in management decision making
<p><i>Decision support systems</i> are:</p>	<ul style="list-style-type: none"> • management information systems which include some form of computer-based assistance to decision making (expert systems)
<p><i>Risk management</i> means:</p>	<ul style="list-style-type: none"> • process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood or consequences of the negative event if it occurs
<p><i>Quantitative methods</i> may include:</p>	<ul style="list-style-type: none"> • dynamic programming • linear programming • queuing theory • simulation • transportation methodology
<p><i>Relevant groups and individuals</i> means:</p>	<ul style="list-style-type: none"> • those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
<p><i>Research</i> may include:</p>	<ul style="list-style-type: none"> • focus groups • group interviews • individual interviews • surveys
<p><i>Communication plans</i> means:</p>	<ul style="list-style-type: none"> • structured program for the dissemination of information and the receipt of feedback information from individuals relevant to the process or activity

RANGE STATEMENT	
<i>Technology</i> may include:	<ul style="list-style-type: none"> • audio-visual media • internet • intranet • print media • radio • telephone • television
<i>Corporate knowledge</i> may include:	<ul style="list-style-type: none"> • copyright • intellectual property • technology

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader.</p> <p>The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects.</p> <p>The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals.</p> <p>The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create opportunities to maximise innovation within the team	1.1. Evaluate and reflect on <i>what the team needs and wants to achieve</i> 1.2. Check out <i>information about current or potential team members' work</i> in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the <i>different ways that different people may contribute</i> to building or enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish <i>ground rules</i> for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce <i>team-based innovation</i> 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model <i>behaviour that supports innovation</i> 3.2. Seek <i>external stimuli and ideas</i> to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the <i>challenges of being innovative</i> in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and

ELEMENT	PERFORMANCE CRITERIA
	examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions
- creative thinking skills to generate, explore, test and challenge ideas
- learning skills to stretch boundaries of own knowledge and skills
- literacy skills to analyse a wide range of information from varied sources
- planning and organisational skills to participate in the effective allocation of work in a team context
- problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities
- self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.

Required knowledge

- barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation
- broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation
- characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation
- different roles that people may play within a team, how this impacts on the way a team works and what it might achieve
- group dynamics in a team.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming and remaining innovative.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • demonstration of skills as part of a team.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
Guidance information for assessment	<p>Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>What the team needs and wants to achieve</i> may relate to:</p>	<ul style="list-style-type: none"> • addressing particular customer feedback • conceiving and implementing a particular project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
<p><i>Information about current or potential team members' work</i> may relate to:</p>	<ul style="list-style-type: none"> • interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
<p><i>Different ways that different people may contribute</i> may relate to individual strengths around:</p>	<ul style="list-style-type: none"> • creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
<p><i>Ground rules</i> may relate to:</p>	<ul style="list-style-type: none"> • boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines

RANGE STATEMENT	
	<ul style="list-style-type: none"> ways of communicating
<i>Team-based innovation</i> may be encouraged through:	<ul style="list-style-type: none"> accessing training and learning opportunities enough but not too much guidance and structure equitable sharing of workload follow-through with ideas supportive communication
<i>Behaviour that supports innovation</i> may include being:	<ul style="list-style-type: none"> collaborative equitable fair fun hardworking reflective responsible sympathetic
<i>External stimuli and ideas</i> might be from:	<ul style="list-style-type: none"> Australia or overseas colleagues outside of the team family and friends internet journals networks or technical experts other organisations
<i>Challenges of being innovative</i> may relate to:	<ul style="list-style-type: none"> budgetary or other resource constraints competing priorities organisational culture problems with breaking old patterns of behaviour or thinking time pressures

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units		

BSBINN801A Lead innovative thinking and practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice.</p> <p>The unit also covers generating innovative thinking and creativity to lead sustainable innovative practices; supporting a culture of innovation; and maintaining a sustained approach to innovative thinking and practice.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who initiate and lead innovation in any industry or community context. Each organisation's thinking and practice will be different depending on its core business, purpose, size, complexity and broader operating context.</p> <p>Leaders encourage innovative thinking and practice in relation to drivers shaping the particular work environment. Managers may use innovative thinking and practice to advance learning and business processes that contribute to organisational strategies, business plans and goals.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Generate innovative thinking and creativity	1.1. Research and use a <i>range of techniques and tools</i> to generate new ideas and thinking 1.2. Research and analyse trends shaping organisation's current and future thinking and practice 1.3. Introduce and promote creative thinking techniques to foster personal and team innovation 1.4. Evaluate <i>overall context</i> for individual and collective innovative thinking and creativity 1.5. Research and analyse specific <i>conditions for innovation</i> and issues that impact on individual and collective innovative thinking and creativity 1.6. Research and review innovation <i>drivers</i> and <i>enablers</i>
2. Lead innovative practices	2.1. Develop personal <i>leadership style</i> to model positive innovative thinking and practice 2.2. Review, challenge and refine own style and practice in relation to modelling and supporting innovation 2.3. Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved 2.4. Devise and implement most appropriate means to promote knowledge transfer 2.5. Identify, evaluate and manage <i>risks</i> associated with innovation within an organisation
3. Generate and support a culture of innovation	3.1. Introduce and promote innovative practices, processes, products or services appropriate to audience and organisational requirements 3.2. Establish ways to capture, communicate and share innovative ideas and practices 3.3. Initiate and foster communication, consultation and team development approaches that support innovation 3.4. Identify, assess and provide adequate resources for innovation to occur 3.5. Develop and apply strategies to foster a workplace culture capable of encouraging innovation 3.6. Establish <i>mechanisms at system and process</i> level that can support innovation
4. Sustain innovative thinking and practice	4.1. Develop strategies to make innovation an integral part of organisational activity

ELEMENT	PERFORMANCE CRITERIA
	<p>4.2. Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice</p> <p>4.3. Analyse potential barriers and risks to innovation and devise strategies to respond</p> <p>4.4. Analyse and reflect on innovation performance as a basis for developing strategies for improvement</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, consultation and negotiation skills to model and lead open and collaborative relationships
- planning and organisational skills to develop, implement and sustain practical strategies for innovation
- problem-solving skills to assess challenges and risks at a strategic level and to develop appropriate responses
- research and analytical skills to work with structurally intricate and conceptually complex innovation texts and broader industry contexts; and to develop materials which deal with complex ideas and concepts
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development
- team and leadership skills to generate, promote and sustain innovation in an organisational or community setting
- technology skills to use computers for document production and research of innovative practices and theories

Required knowledge

- current and past theories and thinking about innovation and creativity
- leadership styles including the way that different approaches impact on innovation in organisations, and specific approaches that foster innovation
- legislative framework that affects business operations in a given context, including particular legislation with a direct impact on innovation, for example concerning copyright, trademarks, intellectual property, occupational health and safety (OHS)
- management techniques and tools for the encouragement of creative thinking and for turning good ideas and creative thinking into innovation
- organisational and industry context for innovation including overarching mission, objectives and strategies
- relationship between theory and thinking on innovation and creativity, and applied practice
- risk assessment and management strategies in the context of innovation
- social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace context
- theories, processes and practice of organisational transformation and the management of the stages of change
- typical strategic challenges and barriers to innovation within organisations and ways of overcoming these challenges and barriers

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> comprehensive understanding and application of key concepts, current theories and processes for promoting innovative thinking and practices in an organisational context critical examination of trends in thinking and emerging practices as they relate to an organisation's current thinking and practices knowledge of social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace context.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> assessment over a sufficient timeframe to allow holistic assessment of the candidate's capacity to lead and sustain innovative thinking and practice opportunities for interaction with others to reflect the collaborative nature of the innovation process access to current organisational documentation and support materials.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of reports prepared by the candidate to propose strategies and techniques for building innovative thinking and practice within a given organisational context oral or written questioning to assess knowledge of innovation theory and practice, context for innovation, and factors that affect innovation in a particular organisation.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBINN601B Manage organisational change
- BSBLED701A Lead personal and strategic transformation
- BSBLED702A Lead learning strategy implementation
- PSPMNGT614A Facilitate knowledge management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Range of techniques and tools for creative thinking may include:

- brainstorming
- concept maps
- creative thinking matrix
- DeBono tools (e.g. six hats)
- foresight tools
- Kirton Adaptation Innovation Inventory
- mindmapping (Buzan)
- nominal group technique
- scenario analysis.

Overall context may include the environment relating to:

- culture
- electronic and non-physical context
- global
- local or regional
- national
- work group or community.

Conditions for innovation may span causal factors and issues relating to:

- ability to gain and respond to customer feedback
- available resources (in all their forms)
- business systems
- changes to workflow and processes
- competency, capability and skills of the workforce
- culture and values
- economic change
- emerging technologies
- executive support for innovation
- external
- globalisation
- government regulations, policy or funding initiatives
- internal
- labour market and industry changes and restructures

RANGE STATEMENT	
	<ul style="list-style-type: none"> • learning culture • management practices • new business models • new markets • organisational sociocultural circumstances and issues (for example, within Indigenous organisations) • research and development focus and support • shift to knowledge economy or new economy • structure and design of work in the organisation • technology change and convergence • vision, core purpose and capabilities.
<i>Drivers</i> are factors or changes that impel innovative practice and may include:	<ul style="list-style-type: none"> • customer expectations • globalisation • market shifts • new legislation (such as compliance) • policies (such as environmental protection) • price and profitability • technology change.
<i>Enablers</i> are factors that help innovation overcome barriers and may include:	<ul style="list-style-type: none"> • breakthroughs • collaboration • culture • development • intellectual property • inventions • management support • profitability • research • resources • responsiveness • skilled workforce • technology.
<i>Leadership style</i> will usually be differentiated by five classical approaches:	<ul style="list-style-type: none"> • autocratic (non-participative) • charismatic flexibility • democratic (participative) • laissez faire (free reign) • paternalistic.
<i>Risks</i> may include:	<ul style="list-style-type: none"> • damage to property/equipment • environmental

RANGE STATEMENT	
	<ul style="list-style-type: none"> • market changes • OHS (including disease) • product failure • professional incompetence • resource deficiencies • systems and process failures.
<p><i>Mechanisms at system and process level</i> may be physical or electronic and relate to:</p>	<ul style="list-style-type: none"> • customer management • human resources • information technology • learning • market • OHS • operations • planning (strategic and corporate) • quality • research and development • risk • resource management • supply chain management • structural and performance hierarchies (strata).

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBITA401A Design databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing data.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who create databases to store and retrieve data using commercially available database software. They may provide administrative support within an enterprise, or may be independently responsible for designing databases relevant to their own work roles.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design database	1.1. Review <i>organisational and task requirements</i> to confirm <i>scope and functionality of database</i> design, including data redundancy 1.2. Develop a logical data model to identify and classify data into types 1.3. Select appropriate <i>software</i> according to organisational and task requirements and required scope and functionality of database 1.4. Confirm database design with <i>appropriate person</i>
2. Develop database	2.1. Set field attributes according to data type and link databases by a common field in accordance with software procedures 2.2. Identify primary key to uniquely identify data 2.3. Identify foreign keys to establish associations between data 2.4. Use <i>software functions</i> and <i>formulae</i> to meet organisational and task requirements 2.5. Create password and access system according to organisational and task requirements
3. Develop queries, forms and reports	3.1. Develop queries as required by organisational and task requirements 3.2. Develop input screens or forms in order to access required data 3.3. Develop reports according to organisational and task requirements
4. Test and finalise database	4.1. Populate database with sample dataset for testing 4.2. Assess and document effectiveness of data relationships, queries forms and reports 4.3. Address any errors in database design 4.4. <i>Name and store</i> database in accordance with organisational requirements and exit the application without data loss or damage 4.5. Confirm database readiness with appropriate person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret and evaluate the purposes and features of databases
- numeracy skills to utilise software functions and formulae, and to establish data relationships and queries
- planning and organising skills to establish database design
- problem-solving skills to address inconsistencies in database design and data relationships.

Required knowledge

- advanced functions of database software applications
- impact of formatting and design on the presentation and readability of data
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> producing a database containing a minimum of three tables and incorporating queries, reports and forms knowledge of advanced functions of database software app.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to office equipment and resources access to sample data.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of databasedesign review of database testing demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> IT use units other IT analysis and design units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Organisational and task requirements</i> may include:</p>	<ul style="list-style-type: none"> • business requirements • consistent corporate image, including colour schemes and company logo • established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
<p><i>Scope and functionality of database</i> may include:</p>	<ul style="list-style-type: none"> • concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
<p><i>Software</i> may include:</p>	<ul style="list-style-type: none"> • commercial software applications • organisational specific software
<p><i>Appropriate person</i> may include:</p>	<ul style="list-style-type: none"> • clients • colleagues • supervisors
<p><i>Software functions</i> may include:</p>	<ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculations, formula • data protection • field definitions and attributes • formatting fields

RANGE STATEMENT	
	<ul style="list-style-type: none"> • formatting text • headers and footers • inserting and deleting blank lines and spaces • macros <ul style="list-style-type: none"> • append • delete • edit • exit • list • print • query • report • repeating (if available) • table, form and report wizards
<i>Formulae</i> may include:	<ul style="list-style-type: none"> • formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
<i>Naming and storage</i> may include:	<ul style="list-style-type: none"> • authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disc drives, CD-ROM, USBs, tape or server back-up

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Analysis and Design
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Co-requisite units

Co-requisite units		

BSBITS401A Maintain business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain performance of hardware and software	1.1. Monitor and evaluate system effectiveness to ensure it meets organisational and system requirements 1.2. Use operating system, drive and disk structure, reports and files to identify performance problems 1.3. Maintain disk drives and peripherals according to manufacturers' and organisational requirements 1.4. Replace consumables in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1. Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2. Install and operate software applications in accordance with developers' and organisational requirements 2.3. Maintain and update security access procedures in line with organisational requirements 2.4. Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements 2.5. Regularly maintain and update virus programs in accordance with organisational requirements
3. Identify future technology requirements	3.1. Maintain knowledge of current and new technology by regularly accessing sources of information 3.2. Identify and develop improved technology systems using feedback from clients and colleagues 3.3. Assess existing technology against newly available technology to determine future needs and priorities 3.4. Identify and select new technologies to achieve and maintain continuous organisational development 3.5. Obtain management and budget approval for new selected technologies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS).

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • knowledge of costs and benefits of technology maintenance strategies.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of technology maintenance and security procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other information and communications technology or general administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Organisational and system requirements</i> may include:</p>	<ul style="list-style-type: none"> • back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • updating of virus protection systems
<p><i>Disk drive and peripherals maintenance</i> may include:</p>	<ul style="list-style-type: none"> • backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • using up-to-date anti-virus programs
<p><i>Consumables</i> may include:</p>	<ul style="list-style-type: none"> • disks • magnetic tape and cassettes • print heads • print media • printer ribbons and cartridges
<p><i>Software</i> may include:</p>	<ul style="list-style-type: none"> • accounting applications • commercial software applications • database applications

RANGE STATEMENT	
	<ul style="list-style-type: none"> • internet/intranet/extranet related programs • organisation-specific software • presentation applications • spreadsheet applications • word processing applications
<i>Technology</i> may include:	<ul style="list-style-type: none"> • client services • computers • data transfer devices • modems • peripherals, including: <ul style="list-style-type: none"> • printers, scanners, tape cartridges • speakers, multimedia kits • personal computer, modems • input equipment such as mouse, touch pad, keyboard, pens • mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394) • photocopiers • printers • scanners • software
<i>Sources of information</i> may include:	<ul style="list-style-type: none"> • computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions • trade fairs
<i>Improved technology systems</i> may include:	<ul style="list-style-type: none"> • access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia

RANGE STATEMENT

	<ul style="list-style-type: none"> • networking options • new hardware • new software • resource usage monitoring • software upgrades
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Support
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Co-requisite units

Co-requisite units		

BSBITU201A Produce simple word processed documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce documents	1.1. Use safe work practices to ensure <i>ergonomic, work organisation</i> , energy and resource <i>conservation requirements</i> are addressed 1.2. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify <i>organisational</i> and task <i>requirements</i> for document layout and design
2. Produce documents	2.1. <i>Format</i> document using appropriate <i>software functions</i> to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2. Use system features to identify and manipulate <i>screen display options and controls</i> 2.3. Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1. Ensure final document is previewed, <i>checked</i> , adjusted and <i>printed</i> in accordance with organisational and task requirements 3.2. Ensure document is prepared within <i>designated time lines</i> and organisational requirements 3.3. <i>Name and store document</i> in accordance with organisational requirements and exit application without information loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify document requirements
- editing and proofreading skills to check own work for accuracy
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of correspondence
- problem-solving skills to solve routine problems.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- purpose, use and function of word processing software
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of word processed documents and style guides.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of formatted document • review of final document • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other IT use units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Ergonomic requirements</i> may include:</p>	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<p><i>Work organisation requirements</i> may include:</p>	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
<p><i>Conservation requirements</i> may include:</p>	<ul style="list-style-type: none"> • disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
<p><i>Documents</i> may include:</p>	<ul style="list-style-type: none"> • agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
<p><i>Organisational requirements</i> may</p>	<ul style="list-style-type: none"> • company colour scheme

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
<i>Formatting</i> may include:	<ul style="list-style-type: none"> • alignment on page • columns • company logo/letterhead • enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
<i>Software functions</i> may include:	<ul style="list-style-type: none"> • default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
<i>Screen display options and controls</i> may include:	<ul style="list-style-type: none"> • layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage

RANGE STATEMENT	
<i>Checking</i> may include:	<ul style="list-style-type: none"> • accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
<i>Printing</i> may include:	<ul style="list-style-type: none"> • basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
<i>Naming and storing documents</i> may include:	<ul style="list-style-type: none"> • appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units		

BSBITU202A Create and use spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Adjust workspace, furniture and equipment to suit user <i>ergonomic, work organisation</i> and occupational health and safety (OHS) <i>requirements</i> 1.2. Use energy and resource <i>conservation techniques</i> to minimise wastage in accordance with organisational and statutory requirements 1.3. Identify <i>spreadsheet task requirements</i> and clarify with relevant personnel as required
2. Create simple spreadsheets	2.1. Ensure <i>data</i> is entered, <i>checked</i> and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2. <i>Format</i> spreadsheet using <i>software functions</i> , to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3. Ensure <i>formulae</i> are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1. Select <i>chart type</i> and design that enables valid representation of numerical data and meets organisational and task requirements 3.2. Create chart using appropriate data range in the spreadsheet 3.3. Modify chart type and layout using formatting <i>features</i>
4. Finalise spreadsheets	4.1. Ensure spreadsheet and any accompanying charts are previewed, adjusted and <i>printed</i> in accordance with organisational and task requirements 4.2. Ensure data input meets <i>designated time lines</i> and organisational requirements for speed and accuracy 4.3. Name and <i>store</i> spreadsheet in accordance with organisational requirements and exit the application without data loss/damage

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of spreadsheet
- editing and proofreading skills to check own work for accuracy
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of spreadsheets
- numeracy skills to create and use spreadsheet formulae.

Required knowledge

- formatting of workplace documents
- organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- organisational guidelines on spreadsheet manipulation and processing
- purpose and range of use of spreadsheet functions.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • designing a minimum of two spreadsheets • using cell-based formulae • creating charts using relevant data • knowledge of purpose and range of use of spreadsheet functions.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of spreadsheets and simple formulae.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final spreadsheets • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of spreadsheet software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other IT use units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Ergonomic requirements</i> may include:	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<i>Work organisation requirements</i> may include:	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
<i>Conservation techniques</i> may include:	<ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
<i>Spreadsheet task requirements</i> may include:	<ul style="list-style-type: none"> • data entry • output • presentation • storage
<i>Data</i> may include:	<ul style="list-style-type: none"> • numbers • text
<i>Checking</i> may include:	<ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • proofreading • spelling, electronically and manually
<i>Formatting</i> may include:	<ul style="list-style-type: none"> • alignment on page • efficiency of formulae

RANGE STATEMENT	
	<ul style="list-style-type: none"> • enhancements to format - borders, patterns and colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae
<i>Software functions</i> may include:	<ul style="list-style-type: none"> • adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows
<i>Formulae</i> may include:	<ul style="list-style-type: none"> • absolute cell referencing and/or mixed references • average • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
<i>Chart types</i> may include:	<ul style="list-style-type: none"> • area • bar • column • exploded pie • line • pie and 3-D pie • scatter/bubble • stacked/multiple bar • stacked, 3-D column
<i>Features</i> may include:	<ul style="list-style-type: none"> • axes • axis title • borders • chart title • colours • data labels • data tables • fills • gridlines • legend

RANGE STATEMENT	
	<ul style="list-style-type: none"> • lines • patterns
<i>Printing</i> may include:	<ul style="list-style-type: none"> • fit on one page • fit specific number of pages • with formulae • with values
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • organisational time line e.g. financial requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet
<i>Storing</i> data may include:	<ul style="list-style-type: none"> • authorised access • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in electronic folders/sub-folders • storage on CD-ROM, zip drives, USB memory

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units	

BSBITU203A Communicate electronically

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who use business technology to perform a range of routine tasks to communicate with co workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement procedures to send and receive electronic mail	1.1. Log in to <i>software</i> for sending and receiving email in accordance with <i>organisational requirements</i> 1.2. <i>Check outgoing email for accuracy</i> and ensure any required <i>attachments</i> are prepared, in accordance with organisational and service provider requirements 1.3. Identify urgent, confidential, personal, <i>suspicious or potentially dangerous email</i> and take appropriate actions 1.4. <i>Deal with returned email</i> in accordance with organisational policies and procedures
2. Manage electronic mail	2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements 2.2. Create and maintain individual mailboxes in accordance with organisational requirements 2.3. <i>Store email</i> and/or attachments in accordance with organisational requirements 2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements 2.5. Prepare and maintain electronic <i>mailing lists</i> in accordance with organisational requirements
3. Collaborate online	3.1. Identify software to be used in collaboration 3.2. Ensure <i>online collaboration</i> is undertaken in accordance with organisational policy, procedures and <i>net etiquette</i> (netiquette) 3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence
- problem-solving skills to solve routine technology problems.

Required knowledge

- different methods of electronic communication
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to software applications likely to be used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of electronic communication methods and tools • review of attachments prepared for email • review of electronic mailing lists • evaluation of postings and responses to online discussions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other IT use units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Software may include:

- mobile or wireless software applications:
 - personal digital assistants (PDA)
 - mobile phones
 - text messaging (SMS/TXT)
 - multimedia messaging (MMS)
 - internet relay chat (IRC)
- personal computer-based software applications:
 - email applications
 - web-based email services
 - chat applications
 - internet discussion groups/boards/chat rooms
 - intranet discussion groups/boards/chat rooms

Organisational requirements may include:

- carbon copies or blind carbon copies
- concise, relevant subject line
- electronic signature
- form of address
- formality/informality of language, tone and structure
- including original message in the reply
- length of emails (i.e. short and to the point)
- net ethics
- net etiquette(netiquette)
- requesting read receipt
- sender's name and address

Checking outgoing email for accuracy may include checking:

- clarity of intended meaning
- completeness
- content
- grammar
- punctuation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • recipient's address • spelling • structure
<i>Attachments</i> may include:	<ul style="list-style-type: none"> • PDFs • pictures • spreadsheets • word processed documents • any electronic file
<i>Suspicious or potentially dangerous email</i> may include:	<ul style="list-style-type: none"> • attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
<i>Dealing with returned email</i> may include:	<ul style="list-style-type: none"> • checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee
<i>Storing email</i> may include:	<ul style="list-style-type: none"> • email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
<i>Mailing lists</i> may include:	<ul style="list-style-type: none"> • database or spreadsheet records • electronic address books • word processing tables or data files
<i>Online collaboration</i> may include:	<ul style="list-style-type: none"> • chat rooms • email communications • instant messaging • intranet
<i>Net etiquette</i> may include:	<ul style="list-style-type: none"> • accepted (not mandated) rules for being a good net citizen (netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in

RANGE STATEMENT

	<p>cyberspace</p> <ul style="list-style-type: none"> • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units	

BSBITU301A Create and use databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who develop and use simple databases to store and retrieve data. They may provide administrative support within an enterprise, or may be independently responsible for the storage and retrieval of data relating to their own work roles.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create a simple database	1.1.Design a simple database, with at least two tables, using a <i>database application, basic design principles, software functions</i> and <i>simple formulae</i> 1.2.Develop a table with fields and attributes according to database usage, as well as <i>data</i> considerations and user requirements 1.3.Create a primary key for each table 1.4.Modify table layout and field attributes as required 1.5.Create a relationship between the two tables 1.6. <i>Check and amend data</i> entered, in accordance with organisational and task requirements
2. Create reports and queries	2.1.Determine information output, database tables to be used and <i>report layout</i> to meet task requirements 2.2.Determine data groupings, search and sort criteria to meet task requirements 2.3.Run reports and queries to check that results and formulae provide the required data 2.4.Modify reports to include or exclude additional requirements
3. Use database	3.1.Ensure data input meets <i>designated time lines</i> and organisational requirements for speed and accuracy 3.2.Use manuals, user documentation and online help to overcome problems with database design and production 3.3.Preview, adjust and <i>print</i> database reports or forms in accordance with organisational and task requirements 3.4.Name and <i>store databases</i> , in accordance with organisational requirements, and exit application without data loss or damage 3.5.Prepare and distribute reports to appropriate person in a suitable format

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills to create simple queries and to use simple formulae
- planning and organising skills to develop effective databases
- problem-solving skills to address inconsistencies in data and issues in database, and to query structures.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational requirements relating to data entry, storage and presentation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • creating simple databases and queries • manipulating data using queries • formatting data into a final version.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to sample data.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other information and communications technology units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Database applications</i> may include:	<ul style="list-style-type: none"> • commercial database applications • organisational specific database applications
<i>Basic design principles</i> may include:	<ul style="list-style-type: none"> • naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
<i>Software functions</i> may include:	<ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
<i>Simple formulae</i> may include:	<ul style="list-style-type: none"> • average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
<i>Data</i> may include:	<ul style="list-style-type: none"> • numbers • text
<i>Checking and amending data</i>	<ul style="list-style-type: none"> • accuracy of data

RANGE STATEMENT	
may include:	<ul style="list-style-type: none"> • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading • spelling, electronically and manually
<i>Report layout</i> may include:	<ul style="list-style-type: none"> • alignment on page • columns • enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process • headers/footers • logical ordering of data • tables
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring database
<i>Printing</i> may include:	<ul style="list-style-type: none"> • forms • queries • records • reports • tables
<i>Storing databases</i> may include:	<ul style="list-style-type: none"> • authorised access • filing locations • naming conventions • organisational policy for backing up files • organisational policy for filing hard copies of databases • security • storage in electronic folders and sub-folders • storage on disk drives, CD-ROM, back-up tapes

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and communications Technology - IT use
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Co-requisite units

Co-requisite units		

BSBITU302A Create electronic presentations

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

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

This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

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

Application of the Unit

This unit applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

This unit applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare to create presentation	<p>1.1 Organise personal work environment in accordance with ergonomic requirements</p> <p>1.2 Determine purpose, audience and mode of presentation in consultation with content author or presenter</p> <p>1.3 Identify presentation requirements in terms of supporting documents, transparencies and equipment</p> <p>1.4 Apply work organisation strategies and energy and resource conservation techniques to plan work activities</p>
2 Create presentation	<p>2.1 Design slides, notes and handout masters to incorporate organisational and task requirements in relation to image and preferred style, avoiding distractions</p> <p>2.2 Use software functions for consistency of design and layout, to meet identified presentation requirements</p> <p>2.3 Balance presentation features for visual impact and emphasis</p> <p>2.4 Use advanced software features to streamline and customise the presentation for different audiences</p>

- 2.5 Prepare presentations within **designated time lines**
- 3 Finalise presentation
 - 3.1 Use manuals, user documentation and online help to overcome problems with design and production
 - 3.2 Check presentation for spelling, consistency in presentation features and style, in accordance with task requirements
 - 3.3 Print **presentation materials** in accordance with presenter or audience requirements
 - 3.4 **Store presentation**, in accordance with organisational requirements and exit the application without information loss or damage

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

communication skills to clarify requirements of documents

keyboarding skills to enter text and numerical data

literacy skills to read and understand organisational procedures, to use screen layout to support text structure, and to proofread and edit documents

problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

anti-discrimination legislation

ethical principles

codes of practice

privacy laws

occupational health and safety

effect of design features on readability and appearance of electronic presentations.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
creating at least two electronic presentations

Context of and specific resources for assessment

Assessment must ensure:
access to an actual workplace or simulated environment
access to office equipment and resources
access to examples of electronic presentations and style guides.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
review of presentation materials
demonstration of techniques
oral or written questioning to assess knowledge of word processing software functions.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
other business services units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ergonomic requirements may include:

- avoiding radiation from computer screens
- chair height, seat and back adjustment
- document holder
- footrest
- keyboard and mouse position
- lighting
- noise minimisation
- posture
- screen position
- workstation height and layout

Mode of presentation may include:

- available for browsing by individuals
- display on one computer, control from another
- online, internet, intranet
- conference presentation
- self-running presentation
- speaker

Presentation requirements may include:

- 35 mm slides
- annotation pen
- computer equipment and peripherals for on-screen presentation
- data show
- digital pointer
- handouts
- internet access
- laptop computer
- network access
- outlines

overhead projector
overhead transparencies
paper printouts of presentation or slide show
slide projector
speaker notes
video projector/s
world wide web documents

Work organisation strategies may include: exercise breaks
mix of repetitive and other activities
rest periods

Energy and resource conservation techniques may include: double-sided paper use
recycling used and shredded paper
re-using paper for rough drafts (observing confidentiality requirements)
using power-save options for equipment

Organisational and task requirements may include: company colour scheme
company logo
corporate image
music
organisation name, time, date, occasion etc. in header/footer
organisational video clip

Distractions may include: heavy colour
insufficient colour separation (background to text)
irrelevant animation
multiple transitions
overly busy background
overuse of sound
too many words or pictures per slide
too small fonts

Software functions may include: backgrounds
colour schemes

creating templates
handout master
importing outlines from other applications
importing images and graphics
notes master
placeholders
slide master

Presentation features may include:

animation
charts
graphics
headlines or titles
illustrations
logos
music
objects
pace
pictures
sound
text content
timing
transitions
video clips

Advanced software features may include:

agenda slides
presentation within a presentation - custom show

Designated time lines may include:

organisational time line e.g. conference
deadline requirements
timeline agreed with internal or external client
timeline agreed with supervisor or person requiring presentation

Presentation materials may include:

handouts
outlines

overhead transparencies
paper printouts of presentation/slide show
speaker notes
35 mm slides
world wide web documents

Storing presentations may include:

authorised access
filing locations
organisational policy for backing up files
organisational policy for filing hard copies
security
storage in folders or sub-folders
storage on disk drives, USB, CD-ROM,
backup tapes, server

Unit Sector(s)

empty
empt

Competency field

Information and Communications Technology - IT Use
Information and Communications Technology - IT Use

BSBITU305A Conduct online transactions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling products and services.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of conducting online transactions to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and investigate online service provider	1.1.Undertake online research to identify <i>suppliers</i> of required <i>products/services</i> 1.2.Assess service provider <i>confidentiality, security</i> and <i>privacy</i> facilities in accordance with individual and organisational requirements 1.3.Assess potential products/services for authenticity
2. Perform online transactions	2.1.Confirm organisational requirements for products/services to be obtained 2.2.Ensure authentication information is secured in accordance with organisational requirements 2.3.Use appropriate online functions to obtain required products/services 2.4.Report any difficulties in accessing or using online facilities to the service provider 2.5.Complete transaction and ensure that products/services are received in accordance with terms of online transaction
3. Maintain records of online transactions	3.1.Maintain records of transactions in accordance with organisational policy, procedures and level of authority 3.2.Compare organisational records with online records and deal with irregularities according to organisational policy and procedures
4. Review online transactions	4.1.Review obtained products/services rendered to determine quality, timeliness and level of customer service in relation to advertised profile 4.2.Make recommendations regarding continued or future use of online service provider, as supported by transaction history

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to negotiate with online service provider/s.
- literacy skills to read and analyse information for its relevance and sufficiency, and to follow policies and procedures
- numeracy skills to work with and evaluate monetary figures
- technology skills to operate computer and software appropriate to transaction being performed.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- policies and procedures relating to use of the internet and online purchasing
- service provider requirements
- legal and ethical requirements relating to a range of online transactions.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identification and selection of appropriate services to meet defined needs • use of appropriate security considerations • knowledge of policies and procedures relating to the use of the internet and online purchasing.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of legal and ethical requirements relating to a range of online transactions • review of recommendations made regarding continued or future use of online service provider.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other information and communications technology units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Suppliers</i> may include:	<ul style="list-style-type: none"> • banks or other financial institutions • e-auction • e-brokerage service • e-mail • e-procurement service • e-shop • third party marketplace
<i>Products/services</i> may include:	<ul style="list-style-type: none"> • financial services • goods • insurance • loans • shares
<i>Confidentiality, security and privacy</i> may include:	<ul style="list-style-type: none"> • access to independent reviews of financial services such as: <ul style="list-style-type: none"> • Australian Competition and Consumer Commission (ACCC) • Financial Planning Association of Australia (FPA) • authentication services • disclaimers • firewall protection • jurisdiction • level of encryption • limit of liability • personal identification number (PIN) • physical site security of web server • receipting • terms and conditions of website use • use of 'cookies' - small files automatically downloaded from a web server to the computer of someone browsing a website - information stored in cookies can be accessed any time computer returns to the site

RANGE STATEMENT

	<ul style="list-style-type: none"> • user name and password • warranties
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units		

BSBITU309A Produce desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing <i>ergonomic requirements</i> and using <i>work organisation strategies</i> 1.2. Use <i>energy and resource conservation techniques</i> 1.3. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify <i>organisational and task requirements</i> for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. <i>Design</i> content <i>structure and layout</i> to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure <i>consistency of design and layout</i> 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to organisational and task requirements
4. Finalise desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. <i>Name and store</i> text documents, in accordance with organisational requirements and exit the application without information loss/damage 4.5. Prepare text documents within <i>designated time lines</i> and organisational requirements for speed and accuracy 4.6. Use manuals, user documentation and online help to overcome problems with document design and production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

Required knowledge

- energy and resource conservation techniques
- organisational requirements for ergonomics, work periods and breaks
- organisational style guides
- purposes, uses and functions of desktop publishing software
- styles and their effect on formatting, readability and appearance of document.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of document design and layout principles • producing desktop published documents.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources in a workplace or simulated environment • access to samples of relevant workplace desktop published documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of desktop published documents • demonstration of techniques • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other IT use units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Ergonomic requirements</i> may include:</p>	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<p><i>Work organisation strategies</i> may include:</p>	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
<p><i>Energy and resource conservation techniques</i> may include:</p>	<ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
<p><i>Documents</i> may include:</p>	<ul style="list-style-type: none"> • brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
<p><i>Organisational and task requirements</i> may include:</p>	<ul style="list-style-type: none"> • company colour scheme • company logo

RANGE STATEMENT	
	<ul style="list-style-type: none"> • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • templates
<i>Design</i> may include:	<ul style="list-style-type: none"> • balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
<i>Structure and layout</i> may include:	<ul style="list-style-type: none"> • boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
<i>Consistency of design and layout</i> may include:	<ul style="list-style-type: none"> • annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacings • font styles and point size
<i>Naming and storing</i> documents may include:	<ul style="list-style-type: none"> • authorised access • file and folder names which identify requirements such as the operator, author,

RANGE STATEMENT	
	section or date <ul style="list-style-type: none"> • filing locations • file names according to organisational procedure • file names which are easily identifiable in relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, USBs, CD-ROM, tape back-up to server
<i>Designated time lines</i> may include:	<ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring document • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units	

BSBITU402A Develop and use complex spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who require skills in the creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to develop spreadsheet	1.1. Organise personal work environment in accordance with <i>ergonomic requirements</i> 1.2. Analyse task and determine specifications for spreadsheets 1.3. Identify organisational and task requirements in relation to data entry, storage, output, reporting and presentation requirements 1.4. Apply <i>work organisation strategies</i> and <i>energy and resource conservation techniques</i> to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilise <i>spreadsheet design</i> software <i>functions</i> and <i>formulae</i> to meet identified requirements 2.2. Link spreadsheets in accordance with software procedures 2.3. Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications 2.4. Test formulae to confirm output meets task requirements
3. Automate and standardise spreadsheet operation	3.1. Evaluate tasks to identify those where automation would increase efficiency 3.2. Create, use and edit <i>macros</i> to fulfil the requirements of the task and automate spreadsheet operation 3.3. Develop, edit and use <i>templates</i> to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements
4. Use spreadsheets	4.1. Enter, check and amend data in accordance with organisational and task requirements 4.2. <i>Import and export</i> data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4. Preview, adjust and <i>print</i> spreadsheet in accordance with organisational and task requirements 4.5. <i>Name and store spreadsheet</i> in accordance with organisational requirements and exit the application

ELEMENT	PERFORMANCE CRITERIA
	without data loss or damage
5. Represent numerical data in graphic form	5.1. Determine style of <i>graph</i> to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2. <i>Create graphs</i> with labels and titles from numerical data contained in a spreadsheet file 5.3. Save, view and print graph within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work
- proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources
- numeracy skills to collate and present data, graphs and related references.

Required knowledge

- advanced functions of spreadsheet software applications
- impact of formatting and design on the presentation and readability of data
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety
- organisational policies and procedures.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing complex spreadsheets • developing graphical representations of data contained in spreadsheets.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and software • access to samples of data for inclusion in spreadsheets.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other information and communications technology units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Ergonomic requirements</i> may include:</p>	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<p><i>Work organisation strategies</i> may include:</p>	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
<p><i>Energy and resource conservation techniques</i> may include:</p>	<ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment
<p><i>Spreadsheet design</i> may include:</p>	<ul style="list-style-type: none"> • analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae

RANGE STATEMENT	
	<ul style="list-style-type: none"> • multi-page documents • pivot tables • relative and absolute cell references • split screen operation
<i>Functions</i> may include:	<ul style="list-style-type: none"> • basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
<i>Formulae</i> may include:	<ul style="list-style-type: none"> • addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
<i>Macros</i> may include:	<ul style="list-style-type: none"> • printing sections of a spreadsheet
<i>Templates</i> may include:	<ul style="list-style-type: none"> • font types and sizes • forms • headers and footers • headings • page formats • reports
<i>Importing and exporting data</i> may include:	<ul style="list-style-type: none"> • proofreading • reformatting • split screen (if available)
<i>Printing</i> may include:	<ul style="list-style-type: none"> • charts • entire workbooks • selected data within a worksheet • worksheets
<i>Naming and storing spreadsheets</i> may include:	<ul style="list-style-type: none"> • authorised access • file naming conventions • filing locations

RANGE STATEMENT	
	<ul style="list-style-type: none"> • organisational policy for backing up files • organisational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disk drives, CD-ROM, USB, tape back-up, server
<i>Graphs</i> may include:	<ul style="list-style-type: none"> • bar • line • pie • scatter • stack • 3D
<i>Creating graphs</i> may include:	<ul style="list-style-type: none"> • data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBITU404A Produce complex desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design and produce complex desktop published documents.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals employed in a range of work environments who require well developed skills in desktop publishing. They may be individuals providing administrative support within an enterprise, or others responsible for the production of their own documents.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing <i>ergonomic requirements</i> and using <i>work organisation strategies</i> 1.2. Use <i>energy and resource conservation techniques</i> 1.3. Identify <i>document purpose</i> , audience, presentation and <i>final output</i> requirements, and clarify with relevant personnel as required 1.4. Identify <i>organisational and task requirements</i> for desktop published documents to ensure consistency of style and image
2. Design desktop published documents	2.1. <i>Design</i> document to enhance readability and appearance, according to organisational and task requirements 2.2. Determine document type and assess production and design requirements 2.3. Set up and use master pages, templates and styles to ensure <i>consistency of design and layout</i> 2.4. Set up colour palettes according to organisational and task requirements
3. Create desktop published documents	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Use <i>complex software functions</i> to arrange text and graphics on page, according to organisational and task requirements
4. Finalise desktop published documents	4.1. Ensure pages and combined graphics and text are composed correctly, to suit organisational and task requirements 4.2. Check that numerical sequencing and laydown of document is correct, to meet binding and finishing requirements 4.3. Incorporate bleed allowance in margins and borders
5. Produce desktop published documents	5.1. Review text for possible errors and omissions, and resolve any issues 5.2. Produce completed document in line with required final output 5.3. <i>Name and store text documents</i> , in accordance with organisational requirements and exit the application

ELEMENT	PERFORMANCE CRITERIA
	<p>without information loss/damage</p> <p>5.4. Prepare text documents within <i>designated time lines</i> and organisational requirements for speed and accuracy</p> <p>5.5. Use manuals, user documentation and online help to overcome problems with document design and production</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and energy and resource conservation techniques
- purposes, uses and functions of desktop publishing software
- organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying document design and layout principles • producing complex desktop published documents.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources • access to samples of desktop published documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other information and communications technology units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Ergonomic requirements</i> may include:</p>	<ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
<p><i>Work organisation strategies</i> may include:</p>	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
<p><i>Energy and resource conservation techniques</i> may include:</p>	<ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
<p><i>Document purpose</i> may include using:</p>	<ul style="list-style-type: none"> • call outs • captions • concordance files • different odd and even pages • document protection • drawing • forms with fields • hyperlinks • long documents • linked or embedded objects • mail merge data documents • master documents • MS WordArt • multiple headers and footers

RANGE STATEMENT	
	<ul style="list-style-type: none"> • multiple sections • multiple users • primary mail merge documents • subdocuments • templates
<i>Final output</i> may include:	<ul style="list-style-type: none"> • electronic publishing • printed document • professionally printed document • web services
<i>Organisational and task requirements</i> may include:	<ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • master pages • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers or footers • sheet size • style sheets • templates
<i>Design</i> may include:	<ul style="list-style-type: none"> • balance • boxes • colour • columns • diversity • drawing • graphics • headings • letter and memo conventions • page layout • photographs • relative positioning of graphics and headings • simplicity • text flow • typeface • typography • white space

RANGE STATEMENT	
<i>Consistency of design</i> may include:	<ul style="list-style-type: none"> • annotated references • borders • bullet/ number lists • captions • consistency with other business documents • footnotes and endnotes • indentations • kerning and leading • page numbers • spacings • typeface styles and point size
<i>Complex software functions</i> may include:	<ul style="list-style-type: none"> • data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • sort criteria • table of contents • templates
<i>Naming and storing text documents</i> may include:	<ul style="list-style-type: none"> • authorised access • file or folder names which identify the operator, author, section, date • filing locations • file names according to organisational procedure • file names which are easily identifiable in relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, CD-ROM, USBs, tape or server back-up

RANGE STATEMENT

Designated time lines may include:

- time line agreed with interna or external client
- time line agreed with supervisor or person requiring document
- organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Information and Communications Technology - IT Use
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Co-requisite units

Co-requisite units		

BSBLED301A Undertake e-learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake learning using electronic and communication technologies. It relates to the identification of learning needs and opportunities and to the development of an e-learning plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The unit focuses on learning undertaken with the use of electronic and communication technologies. It is particularly useful in situations requiring self-directed or self-managed approaches to learning.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify learning needs	1.1. Identify personal <i>learning needs</i> and skill gaps through self assessment 1.2. Self-assess <i>learning factors</i> related to e learning and identify any <i>support</i> required to optimise e learning outcomes 1.3. Identify and prioritise required outcomes from e learning in accordance with individual, team and organisational requirements
2. Identify e-learning opportunities	2.1. In consultation with management, assess the range of suitable <i>e-learning opportunities</i> in accordance with identified learning outcomes, available technology, time and budgetary requirements 2.2. Examine e learning content, materials and <i>on-line methodology</i> to determine their quality, applicability and acceptability to individual and organisational requirements 2.3. Determine <i>blended training solutions</i> in accordance with organisational requirements where e learning opportunities alone are insufficient to meet personal learning needs
3. Develop an e-learning plan	3.1. Negotiate the inclusion of agreed e learning opportunities and timeframes in learning plans in accordance with individual and organisational needs 3.2. Negotiate and include time required to access e learning opportunities in learning plans 3.3. Prepare, and obtain management agreement for, learning plans and required resources 3.4. Negotiate with management for the recognition of competencies developed through e learning
4. Undertake e-learning	4.1. Agree re-negotiated workload and deadlines with management to provide for the allocation of e learning time in accordance with agreed e learning plan and budgetary requirements 4.2. Undertake e learning in accordance with e learning plan and <i>manage contingencies</i> when <i>unforeseen circumstances</i> arise 4.3. Manage the integration of work and learning in accordance with the e learning plan and organisational requirements
5. Review e-learning	5.1. Evaluate the e learning experience in terms of its

ELEMENT	PERFORMANCE CRITERIA
	<p>applicability to individual learning style and individual / organisational satisfaction with the process and the outcomes</p> <p>5.2. Consider the advantages and disadvantages of e learning and make recommendations regarding participation in future e learning where necessary</p> <p>5.3. Review and adjust individual e learning plan in accordance with individual requirements and organisational needs</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills for negotiation with management
- computer literacy to access e-learning
- literacy skills to interpret information about e-learning opportunities
- numeracy skills of complying with budgetary requirements
- self assessment skills to identify skill gaps
- self management skills to maintain motivation and seek assistance
- time management skills

Required knowledge

- Internet / World Wide Web
- legal, ethical and security issues relating to e-learning
- organisational learning and development policy
- personal competency requirements
- relevant legislation, codes and national standards such as:
 - award and enterprise agreements
 - national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
 - industry codes of practice
 - OECD International Guidelines for Consumer Protection in E-Commerce
 - copyright laws
 - anti-discrimination
 - defamation laws
 - privacy legislation
 - intellectual property, confidentiality requirements.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> integrated demonstration of all elements of competency and their performance criteria negotiating with stakeholders to develop an e-learning plan that meets individual and organisational needs successful contingency management satisfactory e-learning outcomes for self and organisation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> the learner and trainer have access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of learning outcomes resulting from the application of e-learning and the development of options to address contingencies direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations on e-learning programs review of learning plan and its development oral or written questioning to assess knowledge of e-learning applications, self-assessment processes and evaluation techniques. <p>Evidence should be collected over a period of time which is sufficient to include an appropriate range and variety of situations.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• other units from the Certificate III in Customer Contact.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Learning needs</i> may include:</p>	<ul style="list-style-type: none"> • application of new information • business processes • competencies to access e-learning • corporate values and culture • development/update of existing skills and knowledge • new technology • new work practices
<p><i>Learning factors</i> may include:</p>	<ul style="list-style-type: none"> • comfort with online technologies • cultural, language and educational background • language, literacy and numeracy • level of confidence or anxiety • physical ability / disability • preferred learning style • previous experience with e-learning
<p><i>Required support</i> may include:</p>	<ul style="list-style-type: none"> • access to the internet from home • class-based / face-to-face • dedicated e-learning personal computer in a quiet location in the workplace • induction into e-learning • laptop computer • learning / assessment partners • online tutors • print-based materials • technical experts • workplace mentors
<p><i>e-learning opportunities</i> may include:</p>	<ul style="list-style-type: none"> • discussion boards • e-mail • intranet • iPod • mobile phones • multi-media

RANGE STATEMENT	
	<ul style="list-style-type: none"> • PC based • video-conferencing • internet
<i>Online methodology</i> may include:	<ul style="list-style-type: none"> • adaptable to learner preferences and values • business simulations • choice of male or female 'mentor' • e-seminars, with experts talking on video about cutting edge developments • e-study: a blend of text, graphics and on-screen interactions • exploration of underlying issues • interaction with fellow e-students and instructors in threaded discussions • interactive technologies • mentor discussion re choices made • personalised to user's learning style • scenarios • short (10 - 15 minute) segments • use of multimedia • user control of the action
<i>Blended training solutions</i> may include:	<ul style="list-style-type: none"> • e-learning and face-to-face training courses • e-learning and on-the-job training • e-learning and traditional distance education
<i>Contingency management</i> may include:	<ul style="list-style-type: none"> • re-negotiating dedicated e-learning time • re-negotiating timeframes • re-negotiating work deadlines • re-scheduling e-learning
<i>Unforeseen circumstances</i> may include:	<ul style="list-style-type: none"> • absent staff • changed work requirements • illness (self or others) • increased workload • urgent work

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		

BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	1.1. Systematically identify and implement <i>learning and development needs</i> in line with <i>organisational requirements</i> 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect <i>feedback on performance</i> of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that <i>learning delivery methods</i> are appropriate to the learning goals, the learning style of participants, and availability of <i>equipment and resources</i> 2.3. Provide workplace learning opportunities, and <i>coaching and mentoring assistance</i> to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of learning and development plans, policies and procedures • examples of documents relating to diversity policies and procedures.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • management units • other learning and development units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Learning and development needs</i> may include:</p>	<ul style="list-style-type: none"> • career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
<p><i>Feedback on performance</i> may include:</p>	<ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
<p><i>Learning delivery methods</i> may include:</p>	<ul style="list-style-type: none"> • conference and seminar attendance • formal course participation • induction

RANGE STATEMENT	
	<ul style="list-style-type: none"> • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
<i>Equipment and resources</i> may include:	<ul style="list-style-type: none"> • facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
<i>Coaching and mentoring assistance</i> may include:	<ul style="list-style-type: none"> • fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.</p> <p>At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	<p>1.1. Identify potential formal and informal learning opportunities</p> <p>1.2. Identify learning needs of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities</p> <p>1.3. Develop and implement learning plans as an integral part of individual and team performance plans</p> <p>1.4. Develop strategies to ensure that learning plans reflect the diversity of needs</p> <p>1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities</p> <p>1.6. Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance</p>
2. Facilitate and promote learning	<p>2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team</p> <p>2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes</p> <p>2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs</p> <p>2.4. Share the benefits of learning with others in the team and organisation</p> <p>2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards</p>
3. Monitor and improve learning effectiveness	<p>3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues</p> <p>3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements</p> <p>3.3. Make adjustments, negotiated with training and</p>

ELEMENT	PERFORMANCE CRITERIA
	development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - deal with people openly and fairly
 - encourage colleagues to share their knowledge and skills
 - gain the trust and confidence of colleagues
 - use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
 - developing learning plans
 - establishing a workplace which is conducive to learning
 - evaluating the effectiveness of learning
 - identifying learning needs
 - negotiating learning arrangements with training and development specialists
 - selecting and using work activities to create learning opportunities
 - using coaching and mentoring to support learning.

Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods
 - structured learning
 - work-based learning.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Learning opportunities</i> may include:</p>	<ul style="list-style-type: none"> • structured learning activities conducted outside and within the workplace such as: <ul style="list-style-type: none"> • accredited training through an independent organisation such as a state/territory OHS authority • action learning • short courses • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment • workshops • workplace learning activities, that may also contribute to a recognised credential, such as: <ul style="list-style-type: none"> • coaching • exchange/rotation • induction • mentoring • shadowing
<p><i>Learning needs</i> may include:</p>	<ul style="list-style-type: none"> • developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
<p><i>Learning plans</i> may include:</p>	<ul style="list-style-type: none"> • codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies

RANGE STATEMENT	
	<ul style="list-style-type: none"> • team roles and responsibilities • work outputs and processes
<i>Diversity of needs</i> may include:	<ul style="list-style-type: none"> • learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
<i>Training and development specialists</i> may be:	<ul style="list-style-type: none"> • internal • external
<i>Encourage a learning culture</i> may refer to:	<ul style="list-style-type: none"> • encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units	

BSBLEG304A Apply the principles of confidentiality and security within the legal environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use ethical behaviour when dealing with sensitive and confidential information in a legal environment.</p> <p>All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who provide services to support legal practitioners, while under supervision. This unit underpins all units of competency in the Legal Services stream. All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Work within accepted codes of conduct</p>	<p>1.1. Submit work for review and approval by the legal practitioner who delegated the task/s</p> <p>1.2. Keep paperwork up to date and forward reports on the progress of matter/s to clients regularly according to instructions and <i>relevant legislation</i></p> <p>1.3. Ensure contact with the opposing party in legal disputes occurs only under the specific direction of the legal practitioner responsible for the matter</p> <p>1.4. Promptly communicate <i>conflict of interest</i> or potential conflict of interest in a legal matter to the legal practitioner responsible for the matter</p> <p>1.5. Treat clients and fellow workers with respect</p> <p>1.6. Take care to behave with honesty and integrity at all times</p> <p>1.7. Direct trust account monies to legal practitioner for receipt</p>
<p>2. Follow confidentiality procedures</p>	<p>2.1. Assess information with regard to what is and what is not <i>disclosable</i></p> <p>2.2. Use discretion and judgement in all communications</p> <p>2.3. Discuss client-related matters only within the confines of the practice and with appropriate personnel</p>
<p>3. Follow security procedures</p>	<p>3.1. Appropriately store and secure file related information, including <i>electronically stored information</i></p> <p>3.2. Hold discussions relating to client matters in a private location</p> <p>3.3. Ensure all documents/exhibits relating to a file are locked away securely after use according to <i>a firm's policies and procedures</i></p> <p>3.4. Ensure all materials required by legislation to be stored for certain periods of time are clearly labelled and stored securely according to a firm's policies and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to listen to clear, sequenced instructions; and use strategies to confirm, repair or clarify understanding of terms and context
- literacy skills to interpret, classify and evaluate information
- ability to apply judgement in terms of identifying potential conflict of interest
- organisational skills to comply with statutory regulations concerning security of records and keep clients up to date on file matters.

Required knowledge

- scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)
- firm's policies and procedures
- accepted codes of conduct including those relating to:
 - privacy and confidentiality
 - use of company property
 - duty of care
 - ethical behaviour
 - non-discriminatory practice
 - conflict of interest
- compliance with reasonable direction
- overview knowledge of relevant; court processes, current legislation, legal processes and required documentation

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of own scope of responsibility and roles and responsibilities of relevant others within the firm
- proactively applying the relevant state's Code of Conduct and Legal Practice Act, The Judicial Act to ensure all work is performed with honesty and integrity
- identifying and applying standard resolutions to breaches of confidentiality, security and conduct by self and others within the firm.
- providing clear, relevant and correct assistance and advice to co-workers where appropriate
- handling, storing and securing allelectronic and paper-based confidential information according to firm's policies and procedures
- consistently seeking clarification from appropriate sources where the level of confidentiality required in a situation is unclear.

Context of and specific resources for assessment

Assessment must ensure:

- wherever possible the context is a real or simulated workplace
- access to workplace manuals and reference materials such as company policy, procedural manuals and checklists
- access to list of relevant sources of documentation and sample forms
- access to background information on courts, their jurisdiction and behavioural requirements
- access to appropriate technology such as computers with relevant software
- access to appropriate texts and access to person's with expert knowledge such as legal practitioners
- access to appropriate legislation and regulations relevant to common legal matters, such as that accessible via:

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • http://www.law.gov.au • http://www.ag.gov.au • http://www.austlii.edu.au/ • http://www.australia.gov.au/states-territories • http://www.act.gov.au • http://www.nsw.gov.au • http://www.nt.gov.au • http://www.qld.gov.au • http://www.sa.gov.au • http://www.tas.gov.au • http://www.vic.gov.au • http://www.wa.gov.au
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques in a workplace or simulated environment • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • questioning (oral or written) • review of testimony from team members, colleagues, supervisors or managers • tests of knowledge on relevant legislation, rules, regulations, codes of practice and research resources.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBLEG301A Apply knowledge of the legal system to complete tasks • other legal services administration or general administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of conduct may include:

- compliance with reasonable direction
- conflict of interest
- duty of care
- ethical behaviours
- maintaining confidentiality
- non-discriminatory practice
- privacy
- receiving and dispersing monies
- use of company property.

Relevant legislation may include:

- State/Territory/Commonwealth legislation
- legislation related to the client and a firm (eg. Consumer Credit Code, Privacy Act, secrecy laws, Codes of Practice)
- schedule of fees and duties payable
- other acts not included in this listing

Conflict of interest may exist where:

- a law firm, legal practitioner or support person some time in the past represented a client who is now on the other side in another case
- a legal practitioner and client are in business together
- a legal practitioner or support person has a personal, financial or other interest in a case
- a legal practitioner or support person is a witness in a case
- a legal practitioner simultaneously represents two clients whose interests are adverse to one another
- the legal stance of one client is detrimental to the business activities of another client.

Non-***disclosable*** information may include:

- addresses of clients, witnesses or staff
- details about the firm itself
- exhibits
- fact that the client has consulted the firm

RANGE STATEMENT	
	<ul style="list-style-type: none"> • financial information • firm's client database • information relating to a client's legal matter • names of clients, witnesses or staff • nature of client's legal matter • passwords or security procedures • telephone numbers of clients, witnesses or staff • trust account information • whereabouts of client/witnesses • witness statements.
<i>Electronically stored information</i> may be:	<ul style="list-style-type: none"> • on audio-cassette • on computer hard-drive or floppy disk • on voice mail • on-line (email or web).
<i>A firm's policies and procedures</i> may include:	<ul style="list-style-type: none"> • charging of search expenses • contingencies in terms of inadequate monies, unavailable information • handling monies • information sources • office procedure manual • recording information • security/confidentiality/ privacy procedures.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - Legal Services Administration
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Co-requisite units

Co-requisite units		

BSBLEG305A Use legal terminology in order to carry out tasks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to understand and use legal terminology in order to undertake tasks.</p> <p>All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who provide services to support legal practitioners, while under supervision. This unit underpins all units of competency in the Legal Services stream. All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use appropriate legal terminology in written and oral communication with internal and external parties	1.1. Use appropriate <i>legal terminology</i> in both written and oral communication with internal and external parties 1.2. Spell and pronounce <i>legal terminology</i> correctly and use in appropriate context when completing <i>work tasks</i>
2. Extend understanding of legal terminology	2.1. Identify gaps in knowledge and seek <i>clarification</i> through appropriate source or <i>designated person</i> 2.2. Identify and use abbreviations for commonly used legal terms and associated processes where appropriate 2.3. Ensure questions relating to <i>legal terminology</i> can be answered and terms defined

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to accurately pronounce legal terminology; follow oral, sequenced instructions involving legal terminology ; and apply strategies to confirm, repair or clarify understanding of terms and context
- literacy skills to read and interpret legal documents; understand and use vocabulary for a specific purpose; and follow written, sequenced instructions involving legal terminology
- research skills to clarify intended meaning and legal context of instructions or legal terminology; and increase own knowledge of legal terminology.

Required knowledge

- scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction(s)
- firm's policies and procedures
- accepted codes of conduct including those relating to:
 - privacy and confidentiality
 - use of company property
 - duty of care
 - ethical behaviour
 - non-discriminatory practice
 - conflict of interest
- compliance with reasonable direction
- overview knowledge of relevant; court processes, current legislation, legal processes and required documentation

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • proactively applying research and communication skills to increase own knowledge of legal terminology • consistently seeking clarification from appropriate person/source of information when instructions are unclear or to locate missing information • competently carrying out instructions containing commonly used legal terminology and abbreviations • accurately identifying and communicating the legal and financial consequences of misusing legal terminology • using simple, non-legal language to explain legal terminology and processes to others • using legal terminology appropriate to the situation when completing delegated administrative tasks.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • wherever possible the context is a real or simulated workplace • access to workplace manuals and reference materials such as company policy, procedural manuals and checklists • access to list of relevant sources of documentation and sample forms • access to background information on courts, their jurisdiction and behavioural requirements • access to appropriate technology such as computers with relevant software • access to appropriate texts and access to person's with expert knowledge such as legal practitioners • access to appropriate legislation and regulations relevant to common legal matters, such as that accessible via: <ul style="list-style-type: none"> • http://www.law.gov.au • http://www.ag.gov.au

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • http://www.austlii.edu.au/ • http://www.australia.gov.au/states-territories • http://www.act.gov.au • http://www.nsw.gov.au • http://www.nt.gov.au • http://www.qld.gov.au • http://www.sa.gov.au • http://www.tas.gov.au • http://www.vic.gov.au • http://www.wa.gov.au
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques in a workplace or simulated environment • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • questioning (oral or written) • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers • tests of knowledge on relevant legislation, rules, regulations, codes of practice and research resources.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBLEG301A Apply knowledge of the legal system to complete tasks • other legal services administration or general administration units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Commonly used <i>legal terminology</i> may relate to:</p>	<ul style="list-style-type: none"> • courts and tribunals • legal documentation • legal personnel • legal procedures • legislation and regulations.
<p>Commonly used <i>legal terminology</i> may vary according to:</p>	<ul style="list-style-type: none"> • a particular legal procedure • legal setting eg. community legal work, Crown Solicitor's Office • the area of law • the jurisdiction.
<p><i>Work tasks</i> may include:</p>	<ul style="list-style-type: none"> • contacting external parties • drafting letters in response to queries • filing • maintenance/update of clients' files, eg. file notes, certificates, results of public search, correspondence with a barrister • organising payments • preparing accounts • preparing court documentation • producing office memos • taking and forwarding messages • typing legal practitioner's notes.
<p><i>Clarification</i> regarding commonly used legal terminology may be sought from:</p>	<ul style="list-style-type: none"> • designated person/s • glossary of commonly use legal terminology and processes • legal dictionary • relevant handbook eg. Legal Secretary's Handbook.
<p><i>Designated person</i> may include:</p>	<ul style="list-style-type: none"> • lawyer • legal practice manager • partner • supervisor • work colleague.

RANGE STATEMENT

The area of law may include:

- commercial law
- corporate law
- criminal law
- family law
- industrial relations
- litigation
- property law
- tax law
- wills and probate
- other areas of law not included in this listing

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - Legal Services Administration
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Co-requisite units

Co-requisite units	

BSBMED301B Interpret and apply medical terminology appropriately

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; and to use appropriate advanced medical terminology.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are skilled operators and apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond appropriately to instructions which contain medical terminology	1.1. Receive, interpret and document <i>written and oral instructions</i> using <i>medical terminology</i> 1.2. Use checklists where appropriate 1.3. Ensure own understanding of abbreviations for specialised medical terminology and associated processes 1.4. Ensure own understanding of and adhere to, the <i>policies and procedures</i> of the enterprise 1.5. Seek <i>clarification</i> when necessary
2. Carry out routine tasks	2.1. Use medical terminology correctly in the completion of <i>routine tasks</i> 2.2. Seek assistance from supervisor or experienced staff member as required
3. Use appropriate medical terminology in oral and written communication	3.1. Use appropriate medical terminology as directed, in <i>oral communication</i> with patients, fellow workers and health professionals 3.2. Use appropriate medical terminology as directed, in <i>written communication</i> with patients, fellow workers and health professionals 3.3. Present written communication to a <i>designated person</i> for verification if required 3.4. Spell and pronounce medical terminology correctly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret policies, signs and instructions and to use correct spelling, grammar and punctuation
- learning skills to research and increase own knowledge of medical terminology
- communication skills to understand, clarify and explain instructions and procedures.

Required knowledge

- medical terminology, including the fundamental word structure used in medical terms
- basic systems of the body
- organisational documentation and recording requirements
- source of information relating to medical terminology
- key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - anti-discrimination legislation
 - ethical principles
 - privacy laws
 - Freedom of Information Act.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • using medical terminology in written and verbal communication • identifying and appropriately using abbreviations for medical terms and associated processes • managing own learning to maintain knowledge of up-to-date medical terminology • knowledge of relevant legislation from all levels of government that impacts on business operations, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documentation and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning • observation of performance in role plays • review of written communication with patients for use of appropriate medical terminology • oral or written questioning to assess knowledge of workplace emergencies, risks and hazards • assessment of documentation.

EVIDENCE GUIDE

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- other general administration or medical services administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Written and oral instructions may include:

- diary entries
- drugs orders
- instructions for postoperative care
- notices
- occupational health and safety (OHS) signs and instructions
- patient notes
- referrals
- routine reports
- telephone calls
- test results
- theatre lists
- verbal instructions

Medical terminology may include:

- abbreviations for medical and pharmacological terms (e.g. BCG, HRT, IVP, tab, ante, ung)
- causes to changes in the systems of the body (e.g. changes to the musculo-skeletal system may include inflammation due to repeated strain on the system)
- common medical conditions including illnesses, injuries and diseases
- departments/sections in a hospital
- health insurance terminology
- interrelated functions of the body, locations and diseases (e.g. functions of the skeletal system, locations of skeletal injuries, skeletal diseases)
- knowledge of medical specialties and the names and titles of doctors working in specialist fields
- medical conditions
- medical equipment and instruments
- medical investigations and procedures
- Medicare terminology

RANGE STATEMENT	
	<ul style="list-style-type: none"> • medications • referrals • terms to describe onset and/or nature of disease
<i>Policies and procedures</i> may include:	<ul style="list-style-type: none"> • abiding by local, state/territory and commonwealth legislation • accessing and updating files • cleanliness and hygiene • correspondence format • emergency procedures • following instructions • information specific to the enterprise • office practice manual • OHS • Royal Australian College of General Practitioners (RACGP) Code of Practice for the Management of Health Information in General Practice • RACGP Entry Standards for General Practices • telephone protocol • recording information • security, confidentiality and privacy procedures
<i>Clarification</i> may be sought from:	<ul style="list-style-type: none"> • drug and prescription information sources/databases • experienced staff member/s • medical dictionary • office practice manual • relevant handbook • supervisor
<i>Routine tasks</i> may include:	<ul style="list-style-type: none"> • answering patient enquiries • contributing to meetings • dealing with patient complaints • entering patient details into computer system • filing patient notes • maintaining information to assist patients • maintaining patient information • maintaining reception area, waiting room, consultation room • ordering stock (e.g. stationery, medical supplies) • preparing medical equipment

RANGE STATEMENT	
	<ul style="list-style-type: none"> • preparing reports • processing correspondence • producing a range of complex medical documents (e.g. patient history, case report) • providing information to patients • receiving and making telephone calls • receiving visitors and patients • recording information • storing and maintaining security of drugs • word processing
<i>Oral communication</i> may include:	<ul style="list-style-type: none"> • answering routine telephone enquiries • communicating with a range of medical/hospital professionals on patient related matters • confirming appointments • dealing with difficult patients/customers • paging staff • reporting to staff at meetings • transferring calls • verbal instructions
<i>Written communication</i> may include:	<ul style="list-style-type: none"> • appointment diaries, cards • case reports • complex correspondence to a range of medical/hospital professionals on patient related matters • forms • letters • memoranda • minutes • patient histories • patient history questionnaires • patient records • telephone messages
<i>Designated person</i> may include:	<ul style="list-style-type: none"> • doctor • practice manager • supervisor

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - Medical Services Administration
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Co-requisite units

Co-requisite units		

BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement operational plan	<p>1.1. Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers</p> <p>1.2. Implement operational plans to contribute to the achievement of organisation's performance/business plan</p> <p>1.3. Identify and use key performance indicators (KPIs) to monitor operational performance</p> <p>1.4. Undertake contingency planning and consultation processes</p> <p>1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes</p>
2. Implement resource acquisition	<p>2.1. Recruit and induct employees within organisation's policies, practices and procedures</p> <p>2.2. Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel</p>
3. Monitor operational performance	<p>3.1. Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets</p> <p>3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance</p> <p>3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</p> <p>3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5. Present recommendations for variation to operational plans to the designated persons/groups and gain approval</p> <p>3.6. Implement systems, procedures and records associated with performance in accordance with organisation's requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
 - contingency planning
 - methods for monitoring and reporting on performance
 - monitoring and implementing operations and procedures
 - problem identification and methods of resolution
 - relevant budgeting and financial analysis, interpretation and reporting requirements
 - resource management systems at the tactical implementation level
 - resource planning and acquisition
 - tactical risk analysis including identification and reporting requirements.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of documentation outlining contingency planning and consultation processes undertaken demonstration of techniques in managing performance evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Resource requirements</i> may refer to:</p>	<ul style="list-style-type: none"> • goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
<p><i>Relevant personnel, colleagues and specialist resource managers</i> may include:</p>	<ul style="list-style-type: none"> • colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
<p><i>Operational plans</i> may refer to:</p>	<ul style="list-style-type: none"> • organisational plans • tactical plans developed by the department or section to detail product and service performance
<p><i>Key performance indicators</i> may refer to:</p>	<ul style="list-style-type: none"> • measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements
<p><i>Contingency planning</i> may refer to:</p>	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour

RANGE STATEMENT	
	<ul style="list-style-type: none"> costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<i>Consultation processes</i> may refer to:	<ul style="list-style-type: none"> • mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
<i>Organisation's policies, practices and procedures</i> may include:	<ul style="list-style-type: none"> • organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations
<i>Performance systems and processes</i> may refer to:	<ul style="list-style-type: none"> • informal systems used by frontline managers for the work team in the place of existing organisation-wide systems • formal processes within the organisation to measure performance, such as: <ul style="list-style-type: none"> • feedback arrangements • individual and teamwork plans • KPIs • specified work outcomes
<i>Designated persons/groups</i> may include:	<ul style="list-style-type: none"> • other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
<i>Systems, procedures and records</i>	<ul style="list-style-type: none"> • databases and other recording mechanisms for ensuring records are kept in accordance with

RANGE STATEMENT

may include:	organisational requirements <ul style="list-style-type: none"> • individual and team performance plans • organisational policies and procedures relative to performance
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.</p> <p>The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.</p> <p>This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm <i>performance standards, Code of Conduct</i> and work outputs with relevant teams and individuals 1.5. Develop and agree <i>performance indicators</i> with relevant staff prior to commencement of work 1.6. Conduct <i>risk analysis</i> in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design <i>performance management</i> and review processes to ensure consistency with organisational objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm <i>excellence in performance</i> 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback

ELEMENT	PERFORMANCE CRITERIA
	<p>4.4. Monitor and coach individuals with poor performance</p> <p>4.5. Provide support services where necessary</p> <p>4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary</p> <p>4.7. <i>Terminate</i> staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development
- risk management skills to analyse, identify and develop mitigation strategies for identified risks
- planning and organisation skills to ensure a planned and objective approach to the performance management system.

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant awards and certified agreements
- performance measurement systems utilised within the organisation
- unlawful dismissal rules and due process
- staff development options and information.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis, performance management and review processes, performance improvement and development plans.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other management units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Performance standards</i> mean:	<ul style="list-style-type: none"> level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
<i>Code of Conduct</i> means:	<ul style="list-style-type: none"> agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
<i>Performance indicators</i> mean:	<ul style="list-style-type: none"> measures against which performance outcomes are gauged
<i>Risk analysis</i> means:	<ul style="list-style-type: none"> determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
<i>Performance management</i> means:	<ul style="list-style-type: none"> in accordance with relevant industrial agreements process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
<i>Excellence in performance</i> means:	<ul style="list-style-type: none"> regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
<i>Termination</i> means:	<ul style="list-style-type: none"> cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.</p> <p>Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit.</p> <p>At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop operational plan	<p>1.1. Research, analyse and document <i>resource requirements</i> and develop an operational plan in consultation with <i>relevant personnel, colleagues and specialist resource managers</i></p> <p>1.2. Develop and/or implement <i>consultation processes</i> as an integral part of the operational planning process</p> <p>1.3. Ensure details of the operational plan include the development of <i>key performance indicators</i> to measure organisational performance</p> <p>1.4. Develop and implement <i>contingency plans</i> at appropriate stages of operational planning</p> <p>1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required</p> <p>1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved</p>
2. Plan and manage resource acquisition	<p>2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices</p> <p>2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the <i>organisation's policies, practices and procedures</i></p>
3. Monitor and review operational performance	<p>3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation</p> <p>3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5. Negotiate recommendations for variations to operational plans and gain approval from <i>designated persons/groups</i></p>

ELEMENT	PERFORMANCE CRITERIA
	3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to access and use workplace information and to write a succinct and practical plan
- technology skills to use software to produce and monitor the plan against performance indicators
- planning and organisational skills
- coaching skills to work with people with poor performance
- numeracy skills to allocate and manage financial resources.

Required knowledge

- models and methods for operational plans
- budgeting processes
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of an operational plan with details of how it will be implemented and monitored • knowledge of models and methods for operational plans.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of budgeting processes • review of operational plan, key performance indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Resource requirements</i> may include:</p>	<ul style="list-style-type: none"> • goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
<p><i>Relevant personnel, colleagues and specialist resource managers</i> may include:</p>	<ul style="list-style-type: none"> • employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
<p><i>Consultation processes</i> may refer to:</p>	<ul style="list-style-type: none"> • email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions
<p><i>Operational plans</i> may also be termed:</p>	<ul style="list-style-type: none"> • action plans • annual plans • management plans • tactical plans
<p><i>Key performance indicators</i> may refer to:</p>	<ul style="list-style-type: none"> • measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
<p><i>Contingency plans</i> may include:</p>	<ul style="list-style-type: none"> • contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials

RANGE STATEMENT	
	<p>and consumables</p> <ul style="list-style-type: none"> • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
<i>Organisation's policies, practices and procedures</i> may include:	<ul style="list-style-type: none"> • organisational culture • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • Standard Operating Procedures • undocumented practices in line with organisational operations
<i>Designated persons/groups</i> may include:	<ul style="list-style-type: none"> • groups designated in workplace policies and procedures • managers or supervisors whose roles and responsibilities include decision making on operations • other stakeholders such as Board members • other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMGT516A Facilitate continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

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

Application of the Unit

This unit applies to managers who take an active role in managing the continuous improvement process in order to achieve the organisation's objectives. Particularly where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development and betterment of the organisation.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	<p>1.1. Develop <i>strategies</i> to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate</p> <p>1.2. Establish <i>systems</i> to ensure that the organisation's <i>continuous improvement processes</i> are communicated to all <i>stakeholders</i></p> <p>1.3. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes</p>
2. Monitor and adjust performance strategies	<p>2.1. Develop strategies to ensure that systems and processes are used to monitor <i>operational progress</i> and to identify ways in which planning and operations could be improved</p> <p>2.2. Adjust and communicate strategies to all stakeholders according to organisational procedures</p>
3. Manage opportunities for further improvement	<p>3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts</p> <p>3.2. Ensure processes include <i>documentation of work team performance</i> to aid the identification of further opportunities for improvement</p> <p>3.3. Consider areas identified for further improvement when undertaking future planning</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- innovation and lateral thinking skills to design better ways for achieving work outcomes
- leadership skills to gain the confidence and trust of others
- communication skills to communicate opportunities for improvement, and to coach and mentor staff.

Required knowledge

- continuous improvement models
- quality systems.

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • examples of strategies and approaches to improve work outcomes or organisational functioning • methods for monitoring performance and customer service • knowledge of continuous improvement models.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative • evaluation of how customer service strategies were communicated to all stakeholders • review of documentation outlining work team performance.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is</p>

	recommended, for example: <ul style="list-style-type: none">• other units from the Diploma of Management.
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strategies may refer to:	<ul style="list-style-type: none"> • clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward/recognition programs for high performing staff • training and development activities
Systems may refer to:	<ul style="list-style-type: none"> • forums, meetings • newsletters and reports • policies and procedures • web-based communication devices
Continuous improvement processes may include:	<ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Stakeholders may include:	<ul style="list-style-type: none"> • business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions/employee groups

<i>Operational progress</i> may refer to:	<ul style="list-style-type: none">• customer service indicators• occupational health and safety indicators• productivity gains• success in meeting agreed goals and performance indicators
<i>Documentation of work team performance</i> may include:	<ul style="list-style-type: none">• annotated performance plans• quantitative data such as production figures• recommendations for improvement• records and reports

Unit Sector(s)

Management and Leadership - Management

BSBMGT605B Provide leadership across the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to demonstrate senior leadership behaviour, and personal and professional competence.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to senior managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission. Business ethics are also addressed in this unit.</p> <p>The unit may relate equally to leadership of a small to medium sized organisation or to a business unit or area in a large organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate organisational mission and goals	1.1. Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2. Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3. Ensure media and language used is appropriate to individuals and group circumstances 1.4. State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5. Address <i>expectations of the organisation</i> 1.6. Investigate <i>incidents</i> promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1. Build trust, confidence and respect of diverse groups and individuals, through positive role modelling, and effective communication and consultation 2.2. Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3. Demonstrate understanding of the global environment and new technology in work activities 2.4. Ensure actions convey flexibility and adaptability to change and accessibility 2.5. Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6. Ensure decision making takes into account needs and expectations of both internal and external groups 2.7. Ensure decision making occurs in accordance with <i>risk management</i> plans for all options, and within appropriate timeframes 2.8. Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1. Assign <i>accountabilities and responsibilities</i> to teams consistent with their competencies and operational plans 3.2. Ensure teams are resourced to allow them to achieve their objectives

ELEMENT	PERFORMANCE CRITERIA
	<p>3.3. Empower teams and individuals through effective delegation and support for their initiatives</p> <p>3.4. Create and maintain <i>a positive work environment</i></p> <p>3.5. Encourage teams and individuals to develop innovative approaches to the performance of work</p>
4. Demonstrate personal and professional competence	<p>4.1. Model ethical conduct in all areas of work and encourage others to adopt business ethics</p> <p>4.2. Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations</p> <p>4.3. Set and achieve personal objectives and work program outcomes</p> <p>4.4. Ensure self performance and professional competence is continuously improved through engagement in a range of professional development activities</p> <p>4.5. Participate regularly in industry/professional networks and groups</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to communicate and inspire trust and confidence of others and to ensure their cooperation and support
- networking skills to ensure support from key groups and individuals for concepts/ideas/products/services
- risk management skills to analyse, identify and develop mitigation strategies for identified risks.

Required knowledge

- business ethics and their application
- leadership styles and their application
- legislation, codes and by-laws relevant to the organisation's operations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- organisational change processes.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • input from a wide range of sources providing evidence in respect to a broad range of activities and application of business ethics • demonstration of personal competence that links to the organisation's requirements for managers • effective communication skills and an ability to win commitment to the organisation and its activities • knowledge of leadership styles and their application • knowledge of legislation, codes and by-laws relevant to the organisation's operations.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated leadership techniques • observation of presentations • review of media and language used when communicating with individuals and groups • evaluation of accountabilities and responsibilities assigned to teams • review of documentation outlining personal objectives and work program outcomes • review of professional development activities undertaken to improve self performance and professional competence.
Guidance information for	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE**assessment**

for example:

- other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Expectations of the organisation</i> include:</p>	<ul style="list-style-type: none"> • environmental management • occupational health and safety • product safety • service • values and ethics • other relevant factors
<p><i>Incidents</i> may include:</p>	<ul style="list-style-type: none"> • emergency response • environmental event (emissions, noise, etc.) • product failure • workplace accident
<p><i>Risk management</i> means:</p>	<ul style="list-style-type: none"> • process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
<p><i>Accountabilities and responsibilities</i> means:</p>	<ul style="list-style-type: none"> • clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing
<p><i>Positive work environment</i> means:</p>	<ul style="list-style-type: none"> • environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services.</p> <p>This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Segment the market	1.1. Identify <i>criteria</i> for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access <i>sources of information for segmenting and profiling markets</i> in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their <i>size, potential, distinctive needs, easy identification of members</i> or <i>distinctive media use patterns</i> 1.5. Select <i>market segments</i> to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target market	2.1. Evaluate <i>approaches</i> to determining and describing the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as <i>prospective users</i> of a product or service, and the selected market segments 2.3. Use <i>segment descriptors</i> to describe the target market 2.4. Identify available <i>strategic marketing options</i> and select <i>targeting strategies</i> that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in <i>standard statistical terms</i> and/or the descriptive terms used in media selection in the consumer profile 3.3. Use <i>demographic</i> and/or <i>psychographic descriptions</i> in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available <i>positioning strategies</i> and choose a strategy to meet <i>marketing requirements</i> and consumer profile 4.2. Write a positioning implementation plan containing

ELEMENT	PERFORMANCE CRITERIA
	several options, in accordance with organisational requirements 4.3.Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- literacy skills to prepare reports and to interpret internal and external marketing information
- research skills to identify and analyse market segments and target markets.

Required knowledge

- Australian Marketing Institute Code of Professional Conduct
- data collection and analysis techniques
- industry knowledge including:
 - components of the marketing mix
 - elements of marketing planning
- marketing communications concepts and processes
- organisational structures, roles, responsibilities, business and marketing plans
- product and service standards and best practice models
- relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
- statistical terms used by the Australian Bureau of Statistics.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of positioning implementation plan direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of the application of criteria to segment markets, selection of targeting strategies oral or written questioning to assess knowledge and understanding presentation of marketing profiling activities review of authenticated documents from the workplace or training environment review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBMKG402B Analyse consumer behaviour for specific markets BSBMKG507A Interpret market trends and developments.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Criteria may include:

- attitude
- average order value in units and dollars
- desired benefits
- business characteristics
- consumer needs
- demographics
- geography
- lifestyle
- lifetime value in units, dollars and number of transactions
- product or service usage
- psychographics
- recency and frequency of response to direct marketing activities
- social and cultural factors

Sources of information for segmenting and profiling markets may include:

- advertising sales representatives
- existing research data
- industry sources
- media representatives
- original a priori research (where the market segments are assumed at the beginning and research is used to confirm them)
- original response based research
- owners or brokers of mail, email and phone lists
- sales representatives
- website operators

Usefulness in terms of ***size*** may include:

- segments which are large enough to justify the expense of creating distinctive offers and creative executions
- small segments which are viable if telephone and email are used as communication media rather than other types of media

RANGE STATEMENT	
<i>Potential</i> may include:	<ul style="list-style-type: none"> • high response of market segment members to test campaigns • high response to previous campaigns by members of market segments
<i>Distinctive needs</i> may include:	<ul style="list-style-type: none"> • specific price points • specific products or services • specific response vehicles such as: <ul style="list-style-type: none"> • store visiting only • website only response • specific timing of communications such as: <ul style="list-style-type: none"> • day of week • seasonality • time of day
<i>Easy identification of members</i> may include:	<ul style="list-style-type: none"> • flags such as: <ul style="list-style-type: none"> • postcode • date of last purchase • geographical location of segment members, such as: <ul style="list-style-type: none"> • city • metropolitan region • regional centre • rural region • state or territory • spending habits such as: <ul style="list-style-type: none"> • one-off purchasers • subscribers
<i>Distinctive media use patterns</i> may include:	<ul style="list-style-type: none"> • age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of <i>market segments</i> may be contingent upon:	<ul style="list-style-type: none"> • expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications

RANGE STATEMENT	
	<ul style="list-style-type: none"> • one or more segments
<i>Approaches</i> may include:	<ul style="list-style-type: none"> • describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation • describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
<i>Prospective users</i> may include:	<ul style="list-style-type: none"> • market segment users most similar to current customers
<i>Segment descriptors</i> may include:	<ul style="list-style-type: none"> • demographic descriptions • geographic descriptions • historic descriptions such as: <ul style="list-style-type: none"> • volume of purchase • frequency of purchase • psychographic descriptions
<i>Strategic marketing options</i> may include:	<ul style="list-style-type: none"> • advertising strategies such as: <ul style="list-style-type: none"> • most cost effective creative executions • most cost effective media or media vehicle for each segment • most cost-effective media or media vehicle • distribution strategies such as: <ul style="list-style-type: none"> • one-step • multi-step • innovative strategies
<i>Targeting strategies</i> may include:	<ul style="list-style-type: none"> • anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets

RANGE STATEMENT	
	<ul style="list-style-type: none"> • price sensitivity • purchasing power • recency of purchase • sales volume
<i>Standard statistical terms</i> may include:	<ul style="list-style-type: none"> • categories used by the Australian Bureau of Statistics in collecting and reporting census data • media selection terms such as: <ul style="list-style-type: none"> • behaviouristics • demographics • geo-demographic analysis of census data available from proprietary research suppliers • geographic selections and segmentations
<i>Demographic descriptions</i> may include:	<ul style="list-style-type: none"> • age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
<i>Psychographic descriptions</i> may include:	<ul style="list-style-type: none"> • activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
<i>Positioning strategies</i> may include:	<ul style="list-style-type: none"> • competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning • pricing • quality • repositioning • service positioning • uniqueness • value positioning
<i>Marketing requirements</i> may include:	<ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG402B Analyse consumer behaviour for specific markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour to target marketing to specific markets and specific needs.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in a marketing team who need to analyse consumer behaviour to examine the factors that impact on decisions to purchase products or services. Having thoroughly analysed consumer attitudes and behaviour, recommendations can be made on marketing strategies to increase consumption of the product or service being marketed.</p> <p>This unit analyses consumer behaviour in greater detail than BSBMKG401B Profile the market, which covers more generic profiling, targeting, and positioning strategy development and planning.</p> <p>This unit is relevant to individuals working within a variety of marketing communications occupational roles including advertising, public relations, direct marketing, promotional marketing or personal selling roles.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm product or service market	1.1. Gather <i>information on the market or market segment</i> for a product or service in accordance with the marketing plan 1.2. Identify consumer attributes for the market or market segment from the market profile or existing customer data 1.3. Identify and test features of the product or service in accordance with the marketing plan
2. Assess the reasons for existing levels of consumer interest	2.1. Investigate consumer need for the product or service through analysis of trends and past performance 2.2. Review past <i>marketing</i> or positioning of a product or service in relation to the effectiveness of its focus of appeal 2.3. Assess, test and estimate the impact of <i>individual, social and lifestyle influences</i> on consumer behaviour for a product or service 2.4. Analyse <i>consumer responses</i> to previous marketing communications 2.5. Assess <i>organisational behaviour</i> capability to respond quickly to consumer demand for products or services in accordance with the marketing plan
3. Recommend a focus of appeal for marketing strategies for a product or service	3.1. Ensure marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making 3.2. Present a rationale for the focus of appeal that outlines how influences on consumer behaviour will be used to target effective marketing strategies 3.3. Ensure the focus of appeal meets <i>legal and ethical obligations</i> and the budgetary requirements of the marketing plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare reports with complex marketing concepts
- research skills to investigate overall market trends, past product/service performance and consumer behaviour characteristics.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and the principles of equal opportunity, equity, and diversity
 - ethical principles
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
- industry and product or service knowledge
- marketing communication concepts and processes
- organisational structure, procedures and marketing objectives.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> documenting and presenting an analysis of consumer behaviour including recommendations on what marketing strategies should be developed to influence consumers to be more inclined to purchase a product or service knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to office equipment and resources access to past marketing performance review documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of responses to case studies and scenarios assessment of written reports containing analysis of consumer behaviour and recommendations demonstration of techniques to analyse consumer behaviour direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations of analysis conducted and resulting recommendations oral or written questioning to assess knowledge and understanding review of authenticated documents from the workplace or training environment review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• BSBMKG401B Profile the market• other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information on the market or market segment</i> may include:</p>	<ul style="list-style-type: none"> • customer segments such as: <ul style="list-style-type: none"> • active customers • inactive customers • former customers • demographics • existing product usage • lifestyle • non-customer segments such as: <ul style="list-style-type: none"> • core prospects • non-core prospects • social and cultural factors • values or attitude factors
<p><i>Marketing</i> may include:</p>	<ul style="list-style-type: none"> • business-to-consumer marketing • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<p><i>Individual influences</i> may include:</p>	<ul style="list-style-type: none"> • attitudes • beliefs • learning • past experience • perception • personality • self-image
<p><i>Social influences</i> may include:</p>	<ul style="list-style-type: none"> • culture • family background • family decision-maker/s • social class • socioeconomic factors

RANGE STATEMENT	
<i>Lifestyle influences</i> may include:	<ul style="list-style-type: none"> • aspirations • interests • leisure activities
<i>Consumer responses</i> may include:	<ul style="list-style-type: none"> • average order value • preferred frequency of contact • preferred medium of contact • preferred medium of response • preferred order size • preferred price point for typical purchase • preferred range of options within a single offer
<i>Organisational behaviour</i> may include:	<ul style="list-style-type: none"> • contract buying • group decision making • modified re-purchase • new purchases • re-purchase
<i>Legal and ethical obligations</i> may include:	<ul style="list-style-type: none"> • codes of practice • cultural expectations and influences • ethical principles • relevant legislation • policies and guidelines • regulations • social responsibilities such as: <ul style="list-style-type: none"> • protection of children • environmental issues • societal expectations

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG408B Conduct market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to conduct market research using interview and survey methodologies (not specialist statistical design and analysis) and to report on findings.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to non specialist market research personnel who have data and information gathering and analysis as a major part of their role and who are required to conduct market research. These individuals may work in areas such as marketing, communications, strategic planning and organisational development.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct desk research to gather background market information	1.1. Conduct initial desk research using <i>appropriate sources</i> to gather background market information 1.2. Identify options for <i>information collection and collation tools and methods</i> 1.3. Determine and seek approval for <i>reporting formats</i> for market research documentation 1.4. Report initial research findings in approved formats in accordance with organisational procedures
2. Develop research methodology and objectives	2.1. Develop hypotheses and research objectives for market research 2.2. Identify options for quantifying data 2.3. Identify market research <i>methodology</i> and determine, develop, test and amend required <i>survey tools</i> 2.4. Determine and test methods of data extraction, collation and analysis
3. Recruit respondents	3.1. Interpret market research plans to identify <i>potential respondents</i> and their requirements 3.2. Identify respondents in line with <i>research and organisational requirements</i> 3.3. Recruit respondents in line with the agreed research methodology and organisational requirements
4. Gather data and information from respondents	4.1. Prepare and arrange <i>resources for data gathering</i> 4.2. Gather data and information using survey tools 4.3. Record data and information gathered in approved formats, in accordance with organisational procedures 4.4. Store and safeguard survey information and data in accordance with organisational procedures
5. Analyse research information	5.1. Conduct <i>checks</i> on quality of data and information collected 5.2. Select <i>appropriate techniques</i> to summarise data and information 5.3. Design <i>software files</i> for entering data and information 5.4. Process data using a method appropriate to research design 5.5. <i>Interpret and aggregate data and information</i> including <i>categorisation</i> , to provide observations

ELEMENT	PERFORMANCE CRITERIA
	relevant to research objectives
6. Prepare research reports	6.1. Collate and assess findings for relevance and usefulness to research objectives 6.2. Prepare <i>research reports</i> 6.3. Communicate research findings to relevant personnel and stakeholders in accordance with organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information management skills to categorise, store and retrieve market research information
- innovation and creativity skills to conceptualise, test and refine qualitative and quantitative questionnaires and other tools
- literacy skills to prepare reports containing complex ideas
- research and data collection skills to locate information sources, to design and analyse a market research strategy.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - ethical principles
 - Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
- marketing communications concepts and processes
- market research principles and practices including:
 - data processing methods and data analysis techniques
 - design of samples
 - development and use of hypotheses
 - research reporting formats
 - roles and uses of qualitative and quantitative research
 - use of survey instruments
- requirements of house or other style manuals or protocols for written communication.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing and implementing a market research survey tool • accurately recording and securely storing survey data in accordance with organisational procedures • utilising a range of methodologies to analyse market research information • documenting market research activities and findings in a research report.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources including computer hardware and software • access to exemplar survey tools and recently used survey tools.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • analysis of survey tools • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of data collection techniques • observation of presentations of market research results • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE	
	for example: <ul style="list-style-type: none">• other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Appropriate sources</i> of background market information may include:</p>	<ul style="list-style-type: none"> • published (including on the internet) data and information from: <ul style="list-style-type: none"> • articles and advertisements • business advisors • clients and suppliers • conferences • government bodies • industry associations and trade media • other research projects • reports from trade or professional associations annual reports • reports to regulatory or funding bodies • speeches • enterprise information such as: <ul style="list-style-type: none"> • sales data • attendance figures
<p><i>Information collection and collation tools and methods</i> may include:</p>	<ul style="list-style-type: none"> • forms for recording information sources reviewed • procedures for abstracting key information and citing sources • rules for including or not including information and data reviewed
<p><i>Reporting formats</i> may include:</p>	<ul style="list-style-type: none"> • prose reports • verbal presentations • visual aids, such as: <ul style="list-style-type: none"> • charts • photographs • tables
<p>Market research <i>methodologies</i> may include:</p>	<ul style="list-style-type: none"> • brand equity research • brand name testing • concept testing • consumer decision process research

RANGE STATEMENT	
	<ul style="list-style-type: none"> • depth interviews • descriptive techniques • experimental techniques • focus groups • mystery shopping • observational techniques • projective techniques • qualitative research • quantitative research • random sampling
<i>Survey tools</i> may include:	<ul style="list-style-type: none"> • handouts • one-on-one discussions • overhead transparencies • questionnaires • small group discussions
<i>Potential respondents</i> may include:	<ul style="list-style-type: none"> • current, past or potential clients • key stakeholders • persons identified from lists or directories • staff
<i>Research and organisational requirements</i> may include:	<ul style="list-style-type: none"> • legal requirements • need for respondent to meet demographic or psychographic criteria • need for respondent to represent an organisation, have specific expertise or knowledge, or meet other criteria • quality assurance policy and procedures • requirements for statistical validity in sampling
<i>Resources for data gathering</i> may include:	<ul style="list-style-type: none"> • appropriate venues and rooms • organisation of tables, chairs, audio and visual equipment, refreshments • audio-visual recording and display devices • telecommunications equipment and facilities
<i>Checks</i> may include:	<ul style="list-style-type: none"> • ensuring data is: <ul style="list-style-type: none"> • a true record of interview • accurate • adequately expressed • authentic • complete • not fabricated • ensuring others collecting data and information

RANGE STATEMENT	
	<ul style="list-style-type: none"> • have studied and understood instructions • keeping records on data sources, copyright and privacy information • rejecting inadequate data and resurveying to overcome gaps • reporting to senior personnel on issues and problems in data collection • where required, verifying records of interview with respondents
<i>Appropriate techniques</i> to summarise data may include:	<ul style="list-style-type: none"> • charts and tables • coefficient of variation • mean • median • mode • percentile • prose commentary • range • standard deviation • statistical detailed analysis • statistical overview • variance
<i>Software files</i> may include:	<ul style="list-style-type: none"> • databases with specified forms and fields • spreadsheets with specified axes • word processing programs with specified heading structures, text and table formats
<i>Interpreting and aggregating data and information</i> may include:	<ul style="list-style-type: none"> • development of further hypotheses based on initial processing of raw data, and statistical tests of these hypotheses • bringing together data or datasets • statistical analysis of raw data using general or specialist software
<i>Categorisation</i> may include:	<ul style="list-style-type: none"> • creation of a preliminary report table of contents with headings and subheadings under which data and information could be organised • data tabulation in a format appropriate for the type of analysis to be performed • development of basic market segmentation categories by demographic or psychographic characteristics
<i>Research reports</i> may include:	<ul style="list-style-type: none"> • detailed data analysis • explanation of methodology

RANGE STATEMENT

	<ul style="list-style-type: none"> • key observations and findings • key summaries of data • recommendation and implementation issues • recommendations for future research • references, citations and other correct acknowledgement for all non-original material
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess <i>promotional activities</i> to ensure compatibility with <i>organisational requirements</i> 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with <i>designated individuals and groups</i> 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure <i>personnel and resources</i> to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree <i>roles and responsibilities</i> for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use <i>networks</i> to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1. Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect <i>feedback</i> and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other marketing, sales or public relations units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Promotional activities</i> may include:</p>	<ul style="list-style-type: none"> • advertisements • client functions • employee functions • media announcements • product launches • web pages
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
<p><i>Designated individuals and groups</i> may include:</p>	<ul style="list-style-type: none"> • colleagues • committees • customers • external organisations • line management • supervisor
<p><i>Personnel and resources</i> may include:</p>	<ul style="list-style-type: none"> • management • marketing funds • organisational personnel • promotional products

RANGE STATEMENT	
	<ul style="list-style-type: none"> • samples • technology • time • venue
<i>Roles and responsibilities</i> may include:	<ul style="list-style-type: none"> • Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
<i>Networks</i> may include:	<ul style="list-style-type: none"> • company • customer • internal • media and promotional • professional • social
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG501B Identify and evaluate marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in senior marketing management roles who, together with a marketing team, identify, investigate and evaluate marketing opportunities to determine whether they meet organisational and marketing objectives. Based on this evaluation, changes to current business operations can be determined to take advantage of marketing opportunities.</p> <p>Adjusting the marketing mix in the light of new marketing opportunities is covered in BSBMKG502B Establish and adjust the marketing mix.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify marketing opportunities	1.1. Analyse <i>information on market and business needs</i> to identify <i>marketing</i> opportunities 1.2. Research potential <i>new markets</i> and assess opportunities to enter, shape or influence the market in terms of likely <i>contribution to the business</i> 1.3. Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities
2. Investigate marketing opportunities	2.1. Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2. <i>Evaluate</i> each opportunity to determine its impact on current business and customer base 2.3. Use an assessment of <i>external factors</i> , costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity 2.4. Determine probable return on investment and potential competitors 2.5. Describe and rank marketing opportunities in terms of their viability and likely contribution to the business
3. Evaluate required changes to current operations	3.1. Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2. Ensure organisational changes to service an increased or different customer base include provision for continued quality of service to existing customers 3.3. Estimate <i>resource requirements</i> for changed operations 3.4. Determine and communicate viability of making changes to current operations to <i>key stakeholders</i> 3.5. Document newly identified marketing opportunities and required changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements
- numeracy skills to calculate and evaluate financial information on new marketing options
- research and evaluation skills to gain information on and interpret market trends to identify marketing opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and the principles of equal opportunity, equity and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice; and the Australian E-commerce Best Practice Model
 - privacy laws
 - Trade Practices Act
- organisational marketing plan, structure, products and services
- principles of marketing and the marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to office equipment and resources access to organisational strategic and marketing plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of responses to case studies assessment of written reports on identified marketing opportunities and evaluation activities direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations on opportunity identification, evaluation and required resources to capitalise on new marketing opportunities oral or written questioning to assess knowledge and understanding review of authenticated documents from the workplace or training environment review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBMKG502B Establish and adjust the marketing

EVIDENCE GUIDE	
	<p>mix</p> <ul style="list-style-type: none">• international business units• other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Information on market and business needs</i> may include:	<ul style="list-style-type: none"> • comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability • sales figures
<i>Marketing</i> may include:	<ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<i>New markets</i> may include:	<ul style="list-style-type: none"> • e-commerce • export markets • segments of the market not currently penetrated
<i>Contribution to the business</i> may include:	<ul style="list-style-type: none"> • effect on sales volume • growth • market share • profitability
<i>Evaluation</i> may include:	<ul style="list-style-type: none"> • investigation of: <ul style="list-style-type: none"> • knockout factors • present value analysis • return on investment • scored criteria • weighted criteria
<i>External factors</i> may include:	<ul style="list-style-type: none"> • codes of practice • policies and guidelines

RANGE STATEMENT	
	<ul style="list-style-type: none"> • regulations • relevant legislation
<i>Resource requirements</i> may include:	<ul style="list-style-type: none"> • additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
<i>Key stakeholders</i> may include:	<ul style="list-style-type: none"> • Board of directors • finance staff • human resources staff • managers • marketing personnel • owners • production staff • supervisors

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units	

BSBMKG502B Establish and adjust the marketing mix

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine the optimum marketing mix for a business through analysis of inter related marketing components.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals in marketing management roles responsible for developing the marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities have been identified.</p> <p>The skills and knowledge required to evaluate and identify new market opportunities are covered in BSBMKG501B Identify and evaluate marketing opportunities.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate each component of the marketing mix	1.1. Identify key <i>characteristics of products or services</i> and estimate their significance to the market 1.2. Review pricing policy and analyse <i>pricing variables</i> to determine their effect on demand 1.3. Analyse <i>promotional methods</i> to determine their importance to <i>marketing</i> outcomes 1.4. Review <i>channels of distribution</i> and estimate their significance in relation to marketing outcomes 1.5. Identify and analyse <i>level of customer service</i> provision to determine its significance to marketing outcomes 1.6. Identify potential customer base and key pressure points for success 1.7. Analyse and test the effect of the components of <i>marketing mix</i> on each other, and establish their relative importance to customer base
2. Determine marketing mix for specific markets	2.1. Identify and assess environmental factors for their impact on marketing mix 2.2. Identify <i>consumer priorities, needs and preferences</i> that affect marketing mix 2.3. Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4. Select marketing mix that best satisfies target market and meets marketing objectives 2.5. Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1. Monitor marketing mix against marketing performance and isolate components for testing 3.2. Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3. Adjust components of marketing mix in response to test results and evaluation of market response 3.4. Ensure adjusted marketing mix meets budgetary requirements 3.5. Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify market information, to write in a range of styles for different audiences and to interpret requirements
- numeracy skills to interpret testing results and to manage marketing budgets
- organisational and time management skills to design and adjust a marketing mix.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects business operations, codes of practice and national standards such as:
 - anti-discrimination legislation and principles of equal opportunity, equity and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - Trade Practices Act
- organisational policies, procedures, products and services
- principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix
- statistical techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing a report containing a description of activities undertaken to establish a marketing mix in an organisation, including information on each element of the marketing mix, such as: <ul style="list-style-type: none"> • levels of customer service to be provided • how a product or service will be distributed • how a product or service will be priced • whether additional products or services will be offered • how the product or service will be promoted • reporting on at least one review of the success of marketing mix activities developed including coverage of any necessary adjustments made.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual or simulated workplace • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on the marketing mix • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on the marketing mix or changes made to the marketing mix • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• BSBMKG501B Identify and evaluate marketing opportunities• other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of products or services may include:

- brand
- brand loyalty
- compatibility with other products, services or equipment
- degree of customisation
- design
- durability
- ease of maintenance
- features
- flexibility
- functional performance
- innovativeness
- occupational health and safety issues
- packaging
- pollution hazard reduction
- quality
- range of size, colour or other factors
- reduction of risks to health and safety, such as noise
- robustness
- styling
- technical features
- upgrading
- volumes available

Pricing variables may include:

- cost of ownership
- credit terms
- discount percentages
- discount structure
- financial deals
- leasing arrangements
- price point chosen
- psychological elements
- residual value

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sales • special offers • stage payments
<i>Promotional methods</i> may include:	<ul style="list-style-type: none"> • impersonal promotion such as: <ul style="list-style-type: none"> • advertising • sales promotion • personal promotion such as: <ul style="list-style-type: none"> • direct marketing • face-to-face selling • personal selling • segmentation
<i>Marketing</i> may include:	<ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<i>Channels of distribution</i> may include:	<ul style="list-style-type: none"> • dealers • delivery service • distributors • e-business • franchisees • internet • mail order • podcasts • re-seller • retail • self-service • telesales • wholesale
<i>Level of customer service</i> may include:	<ul style="list-style-type: none"> • after sales service • call centre support • electronic client service • no customer service • one-on-one personal service • sales assistance for problems or queries only
<i>Marketing mix</i> may include:	<ul style="list-style-type: none"> • customer service variables • distribution variables

RANGE STATEMENT	
	<ul style="list-style-type: none"> • pricing variables • product or service variables • promotional variables
<i>Customer priorities, needs and preferences</i> may include:	<ul style="list-style-type: none"> • required or preferred products/services • preferred price point • preferred purchase volume in units and in dollars • preferred method of payment • preferred time and place for responding • preferred time and place to take delivery • preferred medium to respond to direct response offers such as: <ul style="list-style-type: none"> • in person • mail • phone • website

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units	

BSBMKG506B Plan market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan market research by identifying market research needs, defining market research objectives, identifying data gathering approaches and developing a market research plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals in a non market research organisation who conduct market research planning at a managerial level. While market research planning can be undertaken as part of a broader role, it does require a good general knowledge of market research principles and practices, and a detailed understanding of the organisation's operations, objectives and the application of market research.</p> <p>This unit applies to managers who allocate responsibility to team members who conduct market research, covered by BSBMKG408B Conduct market research.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify market research needs	1.1. Communicate role of market research in enterprise operations to <i>relevant personnel</i> 1.2. Identify <i>contribution of market research</i> to enterprise activity 1.3. Analyse <i>enterprise planning and performance documentation</i> to determine <i>research needs</i> 1.4. Consult relevant personnel to determine research needs 1.5. Develop statement of market <i>research needs</i>
2. Define market research objectives	2.1. Draft research objectives 2.2. Undertake preliminary <i>project scoping</i> 2.3. Consult with relevant personnel on draft research objectives to ensure relevant and useful information is gathered 2.4. Review and finalise draft objectives in light of scoping parameters
3. Define data gathering approaches	3.1. Identify <i>types of data</i> required to inform objectives 3.2. Determine combinations of types of data to best inform objectives 3.3. Identify and evaluate suitable <i>data gathering methods</i> 3.4. Identify data sources 3.5. Quantify required data 3.6. Identify and evaluate suitable <i>data processing methods</i> 3.7. Make <i>decisions</i> in relation to data types, combinations, gathering methods, sources, quantities and processing methods
4. Develop market research plan	4.1. Estimate resources and time lines required for market research projects 4.2. Determine <i>feasibility of market research projects</i> 4.3. Prepare market research plan for approval 4.4. Obtain approval to implement plan from appropriate personnel as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- financial skills to set and manage market research budgets
- negotiation skills to gain approval for proposals from senior management
- organisational and time management skills to develop complex market research plans including time lines and options
- research and data collection skills to determine organisational market research requirements.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - privacy laws
 - Trade Practices Act
- market research principles and practices including:
 - data processing methods and data analysis techniques
 - project design to meet given budgets and other resource constraints
 - design of samples
 - development and use of hypotheses
 - role of research in enterprise development
 - roles and uses of qualitative and quantitative research
 - use of survey instruments
- project planning principles and practices including for:
 - consultation and stakeholder involvement
 - development of time lines, budgets and other implementation plans
 - gaining of approvals
 - needs analyses
 - scoping practices
- statistical methods and techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying and defining market research requirements in an organisation developing a documented market research plan describing the scope, objectives, time and budget for market research to be undertaken by an organisation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to data and information records from previous marketing research activities access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of documented market research planning activity reports and plans direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of communication with team members and senior management to refine market research planning activities observation of presentations on market research plan oral or written questioning review of authenticated documents from the workplace or training environment review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • clients • customers • enterprise owners • managers • supervisors • suppliers
<p><i>Contribution of market research</i> may include:</p>	<ul style="list-style-type: none"> • best practice • information about competitors, clients, stakeholders • information to enable predictions for: <ul style="list-style-type: none"> • marketing • policy making • service development and delivery • strategic planning
<p><i>Enterprise planning and performance documentation</i> may include:</p>	<ul style="list-style-type: none"> • correspondence • financial reports • information about sales and sales force performance • internal reports
<p><i>Research needs</i> may include:</p>	<ul style="list-style-type: none"> • research on competition: <ul style="list-style-type: none"> • comparing consumer attitudes to an organisation's services and those of competitors • identifying frequency of use of competitors' products and services • identifying key competitors and their strengths • measuring awareness • research on consumers: <ul style="list-style-type: none"> • developing detailed consumer profiles • identifying changes in attitudes and behaviour patterns

RANGE STATEMENT	
	<ul style="list-style-type: none"> • identifying existing, potential or lapsed consumers • research on place: <ul style="list-style-type: none"> • identifying attitudes towards location • identifying cooperative opportunities for distribution of information or services • identifying demand for products or services at other locations • research on pricing: <ul style="list-style-type: none"> • identifying attitudes towards prices • identifying costs • testing alternative pricing strategies • research on products and services: <ul style="list-style-type: none"> • evaluating competitors' products • evaluating consumer attitudes towards presentation and packaging • identifying potential new products or services or ones which may be at the end of their life cycle • measuring attitudes towards existing products or services • research on promotion: <ul style="list-style-type: none"> • measuring advertising and promotion effectiveness • testing alternative messages • testing and comparing different media options
<i>Project scoping</i> may include:	<ul style="list-style-type: none"> • human, financial and physical resources required and available • need for external market research assistance • possible research locations • possible research methodologies • possible sample size and nature of sample • time required and available to conduct research
<i>Types of data</i> may include:	<ul style="list-style-type: none"> • formal or informal comments and other feedback from client, customers, staff and others • government statistics • industry planning information

RANGE STATEMENT	
	<ul style="list-style-type: none"> • qualitative data • quantitative data • sales figures
<i>Data gathering methods</i> may include:	<ul style="list-style-type: none"> • case study investigation • focus groups • literature searches • mail surveys • one-on-one interviews in person or by telephone • personal observation of performance • structured or informal small group discussions • supervised or unsupervised completion of questionnaires or other survey tools by respondents • use of questionnaires and other tools by staff to record data about enterprise activities
<i>Data processing methods</i> may include:	<ul style="list-style-type: none"> • data processing service experts • manual or personal methods • packaged analysis routines or programs • specialist software packages
<i>Decisions</i> may include:	<ul style="list-style-type: none"> • choices achievable with available resources, and costs and benefits of choices • choices consistent with organisational policies and procedures • choices that will best satisfy the research objectives
<i>Feasibility of market research projects</i> may include:	<ul style="list-style-type: none"> • likely ease of implementing the recommendations • quality and credibility of the methodology • ultimate usefulness of the research • whether similarly valid results can be obtained by other means

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret trends and market developments	1.1. Use <i>statistical analysis</i> of market <i>data</i> to interpret <i>market trends and developments</i> 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use <i>measures of central tendency or dispersion and correlations</i> between <i>sets of data</i> for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of <i>comparative market information</i> as a basis for reviewing business performance 1.5. Analyse the market <i>performance of existing and potential competitors</i> and their products or services, to identify potential <i>opportunities</i> or <i>threats</i>
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing products and services to be considered for redevelopment or withdrawal 2.3. Forecast existing and emerging market needs based on information available using <i>forecasting techniques</i>
3. Report on market data	3.1. Prepare, plot and interpret data for visual presentation 3.2. Assess visual presentation for potential problems, and take any necessary corrective action 3.3. Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - privacy laws
 - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet
- statistical methods and techniques, and reporting formats.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information • documenting analysis of market data including visual presentation of findings.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports presenting findings of statistical analysis • demonstration of statistical and forecasting techniques in the workplace • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing opportunities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Statistical analysis</i> may include:</p>	<ul style="list-style-type: none"> • conversion rate of leads to sales • measures of central tendency particularly for such things as: <ul style="list-style-type: none"> • average order value • average response rate • measures of dispersion • nature and degree of relationship between variables • net response rate • normal distribution probability curve • sampling • time series analysis such as: <ul style="list-style-type: none"> • speed of response curve • recency or frequency grids • lifetime value of customers • net present value of customers
<p><i>Data</i> may include:</p>	<ul style="list-style-type: none"> • charts • curves • graphs • spreadsheets
<p><i>Market trends and developments</i> may include:</p>	<ul style="list-style-type: none"> • changes in technology • changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
<p><i>Measures of central tendency or</i></p>	<ul style="list-style-type: none"> • cross-tabulations for grouped or ungrouped

RANGE STATEMENT	
<i>dispersion and correlations</i> may include:	<p>data</p> <ul style="list-style-type: none"> • mean • median • mode • Z, T and chi square tests
<i>Sets of data</i> may include:	<ul style="list-style-type: none"> • geodemographic segmentations available from proprietary suppliers such as: <ul style="list-style-type: none"> • ACORN • MOSAIC • PRIZM • segmentation by customer lists such as: <ul style="list-style-type: none"> • average order value by units or dollars • geography • lifetime value by units, dollars and transactions • recency and frequency or response/purchase • segmentation of the prospect list by: <ul style="list-style-type: none"> • demographic match with customers • geographic match with customers • psychographic match with customers
<i>Comparative market information</i> may include:	<ul style="list-style-type: none"> • best practice information • books and articles, including: <ul style="list-style-type: none"> • academic • business • general • industry • brochures • direct mail packages • documentaries and interviews on broadcast media • inter-firm comparison data • international benchmarking • internet • public or proprietary research • speeches
<i>Performance of existing and potential competitors</i> may include:	<ul style="list-style-type: none"> • comparisons about: <ul style="list-style-type: none"> • corporate share price • market share

RANGE STATEMENT	
	<ul style="list-style-type: none"> • number of customers • profitability • sales in units or dollars
<i>Opportunities</i> may include:	<ul style="list-style-type: none"> • alliances • cooperative ventures • exports • extending, expanding or otherwise changing an existing business through: <ul style="list-style-type: none"> • increasing customer numbers • increasing average order value • increasing lifetime value of the customer • reducing costs of marketing • improving current products/services • developing new distribution channels • franchising • joint ventures • new products or services for existing markets • new products or services for new markets • potential for greater penetration of existing markets with existing products or services • strategic alliances
<i>Threats</i> may include:	<ul style="list-style-type: none"> • new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value
<i>Forecasting techniques</i> may include:	<ul style="list-style-type: none"> • Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting bottom-up forecasting

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG514A Implement and monitor marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement marketing strategies and tactics	<p>1.1. Brief <i>stakeholders</i> who participated in the <i>marketing</i> planning process on their implementation roles and responsibilities</p> <p>1.2. Identify and brief marketing and <i>non-marketing personnel</i> critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities</p> <p>1.3. Prioritise marketing strategies and identify <i>resources</i> for their implementation, in accordance with organisational requirements</p> <p>1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the <i>marketing mix</i> work together to meet the organisation's marketing objectives</p> <p>1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in accordance with the marketing plan</p>
2. Monitor marketing strategies and tactics	<p>2.1. Monitor and implement promotional activity against communication objectives in the marketing plan</p> <p>2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan</p> <p>2.3. Monitor marketing results against targets in the marketing plan</p> <p>2.4. Monitor marketing revenue and costs against budget, and analyse record variations</p> <p>2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives</p>
3. Evaluate and improve marketing performance	<p>3.1. Regularly assess marketing performance against objectives</p> <p>3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix</p> <p>3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability</p> <p>3.4. Document recommendations for improvement in accordance with organisational requirements</p> <p>3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to prepare complex reports on marketing performance
- numeracy skills to analyse marketing performance, revenue and cost
- teamwork skills to manage a marketing team.

Required knowledge

- organisational strategic and marketing objectives, plans and performance measures
- principles of the marketing mix
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - privacy laws
 - Trade Practices Act.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • successfully implementing marketing strategies identified in an organisation's marketing plan • coordinating personnel involved in conducting marketing activities • monitoring, evaluating and reporting on marketing activities against defined objectives • modifying marketing activities in line with new or emerging trends.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on marketing performance • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of team management activities • observation of presentations on marketing performance reports • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<ul style="list-style-type: none"> • Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
<i>Marketing</i> may include:	<ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<i>Non-marketing personnel</i> may include:	<ul style="list-style-type: none"> • advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
<i>Resources</i> may include:	<ul style="list-style-type: none"> • financial • human • IT • physical • technical
<i>Marketing mix</i> may include:	<ul style="list-style-type: none"> • distribution • level of service • pricing • product or service variables such as:

RANGE STATEMENT

	<ul style="list-style-type: none"> • design • quality • range • safety features • technical features • promotion
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG603B Manage the marketing process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to strategically manage the marketing process and marketing personnel within an organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to senior marketing professionals who are responsible for managing the overall marketing process of an organisation and for managing marketing personnel. Typically they would manage a portfolio of products or services across the organisation, rather than a single product or few products.</p> <p>This unit targets more senior personnel who have a wider scope of marketing activities for a greater number of products or services, than BSBMKG514A Implement and monitor marketing activities.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage marketing performance	<p>1.1. Manage marketing effort to ensure it is directed towards areas of greatest potential for the organisation</p> <p>1.2. Manage integration of marketing, promotional and sales activities in accordance with strategic marketing objectives</p> <p>1.3. Monitor product, distribution, pricing and marketing communication policies in relation to market changes, marketing plan objectives and organisational requirements</p> <p>1.4. Use marketing metrics and monitor overall marketing progress against performance targets to ensure activity, quality, cost, and time requirements are met</p>
2. Manage marketing personnel	<p>2.1. Communicate strategic marketing objectives across the organisation in ways suited to levels of knowledge, experience and specific needs of personnel</p> <p>2.2. Identify and agree roles, responsibilities and accountabilities of staff and contractors involved in all elements of marketing effort</p> <p>2.3. Develop communication strategy to ensure that personnel responsible for each element of the <i>marketing mix</i> work together to meet organisation's marketing objectives</p> <p>2.4. Provide mentoring, coaching and feedback to support individuals and teams to achieve agreed objectives and to use resources to the required standard</p> <p>2.5. Identify individual and team performance, and instigate corrective action promptly to safeguard marketing outcomes</p>
3. Evaluate and improve strategic marketing performance	<p>3.1. Analyse marketing outcomes, review strategic objectives and marketing metrics, and revise if required</p> <p>3.2. Analyse successes and performance gaps in relation to cause and effect, and use this information to improve strategic performance</p> <p>3.3. Analyse over-performance against targets for trends and set new targets</p> <p>3.4. Analyse changes in market phenomena, and identify</p>

ELEMENT	PERFORMANCE CRITERIA
	and document their impact on strategic marketing objectives 3.5.Document review of marketing performance against key performance indicators in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with marketing managers, supervisors, and workgroup members
- innovation and creativity skills to revise strategies so that marketing objectives are met and exceeded
- leadership and teamwork skills to effectively lead and manage marketing team members in an organisation
- literacy skills to identify strategic information and to write in a range of styles for different audiences
- numeracy skills to analyse data.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Australian E-commerce Best Practice Model
 - Australian Government Policy Framework for Consumer Protection in Electronic Commerce
 - confidentiality requirements
 - copyright laws
 - defamation laws
 - Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- economic, social and industry directions, trends and practices
- organisational structures, roles, responsibilities and policies
- industry product and service knowledge
- principles of marketing, strategic analysis and strategic management
- statistical and data evaluation techniques to measure marketing performance.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • monitoring marketing performance across an organisation by comparing performance against key performance indicators in the marketing plan • effectively communicating marketing objectives to relevant personnel in accordance with organisation requirements • providing feedback, mentoring and coaching to staff, as appropriate • taking action to capitalise on or minimise over- or under-performance against marketing objectives.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on marketing activities and performance against key performance indicators • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on marketing performance • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<ul style="list-style-type: none"> • Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Marketing mix may include:

- distribution
- level of service
- pricing
- promotion
- product or service variables such as:
 - design
 - quality
 - range
 - safety features
 - technical features

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBMKG605B Evaluate international marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to evaluate the international environment, to identify market factors and risks, and to assess the viability of international marketing opportunities.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to senior marketing or management personnel who are required to evaluate the international business environment in preparation for entering an international or export market for the first time, or to identify new marketing opportunities in markets in which their organisation already has a presence.</p> <p>This unit is different to BSBMKG501B Identify and evaluate marketing opportunities, which applies to senior marketing or general managers evaluating domestic marketing opportunities.</p> <p>While the underlying principles of the units are similar, this unit covers the increased complexity of the global business environment, and the cultural differences and international trade agreements to be addressed when conducting business internationally.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review the global market environment	1.1. Assess international trade patterns and identify their likely importance for the business 1.2. Research <i>international business and electronic commerce market factors</i> and assess opportunities to enter, shape or influence the market in terms of likely contribution to the business 1.3. Identify international markets operating under free trade or protectionist arrangements and estimate likely ease of entering and trading successfully 1.4. Identify <i>international trade policies and agreements</i> and estimate their likely impact on <i>international marketing opportunities</i>
2. Assess international business and electronic commerce market factors	2.1. Identify and analyse impact of economic, political, <i>social and cultural factors</i> affecting international market on international marketing opportunities 2.2. Investigate international market trends and developments to identify market needs relative to the business 2.3. Identify new and emerging business and electronic commerce markets, and assess opportunities to enter, shape or influence markets in terms of their fit with business goals and direction, and their likely contribution to the business
3. Identify risk factors for international marketing opportunities	3.1. Analyse and rate acceptability of political, financial stability and corruption <i>risk factors</i> for potential market 3.2. Analyse and rate acceptability of legal and regulatory requirements, and trade barriers for potential market 3.3. Relate risk factors to international business cycles in terms of <i>economic conditions</i> and estimate their impact on potential market
4. Investigate international business and electronic commerce marketing opportunities	4.1. Identify and analyse international marketing opportunities in terms of their likely fit with the organisation's goals and capabilities 4.2. Evaluate each opportunity to determine its impact on current business and customer base 4.3. Use an assessment of costs, benefits, risks and opportunities to determine financial viability of each marketing opportunity 4.4. Determine probable return on investment and

ELEMENT	PERFORMANCE CRITERIA
	potential competitors 4.5. Describe and rank marketing opportunities in terms of viability and likely contribution to the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to gather information and to communicate with cultural sensitivity
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret information from a variety of sources
- research, information management and evaluation skills to determine viable international business opportunities through careful analysis of market and risk factors
- technology skills to use a range of office equipment and software when conducting electronic commerce.

Required knowledge

- Australian Standards and international standards, including those covering:
 - environmental matters
 - human rights
 - labour relations
 - packaging
 - risk management
- cross-cultural communication and negotiation styles relevant to the country or countries being considered for market entry or for further market penetration
- global and country specific economic, social and industry directions, trends, practices and techniques
- Organisation for Economic Co-operation and Development (OECD) International Guidelines for Consumer Protection in the Context of Electronic Commerce
- Australian Government Policy Framework for Consumer Protection in Electronic Commerce
- Australian Guidelines for Electronic Commerce
- key provisions of relevant legislation from all forms of government, codes of practice and national and international standards that may affect aspects of business operations within Australia and internationally, such as:
 - anti-discrimination legislation
 - consumer laws
 - ethical principles
 - extra-territoriality provisions of the Trade Practices Act
 - foreign investment limits
 - labour laws

REQUIRED SKILLS AND KNOWLEDGE

- | |
|--|
| <ul style="list-style-type: none">• legal aspects of bilateral and multi-lateral trade agreements• privacy laws• taxation laws• World Trade Organization (WTO) dispute resolution system• organisational business and marketing plans, products and services• software applications used in conducting international electronic commerce. |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • documenting and presenting an evaluation of various international marketing opportunities including: <ul style="list-style-type: none"> • analysing the global business environment • assessing social, cultural, political and economic factors impacting on the selection of which market opportunities to select • conducting a risk assessment for each opportunity considered • analysing the financial viability of selected international marketing opportunities
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to information sources on countries and markets being considered for entry or further penetration • access to office equipment and resources • access to examples of previous international marketing evaluation documents, strategic plans and marketing plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on evaluation and selection of marketing opportunities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on market evaluation activities • observation of techniques used to identify and assess risks, and to financially analyse possible market opportunities • oral or written questioning to assess knowledge and

EVIDENCE GUIDE	
	<p>understanding</p> <ul style="list-style-type: none">• review of authenticated documents from the workplace or training environment• review of testimony from team members, colleagues, supervisors or managers
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• BSBMKG606B Manage international marketing programs• other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

International business and electronic commerce market factors may include:

- cost of funds
- cultural and political groupings
- currency exchange rates
- customer service factors
- distribution channels
- geographical groupings
- government assistance
- growth factors
- incentives
- industrial structure
- interest rates
- investment rates
- level of economic development
- online customer groupings
- political systems
- social and cultural factors
- tariffs
- technology and telecommunications infrastructure
- trade groupings
- trade relations with Australia
- trade restrictions
- virtual communities

International trade policies and agreements may include:

- customs unions
- bilateral trade agreements such as:
 - Australia-US Free Trade Agreement (AUSFTA)
 - Singapore-Australia Free Trade Agreement (SAFTA)
 - Thailand-Australia Free Trade Agreement (TAFTA)
 - Australia-New Zealand Closer Economic Relations Trade Agreement (ANZCERTA)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • multi-lateral trade agreements such as the WTO agreements for goods, services and intellectual property, including: <ul style="list-style-type: none"> • agriculture • air transport • anti-dumping measures • customs valuation methods • financial services • health regulations for farm products • import licensing • investment measures • movement of natural persons • preshipment inspection • product standards • rules of origin • safeguards • shipping • subsidies and counter measures • telecommunications • textiles and clothing • other multi-lateral trade agreements such as: <ul style="list-style-type: none"> • European Union trade regulations
<i>International marketing opportunities</i> may include:	<ul style="list-style-type: none"> • agents • direct investment • exporting • intermediaries • joint ventures • licensing • online business opportunities • strategic alliances
<i>Social and cultural factors</i> may include:	<ul style="list-style-type: none"> • behaviours • currency • customs • family role and status • language • legal system • political system • preferences • social values

RANGE STATEMENT	
	<ul style="list-style-type: none"> • traditions
<i>Risk factors</i> may include:	<ul style="list-style-type: none"> • available technology • communication systems • corruption risks • cultural factors • financial stability • language factors • legal and regulatory requirements • legal risks in selling goods and services online to the international market • logistics • political stability • resource availability, sustainability and management • resource capability and capacity • telecommunications infrastructure • trade barriers • transportation systems • work factors
<i>Economic conditions</i> may include:	<ul style="list-style-type: none"> • depression • prosperity • recession • recovery

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG606B Manage international marketing programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to formulate, assess, strategically manage, evaluate and improve international marketing programs.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to senior marketing or management personnel who are required to manage international marketing activities including evaluating international marketing opportunities, setting marketing objectives and determining the approach and operational structure for an organisation marketing internationally.</p> <p>Individuals undertaking this unit are also required to manage a team of people implementing international marketing opportunities, including monitoring, evaluating and improving activities as required.</p> <p>BSBMKG605B Evaluate international marketing opportunities, may be undertaken before or in conjunction with this unit.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Formulate international marketing objectives	<p>1.1. Select viable international marketing opportunities and develop objectives that are consistent with the organisation's capabilities and resources</p> <p>1.2. Identify measurable international marketing objectives that are consistent with the organisation's strategic direction, and identify the nature and extent of what is to be achieved in the international market</p> <p>1.3. Formulate strategic objectives and related key performance indicators by product, service, country or <i>international grouping</i>, and overall</p> <p>1.4. Develop a <i>risk management strategy</i> to manage contingencies and ensure marketing objectives are met in accordance with overall organisational requirements</p>
2. Determine international marketing approach	<p>2.1. Research international marketing opportunities and determine global or customised approaches for promotion of products or services</p> <p>2.2. Evaluate options for choice of <i>marketing approaches</i></p> <p>2.3. Select a marketing approach that meets marketing objectives, international market conditions and consumer preferences</p>
3. Determine operational structures	<p>3.1. Evaluate business culture and consumer preferences, and identify compatible marketing structures</p> <p>3.2. Identify options for <i>operational marketing structure</i> and rank them in terms of their <i>strengths and weaknesses</i> in servicing international markets</p> <p>3.3. Choose an operational structure that best fits the international market and product or service</p>
4. Manage international marketing performance	<p>4.1. Communicate international marketing objectives across the organisation in ways suited to culture, customs, levels of knowledge, experience and needs of personnel</p> <p>4.2. Identify and agree roles, responsibilities and accountabilities of staff and contractors involved in all elements of marketing effort</p> <p>4.3. Develop a communication strategy to ensure that personnel responsible for each element of <i>marketing mix</i> work together to meet organisation's marketing objectives</p> <p>4.4. Manage marketing effort to ensure it is directed</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>towards areas of greatest potential for the organisation</p> <p>4.5. Manage integration of marketing, promotional and any sales activities in accordance with international marketing objectives</p>
<p>5. Evaluate and improve international marketing performance</p>	<p>5.1. Monitor product, pricing and distribution policies in relation to market changes, objectives of marketing plan and organisational requirements</p> <p>5.2. Monitor overall marketing progress against performance targets to ensure activity, quality, cost, and time requirements are met</p> <p>5.3. Analyse, review and revise marketing outcomes and objectives</p> <p>5.4. Analyse successes and performance gaps as to cause and effect, and use them to improve international marketing performance</p> <p>5.5. Analyse changes in market phenomena, and identify and document their potential impact on international marketing objectives</p> <p>5.6. Document the review of marketing performance against key performance indicators in accordance with organisational requirements</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to gather information and communicate with cultural sensitivity
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret information from a variety of sources
- numeracy and financial skills to determine budgets and financial viability of international marketing activities
- research, information management and evaluation skills to determine viable international business opportunities through careful analysis of market and risk factors
- technology skills to use a range of office equipment and software when conducting electronic commerce.

Required knowledge

- Australian E-commerce Best Practice Model
- Australian Government Policy Framework for Consumer Protection in Electronic Commerce
- Australian Standards and international standards, including:
 - environmental standards
 - human rights
 - labour relations
 - packaging
 - risk management
- cross-cultural communication and negotiation styles relevant to the country/ies where international marketing activities take place
- global and country specific economic, social and industry directions, trends, practices and techniques
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations within Australia and internationally, such as:
 - anti-discrimination legislation
 - consumer laws
 - ethical principles
 - extra-territoriality provisions of the Trade Practices Act
 - foreign investment limits
 - labour laws

REQUIRED SKILLS AND KNOWLEDGE

- legal aspects of bilateral and multi-lateral trade agreements
- privacy laws
- taxation laws
- World Trade Organization (WTO) dispute resolution system
- Organisation for Economic Co-operation and Development (OECD) International Guidelines for Consumer Protection in the Context of Electronic Commerce
- organisational business and marketing plans, products and services
- software applications used in conducting international electronic commerce.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • documenting and presenting: <ul style="list-style-type: none"> • international marketing objectives • selected marketing approach • creation of an operational structure • effectively managing international marketing activities • monitoring and evaluating international marketing performance, and making any necessary adjustments as required • formulating suggestions on how marketing activities could be affected in the future.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources • access to organisational strategic and marketing plans, and other relevant documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of performance management, financial risk or other management techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.

EVIDENCE GUIDE

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBMKG603B Manage the marketing process
- BSBMKG605B Evaluate international marketing opportunities
- other marketing units
- management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>International grouping</i> may include:</p>	<ul style="list-style-type: none"> • cultural groupings • geographical groupings • online virtual communities • political groupings • trade groupings
<p><i>Risk management strategy</i> may include:</p>	<ul style="list-style-type: none"> • risk analysis • risk assessment and prioritisation • risk identification • risk maintenance • risk treatment and controls • risk evaluation • risk monitoring • monitoring risks • making adjustments to risk treatments and controls
<p><i>Marketing approaches</i> may include:</p>	<ul style="list-style-type: none"> • customised • global • online • product or promotion adaptation • product or promotion standardisation • segmentation by criteria which are: <ul style="list-style-type: none"> • behaviouristic • demographic • end use • geographic • operational • psychographic
<p><i>Operational marketing structure</i> may include:</p>	<ul style="list-style-type: none"> • export operation • global organisation • joint venture • licensing • multi-national organisation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • online business operation • overseas branch • strategic alliance • subsidiary company
<i>Strengths and weaknesses</i> may include:	<ul style="list-style-type: none"> • accessibility • distribution channels • financial factors • manufacturing capability • market capability • potential profit factors • research capability • resource commitment • risk control
<i>Marketing mix</i> may include:	<ul style="list-style-type: none"> • distribution • level of service • pricing • product or service variables such as: <ul style="list-style-type: none"> • design • quality • range • safety features • technical features • promotion

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG608A Develop organisational marketing objectives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct a strategic analysis to develop organisational marketing objectives. This involves reviewing the organisation's internal and external environments, evaluating past and current marketing performance, and exploring and evaluating new marketing opportunities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to senior marketing professionals who are responsible for providing strategic direction to the marketing function of an organisation. Their responsibilities include analysing information on the internal and external business and marketing environment; examining current marketing performance; identifying new marketing opportunities arising from emerging trends; and devising strategies to achieve overall business objectives.</p> <p>Individuals operating at this level will generally conduct these activities using information gathered by people working under their direct and indirect supervision at lower levels of the organisation.</p> <p>This unit should be assessed either before or in conjunction with BSBMKG609A Develop a marketing plan, which covers the skills and knowledge to devise specific marketing strategies and tactics arising from formulation of marketing objectives.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify strategic direction	<p>1.1. Confirm organisation's mission, vision, purpose and values from current organisational materials or from owners, directors or senior management</p> <p>1.2. Analyse <i>strategic organisational documents</i> to identify organisational directions and targets</p> <p>1.3. Complete a <i>situational analysis</i> that identifies factors impacting on the direction and performance of the business</p> <p>1.4. Identify <i>legal and ethical requirements</i> for the organisation</p> <p>1.5. Document and confirm the strategic direction of the organisation with owners, directors or senior management, and identify its impact on marketing activities</p>
2. Review marketing performance	<p>2.1. Evaluate the effectiveness of previous marketing and positioning strategies to identify lessons learned</p> <p>2.2. Analyse current key products or services and major markets for strengths, weaknesses, opportunities and threats</p> <p>2.3. Evaluate previous marketing opportunities captured by the organisation, and examine and document their profitability</p> <p>2.4. <i>Evaluate marketing performance</i> against previous objectives, targets to identify critical success factors, and areas for improvement</p>
3. Scope marketing opportunities	<p>3.1. Identify and analyse marketing opportunities in terms of their viability and likely contribution to the business</p> <p>3.2. Use an assessment of external factors, costs, benefits, risks and opportunities to determine the scope of each marketing opportunity</p> <p>3.3. Analyse opportunities in terms of their likely fit with organisational goals and capabilities</p> <p>3.4. Evaluate each opportunity to determine its likely impact on current business and customer base</p>
4. Formulate marketing objectives	<p>4.1. Develop objectives in consultation with <i>key internal stakeholders</i> that are attainable and measurable, and that identify the nature and extent of what is to be achieved</p> <p>4.2. Ensure objectives are consistent with the forecast</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>needs of the business and the market</p> <p>4.3.Ensure objectives are compatible with the organisation's projected capabilities, resources and financial position</p> <p>4.4.Ensure objectives are compatible with the organisation's direction and purpose, and meet legal and ethical requirements</p> <p>4.5.Formulate long term strategic objectives and related key performance indicators by product or service, market segment and overall</p> <p>4.6.Develop a risk management strategy to identify risks and manage contingencies, and to ensure that marketing objectives are met in accordance with overall organisational requirements</p> <p>4.7.Document marketing objectives</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to question, clarify and report
- information management skills to extract relevant details when conducting strategic analysis
- literacy skills to write in a range of styles for different audiences, and to interpret legal requirements and strategic organisational documents
- numeracy skills to analyse marketing performance data.

Required knowledge

- financial management techniques
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Australian E-commerce Best Practice Model
 - Australian Government Policy Framework for Consumer Protection in Electronic Commerce
 - confidentiality requirements
 - copyright laws
 - defamation laws
 - Free TV Australia Commercial Television Industry Code of Practice
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- organisational structure, policies, procedures, products or services and overall strategic plans
- principles and concepts of marketing and evaluation methodologies
- strategic, operational and tactical analysis techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing marketing objectives for an organisation including: <ul style="list-style-type: none"> • undertaking strategic analysis reviewing current marketing performance • formulating short and long term marketing objectives • developing a marketing risk management strategy.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources • access to examples of previous strategic and marketing strategic, analyses and plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on strategic analysis conducted and formulated objectives • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on marketing performance and objectives • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBMKG609A Develop a marketing plan • other marketing units.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Strategic organisational documents</i> may include:</p>	<ul style="list-style-type: none"> • annual reports • codes of practice • company policy • customer service charter • security and privacy policies • strategic marketing plans • strategic plans
<p><i>Situational analysis</i> may include:</p>	<ul style="list-style-type: none"> • collaborators analysis • competitive analysis • environmental analysis • market analysis • market measurements • productivity or profitability analysis
<p><i>Legal and ethical requirements</i> may include:</p>	<ul style="list-style-type: none"> • codes of practice • cultural expectations and influences • environmental issues • ethical principles • health and safety of workplace personnel • legislation • policies and guidelines • regulations • security and privacy issues • social responsibilities • societal expectations
<p><i>Evaluating marketing performance</i> may include:</p>	<ul style="list-style-type: none"> • comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis • value chain analysis
<p><i>Key internal stakeholders</i> may</p>	<ul style="list-style-type: none"> • Board of directors

RANGE STATEMENT

include:

- finance staff
- human resources staff
- IT staff
- managers
- marketing personnel
- owners
- production staff
- supervisors

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units	

BSBMKG609A Develop a marketing plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to research, develop and present a marketing plan for an organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in senior marketing positions who are responsible for formulating a marketing plan by developing specific marketing strategies and tactics in accordance with the organisation's overall marketing objectives.</p> <p>Individuals operating at this level may receive input from people working under their supervision who collect information required to devise specific marketing strategies and tactics.</p> <p>This unit builds on BSBMKG608A Develop organisational marketing objectives, which covers the skills and knowledge required to conduct a strategic analysis to formulate organisational marketing objectives.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Devise marketing strategies	<p>1.1. Evaluate <i>marketing opportunity options</i> that address organisational objectives, and evaluate their risks and returns in the selection process</p> <p>1.2. Develop <i>marketing strategies</i> that address strengths and opportunities within the organisation's projected capabilities and resources</p> <p>1.3. Develop strategies which increase resources or organisational expertise where gaps exist between current capability and marketing objectives</p> <p>1.4. Develop feasible marketing strategies and communicate reasons that justifies their selection</p> <p>1.5. Ensure strategies align with organisation's strategic direction</p> <p>1.6. Develop a <i>marketing performance review strategy</i>, incorporating appropriate marketing metrics to review of organisational performance against marketing objectives</p>
2. Plan marketing tactics	<p>2.1. Detail tactics to implement each marketing strategy in terms of scheduling, costing, accountabilities and persons responsible</p> <p>2.2. Identify coordination and monitoring mechanisms for scheduled activities</p> <p>2.3. Ensure tactics are achievable within organisation's projected capabilities and budget</p> <p>2.4. Ensure tactics meet <i>legal and ethical requirements</i></p> <p>2.5. Ensure tactics provide for ongoing review of performance against objectives and budgets, and allow marketing targets to be adjusted if necessary</p>
3. Prepare and present a marketing plan	<p>3.1. Ensure marketing plan meets organisational, as well as marketing, objectives and incorporates <i>marketing approaches</i> and a strategic <i>marketing mix</i></p> <p>3.2. Ensure marketing plan contains a rationale for objectives and information that supports the choice of strategies and tactics</p> <p>3.3. Present marketing plan for approval in the required format and timeframe</p> <p>3.4. Adjust marketing plan in response to feedback from key stakeholders and disseminate for implementation within the required timeframe</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of colleagues and clients
- literacy skills to identify company and product or service information, to interpret strategic reports, to write in a range of styles for different audiences and to interpret legal requirements, company policies and procedures
- numeracy skills to analyse, create and manage budgets for marketing activities
- organisational and time management skills to sequence tasks and meet time lines
- presentation and facilitation skills to present a marketing plan.

Required knowledge

- organisational structure, products and services, overall strategic and marketing objectives
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation and principles of equal opportunity, equity, and diversity
 - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - Australian E-commerce Best Practice Model
 - Australian Government Policy Framework for Consumer Protection in Electronic Commerce
 - confidentiality requirements
 - copyright laws
 - defamation laws
 - Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - sweepstakes regulations
 - Trade Practices Act
- industry products and services knowledge.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> devising, documenting and presenting a marketing plan detailing approaches and the marketing mix to achieve organisational marketing objectives.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to office equipment and resources access to strategic plans and marketing objectives.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of written marketing plans outlining marketing strategies and tactics to be used in achieving organisational marketing objectives demonstration of techniques used to develop marketing strategies in conjunction with relevant persons direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentation of marketing plan to relevant persons oral or written questioning review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBMKG608A Develop organisational marketing objectives other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Marketing opportunity options</i> may include:</p>	<ul style="list-style-type: none"> • cooperative ventures • exports • extending, expanding or otherwise changing an existing business • franchising • joint ventures • new businesses • new products or services for existing markets • new products or services for new markets • potential for greater penetration of existing markets with existing products or services • strategic alliances • take-overs
<p><i>Marketing strategies</i> may include:</p>	<ul style="list-style-type: none"> • achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products or services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership or product differentiation within a specialist market segment
<p><i>Marketing performance review strategy</i> may include:</p>	<ul style="list-style-type: none"> • comparative analysis • competitive analysis • life cycle models • product portfolio analysis • strengths, weaknesses, opportunities, threats (SWOT) analysis

RANGE STATEMENT	
	<ul style="list-style-type: none"> • value chain analysis
<i>Legal and ethical requirements</i> may include:	<ul style="list-style-type: none"> • codes of practice • cultural expectations and influences • environmental issues • ethical principles • legislation • policies and guidelines • regulations • safety issues • security and privacy issues • social responsibilities • societal expectations
<i>Marketing approaches</i> may include:	<ul style="list-style-type: none"> • differentiated target marketing • direct marketing • direct response marketing • e-business • mass distribution • mass marketing • personal selling • product variety marketing • promotion marketing
<i>Marketing mix</i> may include:	<ul style="list-style-type: none"> • product or service variables such as: <ul style="list-style-type: none"> • technical features • design • quality • range • safety features • pricing • promotion • distribution • level of service

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units		

BSBMKG610A Develop, implement and monitor a marketing campaign

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design marketing campaigns, to implement campaigns and to analyse the success of a campaign.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to marketing campaigns conducted in support of enterprise or client marketing activities which involve a unique set of resourcing, planning and implementation activities.</p> <p>Competence in this unit requires designing, implementing, monitoring, analysing and reviewing the success of a marketing campaign</p> <p>This role may be undertaken by staff with managerial responsibility or specialist staff (campaign manager, operations manager), depending on size and structure of the organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design a campaign	1.1. Identify critical <i>campaign</i> design features from business needs and objectives 1.2. Develop campaign objectives 1.3. Identify required campaign resources 1.4. Establish appropriate organisational, team and individual targets 1.5. Develop campaign procedures for all relevant parties 1.6. Confirm campaign design by consulting with <i>stakeholders</i> 1.7. Identify technical requirements to support campaign 1.8. Ensure campaign design complies with <i>relevant legislation and regulatory codes</i>
2. Implement campaign and monitor outcomes	2.1. Use <i>project management tools</i> effectively 2.2. Establish real-time campaign monitoring and reporting 2.3. Accurately analyse campaign results at regular intervals 2.4. Conduct effective campaign debriefing with staff and key stakeholders
3. Analyse fulfilment processes	3.1. Map existing <i>fulfilment processes</i> 3.2. Collect comprehensive data on campaign fulfilment performance 3.3. Conduct effective <i>process improvement analysis</i> 3.4. Establish appropriate new processes or standards 3.5. Specify and establish an appropriate tracking mechanism
4. Present campaign results to relevant business units	4.1. Conduct an effective written and oral presentation 4.2. Focus on critical aspects of the campaign in the presentation 4.3. Clearly communicate required action of other parties 4.4. Communicate and resolve campaign process concerns and issues
5. Prepare campaign cost-benefit analysis	5.1. Collect relevant campaign data 5.2. Accurately calculate cost of calls and other transactions 5.3. Accurately assess immediate and longer term financial gains of campaign 5.4. Communicate appropriate performance and financial

ELEMENT	PERFORMANCE CRITERIA
	results to relevant parties

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse workplace information and data, and to make observations of workplace tasks and interactions with people, their activities, equipment, environment and systems
- communication skills to conduct formal and informal meetings and to communicate with personnel at all levels
- consultation and negotiation skills to develop and implement plans and campaigns effectively
- financial skills to manage budgetary resources
- information technology skills to effectively manage and analyse data
- interpersonal skills to establish rapport; to build relationships with clients, team members and stakeholders; to establish relevant networks
- leadership skills to gain trust and confidence of colleagues and clients
- numeracy skills to analysis data to determine success
- presentation skills to develop and present reports or presentations which deal with complex ideas and concepts, and to articulate ideas and information effectively
- problem-solving skills to create innovative solutions to issues that arise
- project management skills to design and implement campaigns within project management guidelines.

Required knowledge

- business objectives and requirements
- campaign design and evaluation principles
- competitor activity and products/services
- customer contact technology and databases
- legislation, regulatory and organisational requirements
- operational budget and business planning
- organisational communication methods.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> designing, implementing, controlling, monitoring and reviewing a marketing campaign knowledge of relevant legislation, regulatory and organisational requirements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace information and data access to information and databases for analysis activities access to relevant legislation, regulations, standards and guidelines access to stakeholder feedback.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of campaign project plan review of communication plan review of documentation of processes and technical requirements review of campaign reporting analysis of campaign results (against target) review of process improvement plan oral and/or written questioning to assess knowledge of stakeholder feedback review of analysis and valuation of campaign processes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBCCO605A Develop and maintain a customer

EVIDENCE GUIDE	
	contact marketing strategy.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Campaign</i> may include:</p>	<ul style="list-style-type: none"> • courtesy/follow-up calls • data collection • loyalty program • re-contracting • retention offers • sales • value add services
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • billing • company for which campaign is being undertaken (under outsourcing arrangements) • credit and collections • executive • own sales and support team • sales and marketing
<p><i>Relevant legislation and regulatory codes</i> may include:</p>	<ul style="list-style-type: none"> • consumer credit codes • Do Not Call Register • industry specific codes • marketing codes • Privacy Act • Trade Practices Act
<p><i>Project management tools</i> may include:</p>	<ul style="list-style-type: none"> • application of quality processes • generic management tools • purpose built campaign management tools • risk assessment and management • standard project management practices
<p><i>Fulfilment processes</i> may include:</p>	<ul style="list-style-type: none"> • after sales support • billing • data entry • despatch of field staff • despatch of necessary documentation and collateral • establishment of new or renewed contract

RANGE STATEMENT	
	provisioning of new services • supply and delivery of new product
<i>Process improvement analysis</i> may include:	<ul style="list-style-type: none"> • after sales support • analysis of extra calls generated by campaign • analysis of reliability and performance of fulfilment process • customer satisfaction surveying • modifications that can be adopted for future campaigns • overall results against targets • performance and results of individuals and teams • quality of databases and data integrity • review of processes used • sales conversion rate analysis • stakeholder feedback (including team, sales and marketing)
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Business Development - Marketing
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBOHS303B Contribute to OHS hazard identification and risk assessment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to contribute to occupational health and safety (OHS) hazard identification and risk assessment to promote the maintenance of OHS in the workplace. It includes determining relevant legislation and contributing to any actions to ensure compliance with OHS legislation, codes and standards.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who assist OHS specialists in relation to the identification of workplace hazards and assessment of OHS risks in the workplace.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to workplace hazard identification	1.1. Contribute to the selection of <i>hazard identification tools, techniques, processes and methods</i> suitable for the workplace 1.2. Access hazard identification tools, techniques processes and methods to identify hazards in the workplace 1.3. Recognise <i>hazards</i> in the workplace, report these hazards to designated personnel and record them in accordance with workplace procedures 1.4. Provide information and assistance to <i>persons conducting workplace inspections or testing</i>
2. Gather information about workplace hazards	2.1. Research, collect and record information about OHS hazards and their associated risks 2.2. Seek additional information, expertise or specialist advice from within or external to the workplace when limit of own skills and knowledge is reached 2.3. Conduct a workplace inspection to collect further information about OHS hazards and associated risks if required 2.4. Contribute to the support of OHS practitioners and employees in accessing workplace <i>sources of information</i> and data regarding hazard identification 2.5. Contribute to the support of OHS practitioners and employees accessing external sources of information and data related to hazard identification, where required
3. Contribute to OHS risk assessment	3.1. Use appropriate <i>risk assessment tools</i> to contribute to risk assessment 3.2. Identify, categorise and assess risk factors as a contribution to overall risk assessment 3.3. Seek additional information, expertise, or specialist advice to investigate the likelihood and consequence of identified risks 3.4. Document outcomes of the risk assessment process in a <i>risk register</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research skills to investigate the effectiveness of workplace practices and processes, to review workplace practices, processes and data, and to draw relevant inferences
- literacy skills to prepare summary reports and memos for a range of target groups including:
 - employees
 - OHS committees
 - OHS representatives
 - managers
 - supervisors
- organisational and time management skills to sequence tasks and meet timelines
- communication skills to contribute effectively on hazard identification risk assessment processes.

Required knowledge

- appropriate methods for data collection
- basic principles of incident causation and injury processes
- concepts of risks, factors that affect risk and difference between a hazard and a risk
- consequences and likelihood of risks associated with hazards in the workplace
- formal and informal communication processes
- internal and external sources for OHS information and data
- key personnel in the workplace
- legislative requirements for:
 - consultation and communication
 - information and data collection
 - notification of incidents
 - record keeping
 - reporting of incidents
 - specific hazards
- limitations and subjectivity of generic hazard and risk checklists, and risk ranking processes
- nature of workplace processes and hazards relevant to the workplace
- organisational culture as it impacts on the workgroup
- organisational design and structure
- organisational policies and procedures regarding OHS
- relevant state/territory/commonwealth OHS legislation, codes of practice,

REQUIRED SKILLS AND KNOWLEDGE

standards and guidance material

- | |
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| <ul style="list-style-type: none">• types and characteristics of major physical, chemical, biological, radiological, nuclear mechanical, psychosocial and environmental hazards which may be present in the workplace• types of hazard registers. |
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Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • collection of information about workplace hazards and contribution to the identification of hazards in a workplace • contribution to a risk assessment for hazards identified in the workplace • knowledge of relevant state/territory/ commonwealth OHS legislation, codes of practice, standards and guidance material.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant information on compliance requirements such as: <ul style="list-style-type: none"> • organisational policies, standard operating procedures, procedures and plans • relevant legislation, regulations, licensing requirements, codes of practice, standards • access to relevant internal and external data files • access to appropriate computer resources needed for the management of identification and rectification of breaches in compliance requirements.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of the application of hazard identification and risk assessment techniques in the workplace • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of consequences and likelihood of risks associated with hazards in the workplace • review of research into OHS hazards and their

EVIDENCE GUIDE	
	<p>associated risks</p> <ul style="list-style-type: none">• assessment of documentation completed when identifying hazards and assessing risks• evaluation of preparations undertaken to plan how OHS issues will be resolved.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• other OHS units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Hazard identification tools, techniques, processes and methods</i> may include:</p>	<ul style="list-style-type: none"> • analysis of injury and claims statistics • audits • body mapping • checklists for hazard identification • consultation with workers, clients or other users • identification of employee concerns, such as through a hazard reporting system • input of managers, OHS representatives, OHS committee and others through consultative processes • interviews • investigations • job safety analyses • material safety data sheets (MSDSs) • monitoring and measurement • observation • review of past incidents, incident and hazard reports, hazardous substances and dangerous goods registers, plant and maintenance records • review of research and industry literature • review of technical standards and other information sources • simulations • timelines of actions and events • use of incident models • workplace processes such as 'walk through', surveys and inspections
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • sources of potential harm in terms of human injury, ill health, damage to property, damage to the environment, or a combination of these, including: <ul style="list-style-type: none"> • biological • chemical

RANGE STATEMENT	
	<ul style="list-style-type: none"> • environment • mechanical and/or electrical • nuclear • physical • psychosocial • radiological
<p><i>Persons conducting workplace inspections or testing</i> may include:</p>	<ul style="list-style-type: none"> • employers • internal or external consultants • OHS specialists and testers such as: <ul style="list-style-type: none"> • audiologists • ergonomists • health professionals • occupational health professionals • occupational hygienists • safety engineers • safety professionals • toxicologists • OHS technical advisors such as: <ul style="list-style-type: none"> • engineers (design, acoustic, safety, mechanical and civil) • maintenance and tradespeople • safety representatives • workplace assessors with experience in language or disability issues
<p><i>Sources of information</i> may include:</p>	<ul style="list-style-type: none"> • audits • employer groups • hazard, incident and investigation reports • industry bodies • legislation, standards, manufacturers' manuals and specifications available at the workplace • minutes of meetings from incident investigations • MSDSs and registers • OHS professional bodies • OHS specialists • other manufacturers' manuals and specifications • regulatory authorities (for codes of practice, legislation)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reports • standards, from Australia or overseas • unions • websites, journals and newsletters • workplace inspections
<i>Risk assessment tools</i> may include:	<ul style="list-style-type: none"> • aids that may be included in: <ul style="list-style-type: none"> • legislation • codes of practice • standards • guidelines • or other relevant documentation • checklists
<i>Risk register</i> may include:	<ul style="list-style-type: none"> • a list of hazards, their location and the people exposed to them • a range of possible scenarios or circumstances under which these hazards may cause injury or damage • nature of injury or damage that could be caused • results of a risk assessment • possible control measures for implementation

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety
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Co-requisite units

Co-requisite units		

BSBOHS504B Apply principles of OHS risk management

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use a generic approach to identify hazards, and to assess and control occupational health and safety (OHS) risks.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with managerial responsibility for providing a systematic approach to hazard identification, risk assessment and risk control, with the emphasis on elimination or, where this is not possible, minimisation of risk. It also includes conceptual models for understanding the nature of hazards.</p> <p>The unit provides a basis for the hazard specific competencies in BSBOHS505C Manage hazards in the work environment, and BSBOHS506B Monitor and facilitate the management of hazards associated with plant.</p> <p>This unit is underpinned by BSBOHS403B Identify hazards and assess OHS risks, and BSBOHS404B Contribute to the implementation of strategies to control OHS risk.</p> <p>A more advanced approach to risk assessment, which identifies the separate elements of risk analysis and risk evaluation, is provided in BSBOHS603B Analyse and evaluate OHS risk.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access sources of information and data to identify hazards	1.1. Access <i>external sources of information and data</i> to assist in identifying <i>hazards</i> 1.2. Review <i>workplace sources of information and data</i> to access and assist in identification of hazards 1.3. Seek input from <i>stakeholders, key personnel</i> and <i>OHS specialists</i> 1.4. Conduct formal and informal research to ensure currency of information with <i>workplace issues</i>
2. Analyse the work environment to identify hazards	2.1. Define, document and communicate <i>occasions when action for hazard identification is required</i> 2.2. Source <i>tools</i> to assist in analysing potential hazards 2.3. Examine <i>task demands</i> and <i>task environment</i> for impact on the person to identify situations with a potential for injury or ill health 2.4. Examine workforce structure, organisation of work and work relationships to identify situations with a potential for injury or ill health 2.5. Examine work environment for <i>agents</i> with a potential for injury or ill health 2.6. Seek input from stakeholders to clarify and confirm issues
3. Assess risk associated with hazards	3.1. Identify <i>factors contributing to risk</i> 3.2. Identify current risk controls for each hazard 3.3. Evaluate adequacy of current controls (if any), taking account of <i>relevant standards</i> and knowledge 3.4. Identify discrepancies between current controls and required quality of control 3.5. <i>Prioritise</i> hazards requiring further control action 3.6. Document method and outcomes of <i>risk assessment</i>
4. Control risk associated with hazards	4.1. Develop a range of control options in consultation with stakeholders, taking account of the outcomes of the risk assessment and the <i>hierarchy of control</i> 4.2. Identify potential <i>factors impacting on the effectiveness of controls</i> 4.3. Seek advice from OHS specialists and key personnel if required 4.4. Identify and seek appropriate authority and relevant resources to initiate and maintain controls 4.5. Identify and document actions required to achieve

ELEMENT	PERFORMANCE CRITERIA
	<p>change</p> <p>4.6. Analyse extent of change and reduction in risk, as a result of controls</p>
<p>5. Maintain hazard identification and risk control processes</p>	<p>5.1. Establish and maintain a <i>risk register</i> relevant to the workplace</p> <p>5.2. Document and communicate risk management procedures to stakeholders and key personnel, as appropriate</p> <p>5.3. Document and communicate outcomes of risk management processes to stakeholders and key personnel, as appropriate</p> <p>5.4. Involve stakeholders and operational staff in risk management processes</p> <p>5.5. Identify situations where OHS specialists may be required</p>
<p>6. Monitor and review risk management processes</p>	<p>6.1. Determine frequency, method and scope of review in consultation with workplace stakeholders and key personnel</p> <p>6.2. Ensure stakeholders and key personnel have input to the review</p> <p>6.3. Identify areas for improvement in the risk management processes and make recommendations</p> <p>6.4. Prepare action plans, including allocated responsibilities and timeframes for implementation</p> <p>6.5. Regularly review effectiveness of risk management processes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
 - identify areas for OHS risk improvement
 - analyse relevant workplace information and data
 - contribute to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- attention to detail when making observations and recording outcomes
- research skills to access relevant OHS information and data
- numeracy skills to carry out simple arithmetical calculations (e.g. % change), and to produce graphs of workplace information and data to identify trends and recognise limitations
- communication skills to:
 - conduct effective formal and informal meetings and to communicate effectively with personnel at all levels of the organisation, OHS specialists and, as required, emergency services personnel
 - prepare reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors
 - use language and literacy skills appropriate to the workgroup and the task
- consultation and negotiation skills to develop plans and to implement and monitor designated actions
- project management skills to achieve change in OHS matters
- organisational skills to manage own tasks within a timeframe
- information technology skills to access and enter internal and external information and data on OHS and to use a range of communication media

Required knowledge

- organisational behaviour and culture as it impacts on OHS and on change
- basic physiology relevant to understanding mode of action of physical, biological and chemical agents on the body and how they produce harm
- basic principles of incident causation and injury processes
- characteristics, mode of action and units of measurement of major hazard types
- concept of common law duty of care
- difference between hazard and risk
- ethics related to professional practice
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS, for example:
 - communication skills

REQUIRED SKILLS AND KNOWLEDGE

- cultural background/workplace diversity
- gender
- labour market changes
- language, literacy and numeracy
- structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
- workers with specific needs
- internal and external sources of OHS information and data
- language, literacy and cultural profile of the workgroup
- legislative requirements for OHS information and data, and consultation
- limitations of generic hazard and risk checklists, and risk ranking processes
- methods of providing evidence of compliance with OHS legislation
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace
- organisational culture as it impacts on the workgroup
- organisational OHS policies and procedures
- other function areas that impact on the management of OHS
- principles and practices of systematic approaches to managing OHS
- professional liability in relation to providing advice
- requirements under hazard specific OHS legislation and codes of practice
- risk as a measure of uncertainty and the factors that affect risk
- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- standard industry controls for a range of hazards
- state/territory and commonwealth OHS legislation (acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- types of hazard identification tools, including job safety analysis (JSA)

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • products used in: <ul style="list-style-type: none"> • the application of a risk management approach to identifying hazards • assessing OHS risk • controlling OHS risk • how these products were developed and implemented • knowledge of relevant OHS legislation (acts, regulations, codes of practice, associated standards and guidance material.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace or simulated workplace • access to workplace documentation • access to office equipment and resources • access to relevant legislation, standards and guidelines relating to risks found in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on the effectiveness of the hazard identification, risk assessment, control and management actions taken • demonstration of techniques used to identify hazards, assess associated risks, control monitor and evaluate risks • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of

EVIDENCE GUIDE	
	<p>the OHS information system</p> <ul style="list-style-type: none"> • review of action plans • written reports on hazard identification and risk management activities, matrices and measurements undertaken.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBOHS403B Identify hazards and assess OHS risks • BSBOHS404B Contribute to the implementation of strategies to control OHS risk • BSBOHS603B Analyse and evaluate OHS risk.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>External sources of information and data</i> may include:</p>	<ul style="list-style-type: none"> • databases with national and state injury data such as National Industrial Chemicals Notification and Assessment Scheme (NICNAS) • employer groups • industry bodies • journals and websites • legislation, codes of practice and standards • manufacturers' manual and specifications • OHS regulatory authorities • OHS specialists • unions.
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • source or a situation with a potential for harm in terms of human injury or ill health • damage to property • damage to the environment • or a combination of these.
<p><i>Workplace sources of information and data</i> may include:</p>	<ul style="list-style-type: none"> • audits • employees • hazard, incident and investigation reports • manufacturers' manuals and specifications • material safety data sheets (MSDSs) • minutes of meetings • OHS representatives • reports • workplace inspections.
<p><i>Stakeholders</i> include:</p>	<ul style="list-style-type: none"> • employees • health and safety, and other employee representatives • managers • OHS committees • supervisors.

RANGE STATEMENT	
<i>Key personnel</i> may include:	<ul style="list-style-type: none"> • managers from other areas • people involved in OHS decision making or who are affected by OHS decisions
<i>OHS specialists</i> may include:	<ul style="list-style-type: none"> • engineers • ergonomists • occupational hygienists • organisational psychologists • toxicologists • workplace injury and return to work advisors.
<i>Workplace issues</i> may include:	<ul style="list-style-type: none"> • changes in equipment, including technology • changes in social, political or community environment • changes in work organisation, including: <ul style="list-style-type: none"> • contracting • hire arrangements • casualisation • supervisory arrangements • outworkers • rosters • shift work • work hours • work relations • changes in work practice • changes to legislation and standards • new knowledge on hazards • outcomes of court rulings.
<i>Occasions when action for hazard identification is required</i> may include:	<ul style="list-style-type: none"> • at design or pre-purchase of buildings, equipment and materials • at regular intervals during normal operations • before changes are made to workplace, equipment, work processes or work arrangements • commissioning or pre-implementation of new processes or practices • following an incident report • new forms of work and organisation of work • planning major tasks or activities, such as equipment shut-downs • prior to disposal of equipment, buildings or materials

RANGE STATEMENT	
	<ul style="list-style-type: none"> when new knowledge becomes available.
<i>Tools</i> may include:	<ul style="list-style-type: none"> audits cause and effect diagrams JSA surveys.
<i>Task demands</i> may include:	<ul style="list-style-type: none"> arousal and alertness machine pacing or time pressure to complete a task physical or physiological demands repetitive nature of task required precision or accuracy.
<i>Task environment</i> may include:	<ul style="list-style-type: none"> air quality lighting noise thermal
<i>Agents</i> may be:	<ul style="list-style-type: none"> biological chemical ergonomic nuclear physical psychosocial radiological.
<i>Factors contributing to risk</i> may include those associated with:	<ul style="list-style-type: none"> equipment frequency and duration of exposure individual/operator number of people exposed/involved task work environment work organisation.
<i>Relevant standards</i> may include:	<ul style="list-style-type: none"> Australian and industry standards codes of practice current knowledge related to the specific hazard and controls current practice in the industry legislation.
<i>Prioritising</i> hazards requiring further control action may include:	<ul style="list-style-type: none"> other recognised processes specially designed tools standard ranking tools.
<i>Risk assessment</i> includes	<ul style="list-style-type: none"> factors contributing to risk

RANGE STATEMENT	
identification of:	<ul style="list-style-type: none"> • current controls and their adequacy • discrepancy between current control and required standard • prioritisation or ranking of a number of risks, where appropriate.
<i>Hierarchy of control</i> may include:	<ul style="list-style-type: none"> • eliminating hazards • and where this is not practicable, minimising risk by: <ul style="list-style-type: none"> • substitution • isolating the hazard from personnel • using engineering controls • using administrative controls (e.g. procedures, training) • using personal protective equipment (PPE).
<i>Factors impacting on the effectiveness of controls</i> may include:	<ul style="list-style-type: none"> • cultural diversity • language • literacy and numeracy levels • shift work and rostering arrangements • training required • workplace culture related to OHS including commitment by managers and supervisors and compliance with procedures and training • workplace organisational structures (size of organisation, geographic, hierarchical).
<i>Risk register</i> may include:	<ul style="list-style-type: none"> • list of hazards, their location and people exposed • possible control measures and dates for implementation • range of possible scenarios or circumstances under which the hazards may cause injury or damage • results of the risk analysis related to the hazards.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety
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Co-requisite units

Co-requisite units		

BSBPMG401A Apply project scope management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the control of a project's scope by assisting with the identification of objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • a comprehensive and multi faceted project plan • a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p> <p>The functions performed by a project manager to manage the scope of the whole project are addressed in BSBPMG502A Manage project scope.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to scope definition	<p>1.1. Contribute to the identification of <i>project deliverables</i></p> <p>1.2. Contribute to the identification of measurable outcomes to enable evaluation of project performance</p> <p>1.3. Contribute to the development of the <i>scope management plan</i></p>
2. Apply project scope controls	<p>2.1. Undertake work in accordance with agreed project management plan and by using established <i>change control procedures</i> and <i>performance measurement procedures</i></p> <p>2.2. Monitor and control aspects of project scope and communicate instances of non-compliance with overall scope to the project manager and other team members</p> <p>2.3. Measure progress to determine potential, perceived and actual scope changes</p> <p>2.4. Appropriately report scope changes</p> <p>2.5. Provide assistance in the review of project outcomes to determine the effectiveness of initial and subsequent scope management approaches</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills sufficient to interpret potentially complex project plans and documentation
- planning and organisational skills to monitor and respond to compliance issues and to measure progress against agreed objectives
- teamwork and communication skills to liaise with other members of the project team on a range of project scope management issues and challenges.

Required knowledge

- elements which make up a project scope management plan
- methods for measuring work outcomes and progress against plans
- factors likely to impact on project scope
- methods for segmenting and documenting the work of a project.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of project scope management methodologies • participation in the definition and management of scope in relation to multiple complex projects.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to project documentation which includes information about project scope and project team involvement.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project scope management scenarios • oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations • assessment of contribution to the development of the scope management plan • evaluation of progress measured to determine potential, perceived and actual scope changes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Project deliverables</i> may include:	<ul style="list-style-type: none"> • products, outputs and services defined within the project scope
<i>Scope management plan</i> may include:	<ul style="list-style-type: none"> • constraints, assumptions and exclusions • deliverables, activities and tasks • project benefits and outcomes • project objectives • work organisation and/or product breakdown structures
<i>Change control procedures</i> may include:	<ul style="list-style-type: none"> • adjusting designated project documentation, for example plans, schedules, directives, guidelines and instructions which include change instructions, change request procedures and nominated change authorities • identifying designated elements of the project liable to change, for example finance and duration of tasks
<i>Performance measurement procedures</i> may include:	<ul style="list-style-type: none"> • using tools and techniques to manage and measure project progress in terms of time and resources

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG402A Apply time management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with project scheduling activities, the application and monitoring of the agreed schedule and evaluation of time management effectiveness for the project. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist in the development of project schedules	1.1. Contribute, within <i>delegated authority</i> , to determining the duration and effort, sequence and dependencies of tasks to meet project objectives 1.2. Use <i>project scheduling tools and techniques</i> to help establish and integrate planned time management aspects of the schedule, resource allocation and financial requirements 1.3. Contribute to the agreement process and communication of the schedule to the client and other stakeholders
2. Apply agreed schedules	2.1. Use techniques to measure, record and report progress of activities in relation to agreed schedules and plans 2.2. Record variance between actual and planned <i>progress</i> and report to <i>others</i> for remedial action 2.3. Contribute to forecasting the impact of changes on the schedule and to the analysis of options 2.4. Implement agreed changes to the schedule and update plans as directed to accommodate changing situations throughout the project
3. Participate in assessing time management outcomes	3.1. Provide assistance in the <i>review of project outcomes</i> to determine the effectiveness of time management tools, techniques and approaches used 3.2. Report scheduling and time management issues and responses to project manager for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to work with project tools and techniques and to write reports on time management issues
- organisational skills to sequence tasks and to monitor progress against agreed objectives
- technology skills to use software (if appropriate).

Required knowledge

- project management methodology in relation to time management
- implications of time management for project resourcing
- project management techniques and tools for creating and monitoring schedules.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of time management techniques in relation to multiple complex projects • knowledge of tools and techniques for monitoring project schedules.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace documentation such as diaries, progress reports, spreadsheets, and other planning tools with timeframes linked to outcomes.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job project time management performance by the candidate • analysis of responses to case studies and scenarios addressing project time management issues and problems • oral or written questioning to assess knowledge of strategies, tools and techniques for managing project time and their particular application/s • review of techniques used to measure, record and report progress of activities in relation to agreed schedules and plans • assessment of changes implemented to the schedule and the updating of plans to accommodate changing situations throughout the project.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Delegated authority</i> means:</p>	<ul style="list-style-type: none"> • in a multi-disciplinary environment subject to frequent change • under limited guidance and supervision • within agreed authorisation and limits • within established organisational framework, procedures and routines
<p><i>Project scheduling tools and techniques</i> may include:</p>	<ul style="list-style-type: none"> • assisting in qualitative and/or quantitative time analysis, such as schedule simulation, work breakdown structure, decision analysis, contingency planning and alternative strategy development • using personal experience and/or experts • using specialist time analysis tools to provide output to assist in the decision making process
<p><i>Progress</i> may refer to:</p>	<ul style="list-style-type: none"> • diaries, incident logs, occurrence reports and other similar documentation • lists of potential schedule events • project and/or organisation files and records
<p><i>Others</i> may include:</p>	<ul style="list-style-type: none"> • relevant authority • project manager • project specialists or other personnel • team members
<p><i>Review of project outcomes</i> may include:</p>	<ul style="list-style-type: none"> • achievement of agreed major milestones, for example phases and sub-contracts • change of key personnel • delivery of major deliverables • finalisation of project and other agreed milestones

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG403A Apply cost management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with others to produce a project budget, to monitor project expenditure and to contribute to cost finalisation processes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with the development of the project budget	1.1. Determine <i>estimated costs</i> for tasks and activities and communicate these costs to <i>others</i> for inclusion in project budget 1.2. Map costs against duration/effort and resources allocated, and communicate to project manager for inclusion in the project plan, budget and expenditure flow 1.3. Contribute to the development of <i>cost management strategies and processes</i> , and financial authorisation within <i>delegated authority</i>
2. Monitor project costs	2.1. Monitor income and expenditure against the agreed project plan and budgets to facilitate cost management throughout the project life cycle 2.2. Use established cost management methods, techniques and tools to identify and report variations in the budget to higher project authority for action 2.3. Implement and monitor agreed actions and report progress to others to ensure cost objectives are achieved throughout the project life cycle
3. Contribute to cost finalisation process	3.1. Provide assistance in the finalisation and transfer of financial assets, liabilities and records to the client or relevant operational support agency 3.2. Provide assistance in the review of project outcomes by use of <i>project records</i> , to determine the effectiveness of initial and subsequent cost management strategies and processes 3.3. Report cost management issues and responses to project/program manager for application in future projects

Required Skills and Knowledge

Required skills
<ul style="list-style-type: none">• numeracy skills to check and interpret project budgets• financial management skills to develop project budgets, monitor costs and report on cost management• technology skills to use financial management software to develop and monitor project budgets.
Required knowledge
<ul style="list-style-type: none">• budgeting processes and their relationship to the project life cycle• cost management tools and techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of cost management techniques in relation to budgets for multiple complex projects • knowledge of cost management tools and techniques.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of project management budgets and related financial documentation • access to evidence or project records of team member involvement in financial management processes.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project cost management scenarios • oral or written questioning to assess knowledge of strategies for managing project costs • analysis of budgets and costing prepared by the candidate • review of communication to others of estimated costs for tasks and activities for inclusion in project budget • evaluation of reporting on cost management issues and responses to project/program manager.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Estimated costs</i> may refer to:</p>	<ul style="list-style-type: none"> • application and registration fees for intellectual property (IP) and patents etc. • contingency (as outcome of risk assessment) • facilities • labour • material • project management overheads • travel and subsistence
<p><i>Others</i> may include:</p>	<ul style="list-style-type: none"> • higher project authority • project manager • project specialists or other personnel • team members
<p><i>Cost management strategies and processes</i> may include:</p>	<ul style="list-style-type: none"> • communication with stakeholders, dispute resolution and modification procedures • implementation of financial control mechanisms • measurement of actual progress against planned milestones • recording and reporting of variations
<p><i>Delegated authority</i> means:</p>	<ul style="list-style-type: none"> • conducted under limited guidance and supervision • subject to frequent change in a multi-disciplinary environment • within agreed authorisation and limits • within established organisational framework, procedures and routines
<p><i>Project records</i> may include:</p>	<ul style="list-style-type: none"> • cost management lessons learned • cost verification and validation documentation • input to cost management plans • invoice and payment records • lists of potential costs • project and/or organisation files and records • reports to relevant stakeholders

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG404A Apply quality management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to enhance project outcomes through contributing to quality planning, applying quality policies and procedures and contributing to continuous improvement within projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to quality planning	1.1. Contribute to determining quality requirements of project stakeholders 1.2. Contribute to establishing quantifiable quality criteria for project outcomes and objectives 1.3. Source <i>information</i> to locate and interpret quality policy and procedures 1.4. Contribute to the development of quality requirements in the project plan and processes
2. Apply quality policies and procedures	2.1. Undertake work under <i>delegated authority</i> to implement <i>quality assurance</i> within the project in accordance with agreed quality standards and guidelines 2.2. Maintain records and documentation in accordance with set procedures to facilitate <i>quality control</i> and to provide an audit trail 2.3. Document and evaluate results of project activities and product performance to determine compliance with agreed quality standards 2.4. Report shortfalls in quality outcomes to <i>others</i> to enable appropriate action to be initiated
3. Contribute to continuous improvement process	3.1. Participate in the ongoing review of project outcomes to determine the effectiveness of quality management activities 3.2. Report quality management issues and responses to others for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to work with quality documents and project records, and to produce records for quality control and auditing purposes
- organisational skills and attention to detail to monitor compliance with agreed standards
- teamwork and communication skills to communicate quality issues.

Required knowledge

- quality auditing processes and requirements
- quality standards and their place in the project life cycle.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of quality management and continuous improvement techniques in relation to multiple complex projects • knowledge of quality auditing processes and requirements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of project management documentation used for quality control purposes • access to project team records.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project quality and their application to different situations • analysis of responses to case studies and scenarios which present issues and problems in project quality management • review of records documented and maintained • evaluation of documented results of project activities and product performance • evaluation of reports developed about shortfalls in quality outcomes.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Information</i> may include:</p>	<ul style="list-style-type: none"> • designated standard operating procedures and regulations • organisation and project standards • organisational quality management policy and guidelines as applied to specific requirements of a project • project quality guidelines and instructions
<p><i>Delegated authority</i> means:</p>	<ul style="list-style-type: none"> • carried out under limited guidance and supervision • subject to frequent change in a multi-disciplinary environment • within agreed authorisation and limits • within established organisational framework, procedures and routines
<p><i>Quality assurance</i> may include:</p>	<ul style="list-style-type: none"> • project finalisation process to capture lessons learned and to enable continuous improvement • systematic review of the project management process to ensure compliance with organisational policy and guidelines
<p><i>Quality control</i> may include:</p>	<ul style="list-style-type: none"> • inspections and audits in compliance with guidelines • monitoring conformance with the specification • recommending ways to eliminate causes of unsatisfactory performance of products or processes • regular inspection by the individual or the monitoring of inspections by internal or external agents • reporting of variances
<p><i>Others</i> may include:</p>	<ul style="list-style-type: none"> • higher project authority • project manager • project specialists or other personnel • team members

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG405A Apply human resources management approaches

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to assist with aspects of human resources management of a project. This involves establishing human resource requirements, identifying the learning and development needs of people working on the project, facilitating these needs being met and resolving conflict within the team.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with determining human resource requirements	1.1. Analyse <i>work breakdown structure</i> to determine human resource requirements 1.2. Assess skill levels of project personnel against project task requirements 1.3. Assign responsibilities for achieving project deliverables
2. Assist with human resource monitoring and stakeholder liaison	2.1. Monitor the work of project personnel against assigned roles and responsibilities 2.2. Track, monitor and control actual effort against plan, review skill levels against allocated tasks and recommend remedial action, where required, to <i>others</i> 2.3. Contribute to tracking, monitoring and controlling stakeholder participation and communication with the project 2.4. Advise others when assigned responsibilities are not met by project personnel, or stakeholder expectations are at variance 2.5. Undertake work in a multi-disciplinary environment in accordance with established human resource management <i>practices, plans, guidelines and procedures</i> to achieve designated project objectives 2.6. Resolve potential and actual conflicts in accordance with agreed dispute resolution processes or report to others for resolution 2.7. Offer <i>human resource development opportunities</i> to individuals with skill gaps
3. Contribute to evaluating human resource and stakeholder management practices	3.1. Contribute to assessing the overall effectiveness of project human resource management and document lessons learned 3.2. Report human resource issues to others to aid the continuous improvement process 3.3. Contribute to stakeholder satisfaction analysis and assist with post-project operational review

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read and interpret project plans and schedules
- planning and monitoring skills to track performance in relation to assigned tasks
- teamwork and communication skills to resolve conflict, advise others of performance issues and deal with stakeholders.

Required knowledge

- job design principles and work breakdown structures
- learning and development options
- project roles, responsibilities and reporting requirements in relation to human resources.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • use of work breakdown structures in human resource project planning • use of effective methods for monitoring roles and responsibilities in multiple complex projects • knowledge of methods for providing feedback on performance and for improving performance of project team members.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of project management documentation for human resource management.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios which reflect human resource issues and problems in a project management context • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project human resource management scenarios • oral or written questioning to assess knowledge of strategies for managing project human resources and their application to different situations • analysis of responsibilities assigned for achieving project deliverables • review of documentation about lessons learned • evaluation of reports developed about human resource issues.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project

EVIDENCE GUIDE

Management.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work breakdown structure is:

- a planning tool or process which divides and sub-divides the work of a project into smaller, more manageable work packages

Others may include:

- project manager
- project specialists or other personnel
- relevant project authority
- team members

Practices, plans guidelines and procedures may include:

- industrial relations agreements and guidelines
- organisation project management procedures
- professional operating standards
- project human resources management plan
- skills framework nominating skill levels required for specific types of project activities
- staffing plan/job description

Human resource development opportunities may include:

- action learning sets
- coaching and mentoring
- performance feedback
- team building and group activities
- training

Unit Sector(s)

Unit sector

Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG406A Apply communications management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide a critical link between people, ideas and information at all stages in the project lifecycle. It covers assisting the project team to plan communications, communicating information related to the project and reviewing communications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p> <p>The functions performed by a project manager to manage project communications for the whole project are addressed in BSBPMG507A Manage project communications.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to communications planning	1.1. Identify, source and contribute relevant information requirements to initial project documentation 1.2. Contribute to developing and implementing the communications plan and communications networks
2. Conduct information management activities	2.1. Gather, validate, store, retrieve, filter and disseminate information within agreed procedures as directed, to aid decision making processes throughout project life cycle 2.2. Maintain information to ensure data is secure and auditable
3. Communicate project information	3.1. Undertake <i>communication within project, with client and other stakeholders</i> within agreed networks, processes and procedures to ensure flow of necessary information 3.2. Ensure reports are written and released in accordance with authorisation, or drafted for release by <i>others</i> 3.3. Seek information and advice from appropriate project authorities when in doubt
4. Contribute to assessment of communication effectiveness	4.1. Provide assistance in the ongoing review of project outcomes to determine the effectiveness of communications management activities 4.2. Report communication management issues and responses to higher project authorities for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- writing skills to generate reports and project communications for stakeholders
- teamwork and communication skills to acquire and disseminate relevant project information
- organisational skills to sort and prioritise information and ideas
- technological skills to manage information storage and retrieval.

Required knowledge

- models and methods of communications management in the context of the project life cycle and other project management functions
- communications theory.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • contribution to the development and implementation of communications plans in relation to multiple complex projects • knowledge of communications theory.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of project management documentation for communications management purposes • access to records of project team involvement in communications activities.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • written reports/examples of project communications • observation of performance in role plays which demonstrate techniques in communicating important project information • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different project scenarios which present issues and problems in project communication management • oral or written questioning to assess knowledge of strategies for managing project communications • review of communication management issues and responses reported to higher project authorities.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Communication within project, with client and other stakeholders:

- will be:
 - in a multi-disciplinary environment subject to frequent change
 - under limited guidance and supervision
 - within agreed authorisation and limits
 - within established organisational framework, procedures and routines
- and may include:
 - written reports, briefs, minutes, letters and other documentation
 - oral briefings, advice, conversations and telephone calls
 - computer generated communications, for example electronic data transfer and internet

Others may include:

- higher project authorities
- project manager
- project specialists or personnel
- team members

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG407A Apply risk management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with aspects of risk management within a project. It specifically involves assisting the project team to plan for, control and review risks associated with the project. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with risk analysis and planning	1.1. Contribute to identifying and prioritising potential risks throughout the project life cycle 1.2. Provide input, within <i>delegated authority</i> , to develop risk management strategies and risk management plans within established guidelines 1.3. Establish <i>risk analysis methods, techniques and tools</i> to assist in the analysis of risks 1.4. Ensure reporting mechanisms for risks are planned for and agreed to
2. Conduct risk control activities	2.1. Undertake control activities in accordance with agreed project and risk management plans to achieve project objectives 2.2. Measure progress and act on perceived, potential or actual risks within authority or report to <i>others</i> for response 2.3. Contribute to the implementation of agreed risk approaches and the amendment of plans to reflect the changing environment 2.4. Identify and report <i>opportunities</i> for action in the same way as risks
3. Contribute to assessing risk management outcomes	3.1. Contribute to the ongoing <i>review</i> of project outcomes to determine the effectiveness of risk management activities by accessing project <i>records</i> and other available information 3.2. Report risk management issues and responses to others for lessons learned or application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- planning, organising and analytical skills to assist with risk analysis, risk management planning and review of risk management outcomes
- communication and teamwork skills to contribute to collective processes for risk management
- initiative and enterprise to think laterally about risks and how they might occur.

Required knowledge

- risk management framework and risk management processes.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of risk management techniques in relation to multiple complex projects • knowledge of risk management methods, techniques and tools.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of project management documentation for risk management.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing case studies and scenarios which present issues and problems in project risk management • oral or written questioning to assess knowledge of strategies for managing project risk and their application to different situations • review of risk analysis methods, techniques and tools • review of risk management plans • evaluation of reporting of risk management issues and responses.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Delegated authority</i> means:	<ul style="list-style-type: none"> • subject to frequent change in a multi-disciplinary environment • under limited guidance and supervision • within agreed authorisation and limits • within established organisational framework, procedures and routines
<i>Risk analysis methods, techniques and tools</i> may include:	<ul style="list-style-type: none"> • using personal experience and/or subject matter experts • assisting in qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using specialist risk analysis tool/s to assist in the decision making process
<i>Others</i> may include:	<ul style="list-style-type: none"> • higher project authorities • project manager • project specialists or personnel • team members
<i>Opportunities</i> may include:	<ul style="list-style-type: none"> • better means of achieving a result • changes in the project or broader environment that offer scope for rescheduling activities to better effect • efficiencies or methods to work more effectively, such as ways of shortening an activity • initial project activities that reveal entirely different sets of priorities for example, product development, research and policy development • responses to changing commercial/competitive conditions
<i>Reviews</i> may include evaluations of:	<ul style="list-style-type: none"> • agreed major milestones, for example phases and sub-contracts • change of key personnel • delivery of major deliverables

RANGE STATEMENT	
	<ul style="list-style-type: none"> • finalisation of project and other agreed milestones
<i>Records</i> may include:	<ul style="list-style-type: none"> • lists of potential risk events (risk register/log) • project and/or organisation files and records • risk analysis and reappraisal • risk diaries, incident logs, occurrence reports and other such documentation • risk management lessons learned • risk management plan

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG408A Apply contract and procurement procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to assist with contracting and procurement for a project. It covers identifying procurement and contract requirements, assisting with contractor selection, conducting contracting and procurement activities and assisting with finalisation of activities for the project.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.</p> <p>The functions performed by a project manager to manage procurement for the whole project are addressed in BSBPMG509A Manage project procurement.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with contract and procurement planning	1.1. Contribute to the establishment of procurement requirements 1.2. Act under <i>delegated authority</i> to contribute to the development of the procurement management plan 1.3. Contribute to the development of project documentation for contract definition and formation
2. Contribute to contractor selection process	2.1. Gather and evaluate information on potential suppliers 2.2. Make recommendations to assist in selection of preferred contractors 2.3. Provide contribution to the definition of agreed terms and conditions with preferred contractor/s 2.4. Assist with the development of the final tendering and contractual documentation
3. Conduct contracting and procurement activities	3.1. Undertake <i>procurement activities</i> and maintain information so that reporting, confidentiality and audit requirements are met 3.2. Receive, reconcile and register supplies in accordance with established procedures to facilitate payment throughout project 3.3. Monitor and control contractors and suppliers and their activities for compliance with designated responsibilities, deliverables, time/cost and quality conformance and other requirements
4. Conduct finalisation activities	4.1. Test and accept supplies to ensure quality and suitability for purpose 4.2. Provide assistance in the ongoing <i>review</i> of project outcomes using available <i>records</i> and information to determine the effectiveness of contracting and procurement activities 4.3. Report contracting and procurement management issues and responses to <i>others</i> for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- organisational skills to participate in contract and procurement management
- literacy skills to read and interpret contracts and procurement documentation
- interpersonal skills to communicate effectively with contractors and suppliers about contract performance and obligations.

Required knowledge

- contract and procurement management framework as applied to project management
- project procurement and contract management tools and techniques
- broad legal contractual obligations of each party.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of procurement and contract management techniques in relation to multiple complex projects • knowledge of the place and role of procurement in the project life cycle.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of project contract and procurement documentation • access to records of project team participation in procurement tasks and activities.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses addressing different case studies and scenarios which present issues and problems in procurement • oral or written questioning to assess knowledge of strategies for project procurement and contracting and their application to different situations • review of procurement and contract management plans and other documentation associated with procurement processes • evaluation of information gathered on potential suppliers • assessment of recommendations made to assist in selecting preferred contractors • assessment of reports produced about contracting and procurement management issues.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE

- other units from the Certificate IV in Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Delegated authority</i> means:</p>	<ul style="list-style-type: none"> • subject to frequent change in a multi-disciplinary environment • under limited guidance and supervision • within agreed authorisation and limits • within established organisational framework, procedures and routines
<p><i>Procurement activities</i> may include:</p>	<ul style="list-style-type: none"> • conducting transfer and disposal actions • confirming details and obtaining additional information about quotes etc. • formally receipting goods and services or providing formal notice of delivery of goods and services • identifying occupational health and safety (OHS) issues • liaising with client, contractors, sub-contractors and other stakeholders • maintaining registers and lists • obtaining approvals from higher project authorities • obtaining quotes from potential suppliers, providing quotes to potential clients or collaborating agencies and alliances • planning, specifying and/or conducting test and acceptance procedures • processing payment documentation
<p><i>Reviews</i> may include evaluations of:</p>	<ul style="list-style-type: none"> • agreed major milestones, for example phases and sub-contracts • changes of key personnel • delivery of major deliverables • finalisation of project and other agreed milestones
<p><i>Records</i> may include:</p>	<ul style="list-style-type: none"> • assets and disposal actions • lists of suppliers • procurement logs, registers

RANGE STATEMENT	
	<ul style="list-style-type: none"> • procurement reports • records of contract planning, formation, negotiation or administration • quotes, invoices and receipts • test and acceptance results
<i>Others</i> may include:	<ul style="list-style-type: none"> • higher project authorities • project manager • project specialists or personnel • team members

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units	

BSBPMG501A Manage application of project integrative processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to integrate and balance the overall project management functions of scope, time, cost, quality, human resources, communications, risk and procurement; and to align and track the project objectives to comply with organisational goals, strategies and objectives. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage the integration of all functions of project management in a program or multiple project are addressed in BSBPMG601A Direct the integration of projects.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage integration of all functions of project management	1.1. Identify project stakeholders and their interests, with guidance of higher project authority 1.2. Analyse all <i>project management functions</i> with higher project authority and relevant stakeholders to determine achievable project objectives 1.3. Develop a <i>project plan</i> to integrate all project management functions to achieve outcomes and requirements for time, cost, quality and risk 1.4. Obtain endorsement of project plan by higher project authority 1.5. Establish designated mechanisms to control planned activity
2. Coordinate internal and external environments	2.1. Manage the project within an established <i>internal working environment</i> to ensure work is conducted effectively throughout the project 2.2. Maintain established links to align project objectives with organisation objectives throughout the project life cycle 2.3. Seek assistance, where necessary, from higher project authority to resolve conflicts which may negatively affect project objectives
3. Implement project activities throughout life cycle	3.1. Ensure agreed project phases, approval points and review points occur 3.2. Report progress against established project baselines to measure performance throughout the project life cycle 3.3. Implement established <i>finalisation plans, procedures and activities</i> 3.4. Identify and document <i>integration management issues and recommended improvements</i> , and pass on to higher project authority for application to future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to write project plans, progress reports and project communications
- teamwork and communication skills to lead the project team and deal with stakeholders
- time management skills to ensure priorities are addressed
- planning and organising skills to manage the integration of project activities

Required knowledge

- project life cycle
- role and responsibilities of the project manager
- project planning tools and techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of project plans for multiple complex projects • details of how plans were monitored and outcomes were reported • knowledge of project life cycle.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to project documentation relevant to project integration • access to feedback from project stakeholders.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project integration and their application to different situations • analysis of responses addressing case studies and scenarios which present project integration management issues and problems • assessment of project reports and examples of project plans.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>The nine <i>project management functions</i> are:</p>	<ul style="list-style-type: none"> • communications • cost • human resources • procurement and contracting • project integration • quality • risk • scope • time
<p><i>Project plan</i> may include:</p>	<ul style="list-style-type: none"> • covering document which integrates the requirements of the nine functions of project management using appropriate formats and procedures • single document • multiple documents
<p><i>Internal working environment</i> may include:</p>	<ul style="list-style-type: none"> • arrangement of project personnel and equipment • identity and differentiation of the project within the larger environment • personal working conditions • physical location of project • team dynamics
<p><i>Finalisation plans, procedures and activities</i> may include:</p>	<ul style="list-style-type: none"> • final audit/reconciliation • finalisation of account codes and other financial documentation • forwarding finalisation report to senior personnel • project evaluation • settling of financial liabilities • transferring of assets to client or originating owner • transition of responsibility/ownership of project deliverables/products

RANGE STATEMENT	
	<ul style="list-style-type: none"> warranty requirements
<p><i>Integration management issues and recommended improvements</i> may include:</p>	<ul style="list-style-type: none"> evaluation using established success and failure criteria knowledge management lessons learned records training programs

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG502A Manage project scope

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine and manage project outcomes. It covers project authorisation, developing a scope management plan, and managing the application of project scope controls.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage project scope within multiple projects are addressed in BSBPMG602A Direct the scope of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct project authorisation activities	1.1. Develop and confirm procedures for <i>project authorisation</i> with an <i>appropriate authority</i> as the basis for future project management activity and the commitment of resources and effort 1.2. Obtain authorisation to expend resources
2. Conduct project scope definition activities	2.1. Identify project objectives, <i>deliverables</i> , constraints, exclusions, assumptions and principal work activities 2.2. Establish measurable project benefits and outcomes to enable evaluation of project performance 2.3. Establish agreement to a shared understanding of desired project outcomes with <i>relevant stakeholders</i> 2.4. Develop and implement scope management plan
3. Manage application of scope controls	3.1. Implement agreed <i>scope management</i> procedures and processes 3.2. Manage the impact of scope changes within established time, cost and quality constraints according to <i>change control procedures</i> and to meet project objectives 3.3. Review progress and record results to assess the effectiveness of scope management procedures 3.4. Identify and document scope management issues and recommended improvements, and pass on to higher authority for application to future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills sufficient to interpret and analyse complex project plans and documentation
- planning and organising skills to monitor scope and to respond to potential and actual changes
- problem-solving and analytical skills to address project scope management issues and challenges
- negotiation skills to address changes to scope with a range of stakeholders.

Required knowledge

- role and responsibilities of the project manager in relation to project planning
- project life cycle and the significance of scope management
- problem areas likely to be encountered in scope management
- project management tools used for managing scope.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstration of scope management for multiple complex projects knowledge of scope management plans, tools, issues and likely challenges.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation used to document and manage project scope consideration of feedback from project stakeholders regarding the management of project scope.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations analysis of responses in addressing case studies and scenarios which present project scope management issues and problems observation of demonstrated techniques in negotiating changes to scope review of scope management plan assessment of documentation about scope management issues and recommended improvements.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Project authorisation</i> may:	<ul style="list-style-type: none"> • already have been decided before involvement of the project manager • be in the form of a scope statement which briefly explains why the project has been formed, what it hopes to achieve and how success will be measured • be required at a number of critical review points during the project
<i>Appropriate authority</i> may include:	<ul style="list-style-type: none"> • client, owner, sponsor, senior executive or other individual or group vested with the authority to make decisions regarding the project
Project <i>deliverables</i> may include:	<ul style="list-style-type: none"> • all products and services defined within the project scope
<i>Relevant stakeholders</i> may include:	<ul style="list-style-type: none"> • team members • clients • sponsors • internal and external parties • decision makers
<i>Scope management</i> may include:	<ul style="list-style-type: none"> • determining that a scope change has occurred or is about to occur • identifying and reporting scope creep, that is, incremental increases to scope that were not part of the original project requirements • identifying factors which influence changes to scope • implementing agreed scope changes • monitoring and reporting the effect of scope changes on other areas and on achievement of project objectives • refining scope progressively throughout the project life cycle • seeking authorisation for changes to project scope

RANGE STATEMENT

Change control procedures may include:

- formal agreements, for example contracts, sub-contracts, memoranda of understanding
- major elements of the project liable to change, for example design, engineering, finance
- project documentation, including plans, schedules, statements, directives, guidelines and instructions

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units	

BSBPMG503A Manage project time

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage time within projects. It covers determining and implementing the project schedule, and assessing time management outcomes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage time within multiple projects are addressed in BSBPMG603A Direct time management of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine project schedule	1.1. Determine the duration, effort, sequence and dependencies of tasks from the scope definition as the basis for the project schedule 1.2. Obtain input and approval for the project schedule from stakeholders 1.3. Select and use <i>methods, techniques and tools</i> , within delegated authority, to determine preferred schedule, <i>time management plan/s</i> , resource allocation and financial requirements 1.4. Obtain agreement to the schedule from relevant project authority and communicate this agreement to stakeholders to provide the basis for measurement of progress
2. Implement project schedule	2.1. Implement mechanisms to measure, record and report progress of activities in relation to the agreed schedule and plans 2.2. Conduct ongoing analysis of options to identify variances and to forecast the impact of changes to the schedule 2.3. Review progress throughout the project life cycle and implement agreed schedule changes to ensure consistency with changing scope, objectives and constraints related to time and resource availability 2.4. Develop responses to perceived, potential or actual schedule changes, ensure agreement by a higher project authority, and implement to maintain project objectives
3. Assess time management outcomes	3.1. Review project outcomes from available <i>records</i> and information to determine the effectiveness of time management activities 3.2. Identify and document time management issues and recommended improvements, and pass on to relevant project authority for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, develop and interpret project schedules
- self management skills to ensure vision and priorities are clear
- organisational skills to sequence tasks and see that objectives are met
- communication skills to convey expectations and to advise others of progress
- technology skills to use appropriate software to develop project schedules
- analytical skills to review and evaluate process.

Required knowledge

- techniques and tools for project schedules
- project life cycle
- time management methodologies, their capabilities, limitations, application and outcomes.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstrated successful application of time management tools and techniques to ensure objectives are met on multiple complex projects knowledge of time management methodologies, their capabilities, limitations, application and outcomes.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation, schedules, reports from project team consideration of feedback from project stakeholders regarding the management of project time.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of strategies for managing project time and their application to different situations. analysis of responses in addressing case studies and scenarios which present project time management issues and problems review of progress throughout project life cycle; and review of implementation of agreed schedule changes assessment of documented time management issues and recommended improvements.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Methods, techniques and tools</i> may include:</p>	<ul style="list-style-type: none"> • conducting or supervising qualitative and/or quantitative time analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using personal experience and/or subject matter experts • using specialist time analysis tools to assist in the decision making process
<p><i>Time management plan/s</i> may include:</p>	<ul style="list-style-type: none"> • lists of milestones • project schedule and sub-schedules • schedule management strategies and actions, standardised formal arrangements, responsibility assignment, contingency plans and assigned schedule management responsibilities
<p><i>Records</i> may include:</p>	<ul style="list-style-type: none"> • diaries, incident logs, occurrence reports and other such records • gantt, PERT and other scheduling charts • lists of variances and forecasts of potential schedule events • project and/or organisation files and records • records of analysis, evaluation of options, recommended and approved courses of action

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units	

BSBPMG504A Manage project costs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, analyse and refine project costs to produce a budget, and to use this budget as the principal mechanism to control project cost. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> the need for a comprehensive and multi-faceted project plan the need for a formal internal or external communications strategy a dedicated and diverse project budget multiple administrative components multiple operational components a wide range of stakeholders a project operations team. <p>The functions performed by a program manager to manage costs within multiple projects are addressed in BSBPMG604A Direct cost management of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine project costs	1.1. Determine resource requirements for individual tasks, with input from stakeholders and guidance of <i>others</i> 1.2. Estimate <i>project costs</i> to enable budgets to be developed and implement agreed cost management processes 1.3. Develop and implement a cost management plan, within <i>delegated authority</i> , to ensure clarity of understanding and ongoing management of project finances
2. Monitor and control project costs	2.1. Implement agreed <i>financial management processes and procedures</i> to monitor actual expenditure and to control costs 2.2. Select and use cost analysis methods and tools to identify cost variations, evaluate options and recommend actions to a higher project authority 2.3. Implement, monitor and modify agreed actions to maintain financial and overall project objectives throughout the project lifecycle
3. Conduct financial completion activities	3.1. Conduct appropriate activities to signify financial completion 3.2. <i>Review</i> project outcomes using available <i>records</i> and information to determine the effectiveness of cost management processes and procedures 3.3. Review cost management issues and identify improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy and budgeting skills to monitor expenditure and manage costs
- technology skills to use software for recording expenditure and reporting on finances
- analytical skills to evaluate processes and recommend improvements.

Required knowledge

- budgeting processes, tools and techniques
- methods and tools for costing and cost analysis.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstrated evidence of monitoring project costs across the project life cycle for multiple complex projects knowledge of budgeting processes, tools and techniques.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation including budgets, financial documents consideration of feedback from project stakeholders on how costs were managed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of strategies for managing project costs and their application to different situations. analysis of responses addressing case studies and scenarios which present project cost management issues and problems review of developed and implemented cost management plan review of documentation about project outcomes, cost management issues and identified improvements.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Others may include:</p>	<ul style="list-style-type: none"> • relevant project authority • program manager • project specialists or other personnel • team members
<p>Project costs are estimated to a level of accuracy available considering:</p>	<ul style="list-style-type: none"> • availability of information at the time • contingencies to allow for identified risks and uncertainty • organisational requirements, for example overhead and profit margin • stage of the project life cycle
<p>Delegated authority means that activities will:</p>	<ul style="list-style-type: none"> • be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate time management methods, tools and techniques • take into account internal organisational change and external environmental change
<p>Financial management processes and procedures may include:</p>	<ul style="list-style-type: none"> • approval processes • communication and reporting processes • financial authorisations/delegations • invoice procedures
<p>Reviewing may include evaluations of:</p>	<ul style="list-style-type: none"> • agreed major milestones, for example phases and sub-contracts • change of key personnel • delivery of major deliverables • finalisation of project and other agreed milestones
<p>Records may include:</p>	<ul style="list-style-type: none"> • budgets, commitment and expenditure • cost management lessons learned

RANGE STATEMENT	
	<ul style="list-style-type: none"> • cost management plans • invoice and payment summaries • lists of potential costs • project and/or organisation files and records • recommended and approved courses of action • reports to relevant stakeholders

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG505A Manage project quality

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage quality within multiple projects are addressed in BSBPMG605A Direct quality management of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine quality requirements	<p>1.1. Determine <i>quality objectives</i>, standards and levels, with input from stakeholders and guidance of a higher project authority, to establish the basis for quality outcomes and <i>a quality management plan</i></p> <p>1.2. Select and use established <i>quality management methods, techniques and tools</i> to determine preferred mix of quality, capability, cost and time</p> <p>1.3. Identify quality criteria, obtain agreement from a higher project authority and communicate to stakeholders, to ensure clarity of understanding and achievement of quality and overall project objectives</p> <p>1.4. Include agreed quality requirements in the project plan and implement as basis for performance measurement</p>
2. Implement quality assurance processes	<p>2.1. Measure and document results of project activities and product performance throughout the project life cycle to determine compliance with agreed quality standards</p> <p>2.2. Identify causes of unsatisfactory results, in consultation with client, and recommend appropriate actions to a higher project authority to enable continuous improvement in quality outcomes</p> <p>2.3. Conduct inspections of quality processes and <i>quality control</i> results to determine compliance of quality standards to overall quality objectives</p> <p>2.4. Maintain a quality management system to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders</p>
3. Implement project quality improvements	<p>3.1. Review processes and implement agreed changes continually throughout the project life cycle to ensure continuous quality improvement</p> <p>3.2. Review project outcomes against performance criteria to determine the effectiveness of quality management processes and procedures</p> <p>3.3. Identify and document lessons learned and recommended <i>improvements</i>, and pass on to higher project authority for application in future projects</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to develop quality objectives and criteria
- communication and leadership skills to motivate staff, convey expectations and ensure outcomes are met
- analytical skills to monitor achievement of project outcomes against quality criteria
- coaching and mentoring skills to boost performance.

Required knowledge

- quality management theory, techniques, tools and methodologies
- roles and responsibilities in project management
- methods for managing and improving performance
- relevant legislation codes and national standards:
 - award and enterprise agreements and industrial instruments
 - industry codes of practice
 - legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated evidence of successfully managing project staff so that quality outcomes were achieved on multiple complex projects • knowledge of a range of quality management tools, techniques and methodologies.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to project documentation which includes quality criteria and evidence of quality monitoring and improvement practices • consideration of feedback from project stakeholders regarding project quality management.
Method of assessment	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of strategies for managing project quality and their application to different situations • analysis of candidate responses in addressing case studies and scenarios which present project quality management issues and problems • review of project plan quality requirements • review of implementation of agreed changes • evaluation of review of project outcomes against performance criteria.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Quality objectives</i> may include:</p>	<ul style="list-style-type: none"> • negotiated trade-offs between cost, schedule and performance • requirements from a higher project authority • requirements from the client and other stakeholders • those quality aspects which may impact on customer satisfaction
<p><i>Quality management plan</i> may include:</p>	<ul style="list-style-type: none"> • authorisations and responsibilities for quality control • continuous improvement • established processes • quality assurance
<p><i>Quality management methods, techniques and tools</i> may include:</p>	<ul style="list-style-type: none"> • benchmarking • brainstorming • charting processes • control charts • defining control • flowcharts • group work activities • histograms • pareto charts • processes that limit and/or indicate variation • ranking candidates • run charts • scattergrams • undertaking benefit/cost analysis
<p><i>Quality control</i> may include:</p>	<ul style="list-style-type: none"> • monitoring conformance with specifications • monitoring of regular inspections by internal or external agents • recommending ways to eliminate causes of unsatisfactory performance of products or processes

RANGE STATEMENT*Improvements* may include:

- formal practices, such as total quality management or continuous improvement
- improvement by less formal processes that enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Unit Sector(s)

Unit sector

Competency field

Competency field

Management and Leadership - Project Management

Co-requisite units

Co-requisite units

BSBPMG506A Manage project human resources

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to undertake human resource management (HRM) within projects. It involves planning for human resources, implementing staff training and development, and managing the project team and stakeholders.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage human resources within multiple projects are addressed in BSBPMG606A Direct human resources management of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement human resource and stakeholder planning activities	1.1. Identify project stakeholders and verify their expectations in order to quantify project outcomes 1.2. Determine resource requirements for individual tasks, with input from stakeholders and guidance from a higher project authority, to determine project staffing levels and required competencies 1.3. Establish <i>project organisation and structure</i> to align individual and group competencies with project tasks 1.4. Allocate <i>staff</i> to the project with the approval of a higher project authority, to meet work requirements throughout the project life cycle 1.5. Develop and use <i>HRM methods, techniques and tools</i> to implement procedures and plans to ensure clarity of understanding and ongoing HRM
2. Implement staff training and development	2.1. Communicate designated staff responsibilities, authority and individual performance measurement criteria to the project team and other relevant stakeholders, to ensure clarity of understanding of the work and to provide a basis for ongoing assessment 2.2. Identify, plan and implement ongoing development and training of project team members to achieve HRM and overall project objectives, with agreement of a higher project authority 2.3. Measure individuals' performance against agreed criteria and initiate actions to overcome shortfalls in performance and to encourage career progression
3. Manage the project team and stakeholders	3.1. Implement processes to promote continuous improvement of staff, and take actions to improve staff and overall project effectiveness 3.2. Monitor and report internal and external influences on individual and project team member performance and morale to a higher project authority, if necessary, for remedial action 3.3. Implement established procedures for interpersonal communication, counselling and conflict resolution to maintain a positive working environment 3.4. Continually review stakeholder expectations to resolve expectation variance and to ensure project is on track to deliver expected outcomes 3.5. Identify and manage inter-project and intra-project

ELEMENT	PERFORMANCE CRITERIA
	<p>conflict to minimise impact on achievement of project objectives</p> <p>3.6. Identify and document human resource and stakeholder management issues, and recommended improvements, and pass on to higher project authority for application in future projects</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- planning skills to identify skills required and to allocate project responsibilities to staff
- communication and leadership skills to motivate staff, convey expectations and ensure outcomes are met
- interpersonal skills to resolve conflict
- coaching and mentoring skills to boost performance
- analytical skills to review project and to identify improvements.

Required knowledge

- roles and responsibilities in project management
- methods for managing and improving performance
- HRM legislation, methods, techniques and tools.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstrated evidence of successfully managing project staff so that outcomes were achieved on multiple complex projects knowledge of HRM legislation, methods, techniques and tools.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation consideration of feedback from project team and other stakeholders on how human resources were managed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of strategies for managing project human resources and their application to different situations analysis of responses addressing case studies and scenarios which present project human resource management issues and problems assessment of staff allocated to the project evaluation of processes used to measure individuals' performance against agreed criteria and to overcome shortfalls in performance evaluation of how procedures for interpersonal communication, counselling and conflict resolution were implemented.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Project organisation and structure</i> may be affected by established organisational responses to external influences such as:</p>	<ul style="list-style-type: none"> • accepted work practices • relevant legislation, such as anti-discrimination, equal employment opportunity, affirmative action and occupational health and safety • workplace bargaining
<p><i>Staff</i> may be:</p>	<ul style="list-style-type: none"> • external to the organisation, such as consultants, auditors and quality assurance specialists • from within the organisation, such as staff on loan from other projects
<p><i>HRM methods, techniques and tools</i> may include established organisational responses to:</p>	<ul style="list-style-type: none"> • conflict resolution • HRM forecasts, staffing plans and job descriptions • individual and group competency identification and development • performance monitoring, assessment and reporting • staff recruitment and reallocation

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG507A Manage project communications

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to link people, ideas and information at all stages in the project life cycle. Project communications management ensures the timely and appropriate generation, collection, dissemination, storage and disposal of project information through formal structures and processes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage communications within multiple projects are addressed in BSBPMG607A Direct communications management of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan communications processes	<p>1.1. Identify, document and analyse information requirements, with input from stakeholders and guidance from a higher project authority, as the basis for communications planning</p> <p>1.2. Develop, within <i>delegated authority</i>, an agreed communications management plan to ensure clarity of understanding and achievement of project objectives throughout the project life cycle</p> <p>1.3. Establish and maintain designated <i>project management information system (PMIS)</i> to ensure the quality, validity, timeliness and integrity of information and communication</p>
2. Manage project information	<p>2.1. Manage the generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders within established systems and procedures to aid decision making processes throughout the project life cycle</p> <p>2.2. Implement, modify, monitor and control designated information validation processes to optimise quality and accuracy of data</p> <p>2.3. Implement and maintain agreed <i>communication networks</i> between project staff, client and other stakeholders to ensure effective communications at appropriate levels throughout the project life cycle</p> <p>2.4. Identify communication and information management system problems and report them to a higher project authority</p>
3. Assess communications management outcomes	<p>3.1. Conduct finalisation activities to ensure agreed ownership of, and responsibility for, information collected</p> <p>3.2. Review project outcomes to determine the effectiveness of management information and communications processes and procedures</p> <p>3.3. Identify and document lessons learned and recommended improvements, and pass on to higher project authority for application in future projects</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to write reports and communicate key issues
- technology skills to facilitate effective communication
- organisational skills to manage information
- analytical skills to review project outcomes.

Required knowledge

- project life cycle and the place of communications within it
- project management information systems and their various applications.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> development and implementation of a range of project communications that facilitate effective outcomes for multiple complex projects knowledge of the place of communications within the project life cycle.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to project communication documentation consideration of feedback from project team members and other stakeholders as to how effectively communication was managed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of strategies for managing project communications and their application to different situations analysis of responses in addressing case studies and scenarios which present project communication management issues and problems observation of performance in role plays which demonstrate communication skills evaluation of communications management plan review of identification and reporting of communication and information management system problems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Diploma of Project Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Delegated authority</i> means that activities may:</p>	<ul style="list-style-type: none"> • be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate communications management methods and tools • take into account internal organisational change and external environmental change
<p><i>Project management information system</i> is a means for communicating knowledge about the project and provides a systematic approach to the storing, searching and retrieval of information relevant to the project and may include:</p>	<ul style="list-style-type: none"> • complex computer-based systems • modified systems to cater for unique project requirements • simple manual systems
<p><i>Communication networks</i> may include:</p>	<ul style="list-style-type: none"> • client organisation and end users • formal networks • informal networks • organisation's communication networks • specific networks

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG508A Manage project risk

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage risk within a project to avoid adverse effects on project outcomes. It covers determining, monitoring and controlling project risks, and assessing risk management outcomes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage risk within multiple projects are addressed in BSBPMG608A Direct risk management of a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine project risks	<p>1.1. Identify, document and analyse risks, in consultation with stakeholders and higher project authority, as the basis for risk planning</p> <p>1.2. Use established risk management techniques and tools, within delegated authority, to analyse risks, assess options and recommend preferred risk approaches</p> <p>1.3. Develop risk management plans, secure agreement of stakeholders and communicate plans to ensure clarity of understanding and ongoing management of risk factors</p> <p>1.4. Establish designated risk management processes and procedures to enable effective management and communication of risk events, responses and results</p>
2. Monitor and control project risks	<p>2.1. Manage project in accordance with established project and risk management plans to ensure a common approach to the achievement of objectives</p> <p>2.2. Monitor progress against project plans to identify variances and recommend responses to a higher project authority for remedial action</p> <p>2.3. Implement agreed risk responses and modify plans to reflect changing project objectives in an environment of uncertainty</p>
3. Assess risk management outcomes	<p>3.1. Review project outcomes to determine effectiveness of risk management processes and procedures</p> <p>3.2. Identify and document risk issues and recommended improvements, and pass on to higher project authority for application in future projects</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to write risk management plans
- problem-solving skills to control risks
- lateral thinking skills to identify risks
- planning and organisational skills to monitor project progress
- analytical skills to review project outcomes in terms of risk management.

Required knowledge

- risk management framework
- risk management techniques, tools and approaches.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated evidence of effective risk management for multiple complex projects • knowledge of risk management techniques, strategies and tools.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace risk management documentation • consideration of feedback from project stakeholders as to how risks were managed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of the risk management framework • analysis of responses in addressing case studies and scenarios which present project scope management issues and problems • review of risk management plans • evaluation of monitoring of progress against project plans • assessment of identified and documented risk issues and recommended improvements.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units in the Diploma of Project Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Risks may be:</p>	<ul style="list-style-type: none"> • actual • likely/probable • perceived • potential
<p>Risk management techniques and tools may include:</p>	<ul style="list-style-type: none"> • calling upon personal experience and/or subject matter experts • conducting or supervising qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using specialist risk analysis tools to assist in the decision making process
<p>Delegated authority refers to planning and activities that may:</p>	<ul style="list-style-type: none"> • be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate risk management methods, tools and techniques
<p>Risk management processes and procedures may include:</p>	<ul style="list-style-type: none"> • communication with stakeholders, dispute resolution and modification procedures • implementation of risk control trigger mechanisms • measurement of actual progress against planned milestones • recording and reporting of major variance • setting key milestones at significant points during the project and at completion
<p>Recommended responses to variations may be made:</p>	<ul style="list-style-type: none"> • in consultation with project team members, section heads, project manager and stakeholders • independently or with higher project authority

RANGE STATEMENT

	endorsement if necessary <ul style="list-style-type: none"> • regularly throughout the project life cycle • taking into account internal organisational change and external environmental change
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG509A Manage project procurement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake procurement and contract management within projects. It covers determining procurement requirements, establishing agreed procurement processes, conducting contracting and procurement activities, and managing finalisation processes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or an external consultant.</p> <p>In the context of this unit a complex project is defined as a project which involves:</p> <ul style="list-style-type: none"> • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. <p>The functions performed by a program manager to manage procurement within multiple projects are addressed in BSBPMG609A Direct procurement and contracting for a project program.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

<p>Prerequisite units</p>		

Employability Skills Information

<p>Employability skills</p>	<p>This unit contains employability skills.</p>
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine procurement requirements	1.1. Identify procurement requirements with input from stakeholders as the basis for procurement planning and contracts 1.2. Establish and maintain, within <i>delegated authority</i> , an agreed <i>procurement management plan</i> and strategies to ensure clarity of understanding between stakeholders and achievement of project objectives
2. Establish agreed procurement processes	2.1. Obtain information from established sources capable of fulfilling procurement requirements to determine how project objectives can be met 2.2. Adopt established selection processes and selection criteria, including occupational health and safety (OHS) requirements, and communicate to stakeholders and prospective contractors or suppliers to ensure fair competition 2.3. Obtain approvals for procurement processes to be used for the project from higher project authority to enable formal discussions to be conducted
3. Conduct contracting and procurement activities	3.1. Communicate agreed proposals and/or specifications to prospective contractors or suppliers to ensure clarity of understanding of project objectives 3.2. Evaluate responses and select preferred contractors or suppliers in accordance with current legal requirements and agreed selection processes 3.3. Conduct negotiations with preferred contractor or supplier, with guidance of higher project authority if necessary, to agree on contract terms and conditions, establish common goals and minimise uncertainty
4. Implement contract and/or procurement	4.1. Implement established procurement management plan and make <i>modifications</i> with higher project authority approval, to ensure a common approach to achievement of objectives 4.2. Review progress and manage agreed changes to ensure timely completion of tasks, resolution of conflicts and achievement of project objectives within the legal framework of the contract 4.3. Identify and report procurement management problems to higher project authority and implement agreed remedial actions to ensure project objectives are met
5. Manage contract and	5.1. Conduct finalisation activities to ensure contract

ELEMENT	PERFORMANCE CRITERIA
procurement finalisation procedures	<p>deliverables meet contractual requirements</p> <p>5.2. Review project outcomes using available <i>procurement records and information</i> to determine effectiveness of contracting and procurement processes and procedures</p> <p>5.3. Document lessons learned and recommended improvements, and pass on to higher project authority for application in future projects</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills to resolve contractual and logistic issues
- negotiation skills to obtain required agreement in procurement and contracting discussions
- planning and organisational skills to identify procurement and contract requirements and to adjust and sequence these appropriately
- literacy and numeracy skills to produce and work with a range of procurement and contract documentation
- technology skills to use procurement and financial management software.

Required knowledge

- contracts and legal obligations as they relate to project management
- procurement options, procedures and documentation
- relevant legislation, codes and national standards relevant.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> demonstrated experience in managing procurement and contracting processes in multiple complex projects knowledge of contracts and legal obligations as they relate to project management.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to workplace documentation in the area of procurement and contracts consideration of evidence from stakeholders as to how procurement was managed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skill and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate oral or written questioning to assess knowledge of strategies for managing project procurement and their application to different situations analysis of responses in addressing case studies and scenarios which present project procurement and contract management issues and problems review of procurement management plan review of communication of agreed proposals and/or specifications to prospective contractors or suppliers assessment of evaluation of responses and selection processes for preferred contractors or suppliers review of identification and reporting of procurement management problems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• other units in the Diploma of Project Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Delegated authority</i> refers to planning and activities that may:</p>	<ul style="list-style-type: none"> • be conducted routinely or as changing circumstances dictate • be done independently within broad guidance or by taking the lead of a team • involve consultation with other project members, teams and internal stakeholders • involve the selection, use and supervision of appropriate procurement management methods, tools and techniques • take into account internal organisational change and external environmental change
<p><i>Procurement management plan</i> identifies and outlines:</p>	<ul style="list-style-type: none"> • how procurement arrangements are communicated to stakeholders • processes to be used for procurement of resources • process for monitoring and evaluating procurement related to the project • procurement objectives, strategies and time lines • resources to be obtained against a time line and budget • responsibilities for staff/team members
<p><i>Modifications</i> may be made:</p>	<ul style="list-style-type: none"> • in consultation with project team members, section heads, project manager and stakeholders • independently or with higher project authority endorsement if necessary • regularly throughout the project life cycle • taking into account internal organisational change and external environmental change
<p><i>Procurement records and information</i> may include:</p>	<ul style="list-style-type: none"> • contract change proposals and approvals • contract discharge and asset disposal register • contract documentation • contract negotiation documentation

RANGE STATEMENT

	<ul style="list-style-type: none"> • contractor selection criteria, processes and recommendations • procurement management plan • product specifications • test and acceptance procedures and documentation
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Project Management
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Co-requisite units

Co-requisite units		

BSBPMG510A Manage projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project.</p> <p>This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project.</p> <p>The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define project	1.1. Access <i>project scope and other relevant documentation</i> 1.2. Define project <i>stakeholders</i> 1.3. Seek clarification from <i>delegating authority</i> of any issues related to project and <i>project parameters</i> 1.4. Identify limits of own responsibility and reporting requirements 1.5. Clarify relationship of project to other projects and to the organisation's objectives 1.6. Determine and access available resources to undertake project
2. Develop project plan	2.1. Develop <i>project plan</i> including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters 2.2. Identify and access appropriate <i>project management tools</i> 2.3. Formulate risk management plan for project, including occupational health and safety (OHS) 2.4. Develop and approve project budget 2.5. Consult team members and take their views into account in planning the project 2.6. Finalise project plan and gain any necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1. Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2. Provide <i>support for project team members</i> , especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3. Establish and maintain <i>required record keeping systems</i> throughout the project 3.4. Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality 3.5. Complete and forward project reports as required to stakeholders 3.6. Undertake <i>risk management</i> as required to ensure

ELEMENT	PERFORMANCE CRITERIA
	<p>project outcomes are met</p> <p>3.7. Achieve project deliverables</p>
4. Finalise project	<p>4.1. Complete financial record keeping associated with project and check for accuracy</p> <p>4.2. Assign staff involved in project to new roles or reassign to previous roles</p> <p>4.3. Complete project documentation and obtain any <i>necessary sign offs</i> for concluding project</p>
5. Review project	<p>5.1. Review project outcomes and processes against the project scope and plan</p> <p>5.2. Involve team members in the project review</p> <p>5.3. Document lessons learnt from the project and report within the organisation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- literacy skills to read, write and review a range of documentation
- planning and organising skills to develop, monitor and maintain implementation schedules
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - OHS
- organisational structure, and lines of authority and communication within the organisation
- how the project relates to organisation's overall mission, goals, objectives and operations.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of a project plan • details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace project documentation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of how the project relates to the organisation's overall mission, goals, objectives and operations • review of project risk management plan and project plan • evaluation of project reports forwarded to stakeholders • analysis of documentation reviewing project outcomes and processes against the project scope and plan • evaluation of documentation outlining lessons learnt from the project.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other project management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Project scope and other relevant documentation</i> may include:</p>	<ul style="list-style-type: none"> • contract or other agreement • project brief • project plan or summary • other documents outlining expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
<p><i>Delegating authority</i> may include:</p>	<ul style="list-style-type: none"> • customer or client • funding body • manager or management representative • project sponsor
<p><i>Project parameters</i> may include:</p>	<ul style="list-style-type: none"> • finances for project • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including OHS • scope of project • time lines
<p><i>Project management tools</i> may include:</p>	<ul style="list-style-type: none"> • cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis

RANGE STATEMENT	
	<ul style="list-style-type: none"> • PERT charts • project management software • spreadsheets • technical resources required for the project, for example OHS management system tools
<i>Support for project team members</i> may include:	<ul style="list-style-type: none"> • additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching
<i>Required record keeping systems</i> may include systems for:	<ul style="list-style-type: none"> • correspondence • financial data including costs, expenditure, income generated, purchases • project outcomes • quality data including any test results • recording of time spent on project and progress in completing project • samples, prototypes, models
<i>Risk management</i> may include:	<ul style="list-style-type: none"> • changing roles and responsibilities within project team • negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing of ideas to gain improvements to work undertaken within the project
<i>Necessary sign offs</i> may be required by:	<ul style="list-style-type: none"> • clients, customers • funding body • management • project sponsor

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBPUR504B Manage a supply chain

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit specifies the outcomes required to manage a supply chain, including the relationships between an organisation and its supply and demand partners along the chain. It covers implementing a demand driven supply chain management strategy, managing the supply chain, and evaluating and improving supply chain effectiveness.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are responsible for managing a supply chain in an organisation. These individuals develop and implement relevant supply chain management strategies, and manage and review the implementation of improvements to international purchasing strategies.</p> <p>Individuals undertaking this unit support the work of other employees carrying out supply chain management functions.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement demand driven supply chain management strategy	<p>1.1. Assign responsibility for <i>supply chain management</i> within the organisation in accordance with supply chain management strategy</p> <p>1.2. Access and operationalise technology and software for implementation of the supply chain management system within the requirements of the strategy and budgetary allocation</p> <p>1.3. Design policies and procedures to guide business relations and operations in accordance with the strategy</p> <p>1.4. Design or re-design <i>supporting business processes</i> to support implementation of the strategy</p> <p>1.5. Provide <i>support</i> to staff, customers and supply chain to assist in implementation of the supply chain management strategy</p>
2. Manage supply chain	<p>2.1. Manage communication and information exchange with strategic partners and suppliers in accordance with the supply chain management strategy</p> <p>2.2. Facilitate and collaborate with supply chain organisations to determine demand at each level of the supply chain in accordance with the supply chain management strategy</p> <p>2.3. Manage sales and payments in accordance with supply chain and risk management strategies, and legal and ethical requirements</p> <p>2.4. Implement actions to build trust and foster a supply chain culture in accordance with the supply chain management strategy</p> <p>2.5. Identify opportunities to adjust policies and procedures to respond to the changing needs of customers, supply chain and the organisation</p>
3. Evaluate and improve supply chain effectiveness	<p>3.1. Monitor <i>demand chain management</i> and supply chain management in accordance with the supply chain management strategy</p> <p>3.2. Review and identify <i>improvements in the effectiveness of the supply chain</i> with each level of the supply chain, including staff and customers</p> <p>3.3. Compare business data and reports to outcomes, budgets, timelines and forecasts to actual performance</p> <p>3.4. Review technology performance and make</p>

ELEMENT	PERFORMANCE CRITERIA
	recommendations for improvements to hardware, software and/or their use in accordance with strategy and budget 3.5. Use feedback and evaluation results to plan and improve future supply chain management strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and interpersonal skills to establish working relationships with customers, supply chain members and internal colleagues
- literacy skills to document policies and procedures for supply chain management and to write reports containing complex concepts
- leadership skills to coordinate supply chain management policy development and successfully implement those policies
- technology skills to use software applicable to managing a supply chain.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - consumer protection legislation
 - contract law
 - import of goods and services, where relevant
 - sale of goods legislation
 - Trade Practices Act
- organisation policies and procedures related to:
 - business terms and conditions for purchasing, tendering and contracting
 - contracting and tendering
 - ethical behaviour
 - purchasing
 - supply chain management
- product knowledge related to goods and services required by the organisation
- techniques to establish collaborative relationships.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • implementation of a supply chain management strategy • successful management of a supply chain • evaluation and formulation of recommendations for improvement to supply chain management strategy.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of documented supply chain management strategies • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers • review of authenticated documents from the workplace or training environment.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other purchasing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Supply chain management</i> refers to:	<ul style="list-style-type: none"> • management of the entire cycle from raw materials to producers, component suppliers, manufacturers, wholesalers, third party service providers, retailers, customers and recyclers, plus freight, distribution and cash flow
<i>Supporting business processes</i> may include:	<ul style="list-style-type: none"> • accounting • administration • data input • delivering and receiving • ordering • payments • online and other technological inventory management or supply chain integration software
<i>Support</i> may include:	<ul style="list-style-type: none"> • intranet site information • mentoring and coaching arrangements • policies, procedures and guidelines • provision of a help-desk or contact persons • workshops, briefings and training programs • written documentation in the form of manuals, help books, protocols, etc
<i>Demand chain management</i> is:	<ul style="list-style-type: none"> • a collaborative process that involves determining how much product needs to be produced at each level of the supply chain through to the end consumer
<i>Improvements in the supply chain</i> may include:	<ul style="list-style-type: none"> • the role of 'middlemen' or other middle supply chain elements being reduced or made redundant as newer more efficient supply chain methodologies and technologies are implemented • new value being created between producers and consumers

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Administration - Purchasing and Contracting
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Co-requisite units

Co-requisite units		

BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives.</p> <p>This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate interpersonal communication with clients	1.1. Identify and use <i>preferred client communication styles and methods</i> 1.2. Establish rapport with clients using <i>verbal</i> and <i>non-verbal communication</i> processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential <i>barriers to effective communication</i> with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop <i>client loyalty strategies</i> to attract and retain clients in accordance with the business strategy 2.4. Identify and apply <i>client care and client service standards</i>
3. Maintain and improve ongoing relationships with clients	3.1. Develop <i>strategies to obtain ongoing feedback</i> from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in <i>business associations</i> and/or <i>professional development activities</i> to establish and maintain a <i>network</i> of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange <i>information and ideas</i> 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport, and to build and maintain relationships with clients.

Required knowledge

- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation
 - ethical principles
 - marketing code of practice
 - privacy laws
 - Trade Practices Act
- marketing communications concepts and processes
- principles and techniques for effective communication and networking
- sources of business related networks.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • establishing and maintaining relationships with a range of clients related to the candidate's business • participating in and providing, an active contribution to a business related network.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written reports or journals on client relationship activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the candidate communicating with clients • observation of presentations made to business networks • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other relationship management units • marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Preferred client communication styles and methods may include:

- email
- face-to-face
- mail
- phone

Verbal communication may include:

- articulation
- clarity of speech
- feedback
- language
- listening skills
- open questions
- questioning skills
- voice modulation
- voice projection

Non-verbal communication may include:

- active listening
- body language
- body orientation
- clothing
- colour
- distance
- facial expression
- grooming
- gestures
- music
- posture
- sound
- touching
- voice

Barriers to effective communication may include:

- acting on false assumptions and stereotypes
- cultural differences not being addressed
- educational differences not being addressed
- failure to prominently display contact details in all communications provided to the client

RANGE STATEMENT	
	<ul style="list-style-type: none"> • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
<i>Client loyalty strategies</i> include:	<ul style="list-style-type: none"> • access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
<i>Client care and client service standards</i> may include:	<ul style="list-style-type: none"> • accuracy of billing • accuracy of product/service descriptions, specifications in marketing communications • complaint resolution times • incidences of stock outs and back orders • on-hold times • order delivery standards such as: <ul style="list-style-type: none"> • whether right product or service was delivered • delivered to right person or address • delivered on time • politeness, helpfulness and grooming of delivery staff • delivery vehicles parked properly

RANGE STATEMENT	
	<ul style="list-style-type: none"> • cleanliness of delivery vehicles • shipment tracking services • telephone answering times and responses
<i>Strategies to obtain ongoing feedback</i> may include:	<ul style="list-style-type: none"> • including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
<i>Business associations</i> may include:	<ul style="list-style-type: none"> • chambers of commerce • industry associations • institutes • professional bodies • societies
<i>Professional development activities</i> may include:	<ul style="list-style-type: none"> • demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings • trade shows
<i>Networks</i> may include:	<ul style="list-style-type: none"> • business • formal • groups • individuals • informal • organisations • personal
<i>Information and ideas</i> may include:	<ul style="list-style-type: none"> • changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Relationship Management
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Co-requisite units

Co-requisite units		

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders to promote and advance learning programs.</p> <p>The unit also covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to leaders or managers working in either an educational organisation or a non educational enterprise where learning is used to build capabilities. It includes forming partnerships or other collaborative arrangements to achieve improved learner, community, career, or work outcomes.</p> <p>Educational leaders gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their educational expertise and effective interpersonal and communication skills. In the vocational education and training sector, learning leaders and managers must build partnerships and lead in a collaborative manner to ensure learning has a strategic role in the ever changing context, and in the face of complex influences that affect learning.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate to influence relevant individuals and stakeholders	1.1. Generate trust, confidence and support from <i>relevant individuals</i> , other <i>stakeholders</i> and <i>potential learners</i> by demonstrating a high standard of personal performance and conduct 1.2. Implement <i>communication strategies</i> to represent the organisation positively to media, local community and stakeholders 1.3. Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4. Use a range of <i>influencing strategies</i> to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5. Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1. Establish outcomes to be achieved from a learning <i>partnership</i> 2.2. Analyse models for effective consultation and collaboration within a partnership 2.3. Cultivate <i>collaborative communities</i> and partnerships through application of a range of learning and communication solutions 2.4. Forge relationships, collaborative communities or partnerships between a <i>training and assessment organisation</i> and a <i>public or private sector enterprise</i> 2.5. Consult stakeholders to establish vocational education and training <i>partnership learning programs</i>
3. Establish positive collaborative relationships	3.1. Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2. Establish processes to <i>resolve conflict in a fair, equitable and collaborative manner</i> 3.3. Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed <i>performance standards</i> 3.4. Encourage staff to embrace a learning culture and to

ELEMENT	PERFORMANCE CRITERIA
	<p>undertake activities that develop their personal competence and performance</p> <p>3.5. Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, <i>diversity</i> and <i>organisational and legal requirements</i></p> <p>3.6. Establish <i>indicators</i> and <i>feedback processes</i> that can be used to evaluate the health of the work environment</p>
4. Lead establishment of a partnership program	<p>4.1. Identify and address <i>relevant organisational policies and procedures</i> in partnership learning program plans</p> <p>4.2. Identify and incorporate relevant legal requirements into planning of learning programs established in a community or partnership setting</p> <p>4.3. Form partnership learning programs in collaborative and consultative processes involving public or private sector enterprises</p> <p>4.4. Plan and allocate <i>resource requirements</i> to accomplish a partnership learning program</p> <p>4.5. Establish relevant organisational policies and procedures relating to partnerships, and training and assessment services</p>
5. Establish reporting mechanisms for partnership program	<p>5.1. Establish <i>reporting systems</i> for <i>reporting results</i>, that meet <i>reporting requirements</i>, against planned partnership outcomes</p> <p>5.2. Implement <i>reporting systems</i> to map learner progress against partnership outcomes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - evaluate organisational information management systems, policies and procedures
 - select relevant evaluation information and documentation
 - identify any potential and current non-compliance
 - access and interpret organisation's standards and values
 - analyse records or notes of the evaluation process
- initiative and enterprise skills to establish collaborative partnerships and relationships
- interpersonal and communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- planning and organising skills to:
 - research and evaluate validation processes, and to determine and implement improvements to these processes
 - develop and establish agreement to plans
- problem-solving skills to review feedback and to plan improvements
- teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships.

Required knowledge

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated capacity to foster learning partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills • developing collaborative approaches to enhance individual, team and organisational outcomes • initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements • knowledge of relevant policy, legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • competence is consistently demonstrated over time, and over a range and variety of situations • access to required assessment facilities and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, especially relating to formation of professional networks and stakeholder consultation in relation to forming partnerships for vocational education and training programs • direct observation of contextual application of skills • submission of a portfolio of evidence including previous work forging partnerships • oral or written questioning to assess knowledge of development of industry learning partnerships.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• BSBLED702A Lead learning strategy implementation• BSBLED707A Establish career development services• BSBLED709A Identify and communicate trends in career development• PSPMNGT614A Facilitate knowledge management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Relevant individuals</i> may include:	<ul style="list-style-type: none"> • employees • employers • government agencies and departments • learners/students • industry associations, employer bodies, professional associations • industry representatives • national Industry Skills Councils • people working in the roles targeted by training • regulatory and licensing authorities • research agencies • state/territory industry training advisory bodies • subject or technical specialists or experts • unions • universities
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • employees • industry, employee, employer, professional and peak bodies or associations • learners/students • other training and assessment organisations • public or private sector enterprise
<i>Potential learners</i> may include:	<ul style="list-style-type: none"> • apprentices and trainees • current or ongoing learners and clients • existing industry and enterprise employees • individuals changing careers • individuals learning new skills and knowledge • individuals or groups meeting licensing or other regulatory requirements • individuals seeking to upgrade competencies

RANGE STATEMENT	
	<ul style="list-style-type: none"> • individuals who are unemployed • individuals who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities • overseas learners and international students • potential learners and clients • recent migrants and people from culturally and linguistically diverse backgrounds • school leavers, new entrants to the workforce
<i>Communication strategies</i> may include:	<ul style="list-style-type: none"> • conducting presentations • developing and applying interview and interpersonal communication protocols • developing and circulating marketing materials • developing promotional materials and course outlines • initiating and conducting a public communication strategy
<i>Influencing strategies</i> may include:	<ul style="list-style-type: none"> • debate • dialogue • discussion • formal and informal techniques • levels of participation • moderated negotiations • networking • strategies applied face-to-face or collectively (e.g. in a learning community or community of practice)
<i>Partnerships</i> may:	<ul style="list-style-type: none"> • be informal • be physical or virtual (e.g. online) • involve a formal agreement • involve one or more enterprises, and training and assessment organisations • involve one or more learning programs
<i>Collaborative communities</i> may include:	<ul style="list-style-type: none"> • communities of practice • formal or informal relationships • informal and formal groups in collaborative relationships • knowledge communities • knowledge networks • learning communities • physical or virtual relationships

RANGE STATEMENT	
	<ul style="list-style-type: none"> • supply chain communities • virtual circles
<i>Training and assessment organisation</i> may include:	<ul style="list-style-type: none"> • organisation that delivers non-recognised vocational education and training • organisation working in a partnership arrangement with an RTO to deliver recognised vocational education and training • RTO delivering recognised vocational education and training services such as TAFE institutes, private commercial colleges and organisations, enterprises, community organisations, group training companies and secondary schools
<i>Public or private sector enterprises</i> may include:	<ul style="list-style-type: none"> • community bodies • government agencies • privately owned companies
<i>Partnership learning program</i> may include:	<ul style="list-style-type: none"> • accredited course which includes Training Package outcomes • community education program • nationally endorsed qualification from a Training Package or accredited course • part of a VET in Schools program • part of an apprenticeship or traineeship • professional development program • short course or non-recognised vocational program • short-term development plan • short-term induction program • subset of a learning strategy • traineeship or apprenticeship • workplace learning program
<i>Resolving conflict in a fair, equitable and collaborative manner</i> may include:	<ul style="list-style-type: none"> • adherence to relevant legislative, legal, workplace requirements • application of organisational complaints procedures • internal or external specialists
<i>Performance standards</i> may be based on:	<ul style="list-style-type: none"> • personal or task outcomes • span short- or long-term outcomes • strategic, operational outcomes
<i>Diversity</i> includes difference in:	<ul style="list-style-type: none"> • age • belief systems and values

RANGE STATEMENT	
	<ul style="list-style-type: none"> • culture • expertise, experience and working styles • gender • interpersonal style • interests • language, literacy and numeracy • physical differences • politics • race • religion • sexual orientation • thinking and learning styles
<i>Organisational and legal requirements</i> may include:	<ul style="list-style-type: none"> • collaborative and partnership arrangement agreements such as memoranda of understanding • confidentiality and privacy requirements • licensing requirements • requirements for initial and continuing registration as defined in the AQTF Standards for Registered Training Organisations and state/territory legislation and regulations governing provider registration and course accreditation • requirements of awards and enterprise bargaining agreements • requirements of endorsed Training Packages • requirements of other relevant commonwealth and state/territory legislation, for example relating to matters such as OHS, anti-discrimination, workplace and industrial relations, workers compensation, apprenticeships and traineeships • requirements set by professional associations • requirements set by quality systems
<i>Indicators</i> may include:	<ul style="list-style-type: none"> • formal human resources and related indicators to provide benchmark, comparative measures on: <ul style="list-style-type: none"> • average hours in relation to output per employee • down-time • related operational and planning indicators • revenue per employee/team

RANGE STATEMENT	
	<ul style="list-style-type: none"> • staff absenteeism • staff satisfaction • staff turnover • training hours
<i>Feedback processes</i> include:	<ul style="list-style-type: none"> • formal complaints or suggestions procedures • formal-informal • independent audits • management audits/workplace checks • surveys • virtual or physical • whistleblower policy
<i>Relevant organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • access and equity • assessment procedures and options • client services • confidentiality requirements • ethical standards • fees and payment schedule • grievance and appeals processes • learner selection, enrolment, induction and orientation procedures • mutual recognition obligations • policies and procedures being available to all personnel, learners, clients and candidates • staff recruitment, induction and ongoing development and monitoring • support services available • human resources policies and procedures and legal requirements including anti-discrimination, equal employment, OHS • administrative and records management systems, for example that relating to: <ul style="list-style-type: none"> • contract manager • document version control • maintenance, retention, archiving, retrieval, storage and security of training and assessment information and records • personnel responsible for analysing statistics and data to ensure organisation complies with relevant standards across all of its operations and training and assessment activities

RANGE STATEMENT	
	<ul style="list-style-type: none"> • privacy and access to training and assessment information and records • reporting and recording requirements and arrangements • supervisors and managers • union and employee representatives • users of training information such as finance personnel, human resources personnel, employers
<i>Resource requirements</i> may include:	<ul style="list-style-type: none"> • additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
<i>Reporting systems</i> for reporting results may include:	<ul style="list-style-type: none"> • arrangements for the issuing of Australian Qualifications Framework (AQF) qualifications and Statements of Attainment • arrangements for recognising and recording current competencies • electronic student management system which complies with AVETMISS or other reporting or statistical collection requirements • internal organisational recording and reporting systems • record keeping policies and procedures
<i>Reporting results</i> may include:	<ul style="list-style-type: none"> • Australian Apprenticeship Centre forms and letters such as for incentives and completions • availability of all reports and records for audit and monitoring purposes • enrolment forms • financial reporting for funding and payments from funding body • OHS incident reporting systems • performance agreements • reporting for apprenticeship and traineeship program delivery • reporting for in-house or internal program delivery

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Training Contract and RTO notifications
<i>Reporting requirements</i> may include those specified in:	<ul style="list-style-type: none"> • AQTF Standards for Registered Training Organisations • AVETMISS process documentation • organisational documentation
<i>Reporting systems</i> to map learner progress against partnership outcomes may include:	<ul style="list-style-type: none"> • electronic systems including those using business technology such as: <ul style="list-style-type: none"> • computers • hardware • software • telephone networks • physical systems such as face-to-face and print communications

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Stakeholder Relations - Relationship Management
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Co-requisite units

Co-requisite units		

BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise <i>information</i> in a format suitable for analysis, interpretation and dissemination in accordance with <i>organisational requirements</i> 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that <i>methods of collecting information</i> are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use <i>business technology</i> to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define <i>objectives of research</i> ensuring consistency with organisational requirements 2.2. Ensure that data and <i>research strategies</i> used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify <i>key words and phrases</i> for use as part of any online search strategy, including the use of <i>Boolean operators</i> and other search tools 2.4. Use reliable <i>methods of data analysis</i> that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and <i>business objectives</i>
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain <i>feedback</i> and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe recording practices
- organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
- research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues • review of reports outlining research findings.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information</i> may include:</p>	<ul style="list-style-type: none"> • demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
<p><i>Methods of collecting</i></p>	<ul style="list-style-type: none"> • checking research provided by others

RANGE STATEMENT	
<i>information</i> may include:	<ul style="list-style-type: none"> • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
<i>Business technology</i> may include:	<ul style="list-style-type: none"> • answering machine • computer • fax machine • photocopier • telephone
<i>Objectives of research</i> may include:	<ul style="list-style-type: none"> • comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
<i>Research strategies</i> may include:	<ul style="list-style-type: none"> • data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases
<i>Key words and phrases</i> may include:	<ul style="list-style-type: none"> • American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
<i>Boolean operators</i> may include:	<ul style="list-style-type: none"> • exclude - / NOT • include + / AND • or • phrase searching " "() • variations, depending on the resource being used
<i>Methods of data analysis</i> may include:	<ul style="list-style-type: none"> • data sampling • feedback on results • peer review

RANGE STATEMENT	
	<ul style="list-style-type: none"> • review of previous research • statistical analysis
<i>Business objectives</i> may include:	<ul style="list-style-type: none"> • community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Research
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBRES402A Research, locate and provide legal and other information in response to requests

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research, locate and provide information in response to a request so that client needs can be met. This may involve combining and analysing information from a number of sources before composing a report for the client.

All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

This unit describes the performance outcomes, skills and knowledge required to research, locate and provide information in response to a request so that client needs can be met. This may involve combining and analysing information from a number of sources before composing a report for the client.

All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Application of the Unit

This unit applies to individuals who apply a broad knowledge of administration tasks in the provision of support to legal professionals.

This unit applies to individuals who apply a broad knowledge of administration tasks in the provision of support to legal professionals.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Receive and process a request for information	1.1 Document request using appropriate recording system
	1.2 Confirm client identity and/or other party's right to receive information
	1.3 Clarify client needs and establish relevant criteria in consultation with designated person to ensure client needs are met
	1.4 Research and identify appropriate response methods and format
	1.5 Forward request for information to others where appropriate
2 Identify information source/s	2.1 Identify and research relevant sources and locations of information
	2.2 Obtain access to identified sources
	2.3 Resolve problems with accessing information promptly and efficiently
3 Organise self or other person to extract information	3.1 Locate and extract information relevant to the particular request
	3.2 Discuss and implement resolutions to problems in accessing information with designated person where appropriate

- 3.3 Copy extracted information in accordance with **firm's security and confidentiality procedures**
 - 3.4 Maintain **integrity of contents/information**
- 4 Ensure information meets request
 - 4.1 Analyse, evaluate and edit extracted information to fit client needs
 - 4.2 Combine **different types of information**, where appropriate, to provide a response to a request
- 5 Compose report/correspondence
 - 5.1 Develop report/correspondence plan and synopsis
 - 5.2 Write report/correspondence using clear and concise language
 - 5.3 Check spelling, punctuation, grammar and amend where necessary
- 6 Organise self or other person to format report/correspondence
 - 6.1 Format report/correspondence according to **enterprise requirements**
 - 6.2 Check report/correspondence for accuracy and to ensure that intended meaning is readily understood by recipient and that it conforms with firm's policies and procedures
- 7 Finalise report/correspondence
 - 7.1 Arrange review and sign off of report/correspondence with designated person within designated time lines
 - 7.2 Apply **firm's information recording procedures**
 - 7.3 Forward report/correspondence to client

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

communication skills to follow and interpret oral instructions, and to provide clear and specific instructions about information required

literacy skills to follow complex legal procedures; to consider aspects of context, purpose and audience when generating and formatting texts; to edit and proofread documents to ensure clarity of meaning, accuracy and conformity to enterprise requirements

numeracy skills to collate and present data, graphs and annotated references

organisational skills to select and apply the procedures and strategies needed to perform a range of tasks within designated time lines

problem-solving skills to use processes flexibly and interchangeably

research skills to locate specific information

technology skills to use a range of software applications.

Required knowledge

application of firm's policies and procedures required in the full range of tasks covered

legal terminology in relation to area of law and relevant legal process

relevant state/territory/commonwealth legislation, rules, regulations and/or codes in relation to client and firm e.g. copyright and intellectual property, Freedom of Information, Privacy Act

accepted codes of practice relevant to the workplace including those relating to:

privacy and confidentiality

use of company property

duty of care

ethical behaviour

non-discriminatory practice

conflict of interest

compliance with reasonable direction.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

locating and providing appropriate information, which meets client needs, in required format

adhering to relevant codes of practice, in particular those relating to privacy and confidentiality

providing materials which meet firm's policies and procedures

knowledge of relevant legislation, rules, regulations, codes of practice and research resources.

Context of and specific resources for assessment

Assessment must ensure:

access to an actual workplace or simulated environment

access to appropriate legislation and regulations relevant to common legal matters

access to workplace manuals and reference materials such as company policy, procedural manuals and checklists

access to list of relevant sources of documentation and sample forms

access to background information on courts, their jurisdiction and behavioural requirements

access to appropriate technology such as computers with relevant software

access to appropriate texts and to people with expert knowledge such as legal practitioners

access to appropriate legislation and regulations relevant to common legal matters, such as that which is accessible via:

<http://www.law.gov.au>

<http://www.ag.gov.au>

<http://www.austlii.edu.au/>

<http://www.australia.gov.au/states-territories>

<http://www.act.gov.au>

<http://www.nsw.gov.au>

<http://www.nt.gov.au>

<http://www.qld.gov.au>

<http://www.sa.gov.au>

<http://www.tas.gov.au>

<http://www.vic.gov.au>

<http://www.wa.gov.au>

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

analysis of responses to case studies and scenarios

demonstration of techniques

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

review of report/correspondence compiled in response to client request and the formatting of the report/correspondence

evaluation of how firm's information recording procedures have been applied

oral or written questioning to assess knowledge of accepted codes of practice relevant to the workplace.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

BSBLEG412A Interpret and apply legislation

BSBRES403A Research legal processes

other legal services administration units or general business units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Request for information may come from:

- barrister
- external clients
- internal staff
- other parties
- staff from another office

Appropriate recording system may be:

- electronic
- paper-based

Designated person may include:

- external client
- external official
- lawyer
- legal practice manager
- partner
- supervisor
- teacher/trainer

Appropriate response methods may include:

- letters
- reports
- sending copies of original information
- sending original information

Appropriate format may include:

- completion of proforma
- photocopies
- preparation of original documents

Relevant sources of information may include:

- agreements
- articles:
 - academic
 - journal
 - newspaper
 - online

briefs

client file

closed matter file

financial information:

specific to firm

specific to another firm

state/territory

commonwealth

international

internal correspondence

letters

market research information

media:

audio

television

video

memorandums of law

non-legal reports

opinion letters

original research

other bodies

other libraries

pleadings

precedents

previous case histories/Common Law

relevant legislation

specialist texts

statistics

transcripts from supervisor's notes

addresses

Firm's security and confidentiality procedures may relate to non-disclosable

information and may include:

court dates
fees
firm's other clients
health status
legal history
personal history

Integrity of contents may include:

completeness
neatness
order of pages

Different types of information may include:

certificates
correspondence
entitlements
legislation
reports

Enterprise requirements for document formatting may include:

appropriate use of letterhead
correct line spacing
correct margins
correct use of reference
dual column system
list of enclosures
paragraph numbering
placing of headings
presence/absence of a back sheet
presence/absence of a cover sheet
specific sign off clauses
table of contents
usage of keycaps and font features
use of document footers

Firm's policies and procedures may include:

customer service protocol
document recording procedures
information sources
protocol for accommodating specific client needs e.g. case manager, social worker,

parole officer, translator, interpreter
recording information
report/correspondence format
security/confidentiality/privacy procedures
verifying and authorising information

Firm's information recording procedures
may include:

attaching file name and matter number
ensuring client file is updated
maintaining time records
storing and securing copy

Unit Sector(s)

empty
empt

Competency field

Knowledge Management - Research
Knowledge Management - Research

BSBRKG301B Control records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to classify, register, and track records and information about records within a business or records system.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.</p> <p>The application is in relation to business or records systems that provide guidelines and processes to assist users in making judgements on record status and classification, and should be performed under supervision or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify records for capture	1.1. Categorise incoming material and identify records, metadata and formats for capture 1.2. Assess incoming material against organisational checklist for determining what material needs to be captured 1.3. Deal with material which does not need to be registered 1.4. Locate, remove or copy record, when action is complete, from the active business or records system
2. Classify records	2.1. Match identified transaction, action or activity documented by records to organisation's classification scheme 2.2. Select full classification and sentencing of records in accordance with the system's rules and organisational procedures 2.3. Link classified or sentenced records to other records in business or records system 2.4. Select indexing points (cross reference terms) for records in accordance with system's rules and organisational procedures
3. Register records	3.1. Select and record unique identifiers for records in accordance with business or records system rules and procedures 3.2. Register records into business or records system 3.3. Document and forward records to appropriate locations or officers, observing any special handling requirements of the record format
4. Track records	4.1. Determine unique identifiers of records from requests or instructions 4.2. Obtain storage location , history and information of records from business or records system 4.3. Update and amend information about records 4.4. Complete all transactions within designated timeframes 4.5. Complete and obtain appropriate documentation or reports
5. Audit records	5.1. Locate records with action officer and in storage areas, in accordance with supervisor's instructions 5.2. Audit records against predetermined criteria in accordance with organisational procedures and

ELEMENT	PERFORMANCE CRITERIA
	quality program 5.3.Document and report any discrepancies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to receive and interpret requests for records
- literacy skills to read and interpret nature of record content
- problem-solving and analysis skills to interpret and apply descriptive standards
- self management skills to accurately record metadata.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • registering and tracking the location of records using appropriate processes for capture and classification • identifying activities documented by records • applying classifications schemes • recording metadata accurately.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Categorising records may include:

- determining storage locations
- environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards
- identifying areas or officers to which records are forwarded
- modifying formats or media of record in line with organisational requirements
- using organisational checklists of materials for capture
- taking action on records which do not require registering, including in relation to records for immediate destruction
- validating the authenticity, integrity, reliability and useability of records

Records may include:

- different stages of use:
 - active
 - archival
- digital:
 - remote drives
 - servers
 - CDs
 - DVDs
 - imaging systems
 - PC-based applications
 - mainframe
- physical:
 - audio-visual or multimedia
 - graphic
 - microform
 - paper-based (acid free or multiple copies)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations
<p><i>Metadata</i> are those records which are maintained about the records themselves and may include:</p>	<ul style="list-style-type: none"> • activity classification terms • date, time, and location of record creation or registration into the system • identity of record creator • indexing and descriptive terms • record format • security and access information • unique identifiers for each record
<p><i>Business or records systems</i> may include:</p>	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to: <ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
<p><i>Rules and procedures</i> may relate to:</p>	<ul style="list-style-type: none"> • classification • destruction • manually generated running numbers • ownership • responsibility • system generated identifiers • transfer of custody
<p><i>Registering</i> records may include:</p>	<ul style="list-style-type: none"> • access and security status: <ul style="list-style-type: none"> • confidential • high-security (restricted)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • open • description • details of record creator • disposal class and use including: <ul style="list-style-type: none"> • conversion to other record formats • destruction • retention • transfer • immediate location • other control information to fulfil system requirements • physical dependencies or format of a record that will assist with its management over time • title
<i>Special handling requirements</i> may include:	<ul style="list-style-type: none"> • secondary storage requirements • back-up and recovery procedures • migration requirements, which may include: <ul style="list-style-type: none"> • superseded media formats • format which may deteriorate over time
<i>Storage location</i> may include:	<ul style="list-style-type: none"> • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • imaging systems • physical: <ul style="list-style-type: none"> • centralised or decentralised • commercial storage service or government repository • in-house or outsourced • microform • offline or off-site
<i>Updating and amending information</i> may derive from:	<ul style="list-style-type: none"> • action officers • file transfer slips • requests • results of quality assurance audit • supervisor • user
<i>Transactions</i> may include:	<ul style="list-style-type: none"> • transfer of records • disposal

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reporting • auditing, which may address: <ul style="list-style-type: none"> • compliance with recordkeeping metadata standards or requirements • content • location • titling • disposal
<i>Documentation or reports</i> may include:	<ul style="list-style-type: none"> • daily correspondence • over due action reports • proof of receipt • record of movement • resubmits for following day • statistics
<i>Criteria</i> for audit may include:	<ul style="list-style-type: none"> • compliance with recordkeeping metadata standards/requirements • content • location • titling • unique identifier

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units	

Co-requisite units		

BSBRKG302B Undertake disposal

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify which records are subject to a disposal program, and to safely and securely transfer or dispose of the records.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.</p> <p>The application is in relation to the disposal of records from an existing business or records system that has guidelines and processes to assist in making judgements on the status and classification of records. These judgements should be performed under supervision or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct a records survey	<p>1.1. Inform users of the business or records system, about the records survey to be conducted, encouraging cooperation and input in identifying and assessing records and formats for disposal</p> <p>1.2. Gather required data about records in accordance with the predetermined methodology and user requirements</p> <p>1.3. Assess records to determine disposal status</p> <p>1.4. Present findings of survey to inform users of proposed disposal processes and requirements</p> <p>1.5. Undertake quality control measures in accordance with organisational procedures, to ensure consistency in determining disposal status and retention periods</p>
2. Undertake disposal actions	<p>2.1. Seek approval from appropriate individual/body for disposal actions</p> <p>2.2. Destroy records which are no longer required for any purpose, in accordance with approval and organisational procedures</p> <p>2.3. Store records which need to be kept for a further period, in accordance with legal obligations and organisational records storage requirements</p> <p>2.4. Store original vital records, and copies of vital records where applicable, in accordance with organisational procedures and vital records strategy</p> <p>2.5. Record and authorise all disposal actions in accordance with legal obligations, organisational procedures and business or records system rules</p>
3. Maintain control of records	<p>3.1. Prepare disposal documentation by recording the unique identifiers of the records to be disposed of in a form compliant with organisational rules and procedures for the transfer of custody, ownership and/or responsibility, or destruction of records</p> <p>3.2. Prepare records for transfer for movement in accordance with storage medium requirements</p> <p>3.3. Retain identifying documentation for transfer as part of organisational records and forward a copy to the recipient</p> <p>3.4. Document transit locations for records to be moved in the location control system, where applicable</p> <p>3.5. Maintain identifying documentation for destroyed records as part of organisational records where</p>

ELEMENT	PERFORMANCE CRITERIA
	appropriate
4. Transfer records	<p>4.1. Determine method, timeframe and personnel to undertake the movement in accordance with the organisational procedures and record requirements</p> <p>4.2. Document relocation of records in the location control system and other systems, in accordance with organisational procedures</p> <p>4.3. Complete and document the movement of records in accordance with the organisational procedures</p> <p>4.4. Obtain proof of receipt and forward to appropriate authority where it is required</p>
5. Destroy records	<p>5.1. Determine method, timeframe and personnel to undertake the destruction, in accordance with organisational procedures and record requirements</p> <p>5.2. Document destruction of records in the location control system and other systems, in accordance with organisational procedures</p> <p>5.3. Complete and document destruction of records in accordance with legal requirements and organisational procedures</p> <p>5.4. Destroy records under secure conditions</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to consult with users of a records or business system
- literacy skills to read and interpret nature of record content
- problem-solving and analysis skills to interpret and apply rules affecting disposal of records
- self-management skills to accurately record metadata.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures and tools particularly those relating to description, disposal and storage of records.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • assessing records to identify disposal status • recording and controlling processes as part of a disposal program • knowledge of relevant legislation, regulations, standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Informing</i> users may include:</p>	<ul style="list-style-type: none"> • access to staff meetings • email • legal or regulatory requirement • minute or memorandum • noticeboards • organisation-wide publications • personal visit • phone call
<p><i>Users</i> may include:</p>	<ul style="list-style-type: none"> • action officer • external organisation • manager of an operational area or section • more experienced colleague or someone familiar with the area • supervisor
<p><i>Business or records systems</i> may include:</p>	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to: <ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
<p><i>Records</i> may include:</p>	<ul style="list-style-type: none"> • different stages of use:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations
<i>Records survey</i> may be undertaken to:	<ul style="list-style-type: none"> • add to corporate memory • analyse functions of authorities • aid disaster recovery and critical records planning • identify discovery order • respond to Freedom of Information request • gather general statistics • identify records regularly required for transfer • locate time expired records • prepare retention and disposal schedules • respond to a requirement for repository or storage planning • review a variety of business or records systems • transfer or destroy records • respond to a user satisfaction survey
<i>Identifying and assessing records</i> may include:	<ul style="list-style-type: none"> • applying criteria for vital records, to which specific criteria apply, or which document: <ul style="list-style-type: none"> • legal liabilities • ownership rights or entitlements • policy records/precedent decisions

RANGE STATEMENT

	<ul style="list-style-type: none"> • rights or entitlements of individuals • consulting identifying documentation found in: <ul style="list-style-type: none"> • databases • lists • notes about the records • proforma • consulting retention and disposal schedules which may be: <ul style="list-style-type: none"> • continuing • functional • general • multiple • one-time • single • environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards • identifying: <ul style="list-style-type: none"> • access restrictions • any extenuating impediments to the destruction • how information is likely to be presented and manipulated • how information is to be retrieved • how many people will need to retrieve the information • what information is needed
Formats may include:	<ul style="list-style-type: none"> • audio-visual or multimedia formats • electronic • graphic • mainframe • microform • paper-based (acid free or multiple copies) • PC-based applications
Data about records may include:	<ul style="list-style-type: none"> • documentation relating to: <ul style="list-style-type: none"> • authenticity • integrity

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reliability • social or business activities • useability • record's: <ul style="list-style-type: none"> • arrangement • condition • creator • date range • format • frequency of use • function • location • owner • quantity • series title • whether or not data has been captured into a business or records system • whether or not there is a retention and disposal schedule
<i>Disposal status</i> may include:	<ul style="list-style-type: none"> • disposal actions • records requiring sentencing or review • records requiring appraisal (where no disposal authority exists)
<i>Approval</i> may include permission for transfer of archival records from:	<ul style="list-style-type: none"> • archival authority • own organisation • receiving organisation
<i>Disposal</i> may be:	<ul style="list-style-type: none"> • outsourced • undertaken by movement, permanent transfer, loan or destruction • undertaken by the organisation
<i>Storing records</i> may include:	<ul style="list-style-type: none"> • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • imaging systems • physical: <ul style="list-style-type: none"> • centralised or decentralised • commercial storage service or government

RANGE STATEMENT	
	repository <ul style="list-style-type: none"> • in-house or outsourced • microform • offline or off-site
<i>Transfer</i> may include:	<ul style="list-style-type: none"> • copying or downloading from one medium to another • flagging electronic records for offline storage • migrating from one database to another • movement between organisations • placing paper, microform, audio-visual or multimedia records into boxes
<i>Identifying documentation</i> may include:	<ul style="list-style-type: none"> • recording old and new unique identifiers found in: <ul style="list-style-type: none"> • business or record system • records themselves • documentation accompanying the records • preparing records of transfer which include: <ul style="list-style-type: none"> • approving officer • dates • destination • locations • method to be used • originating organisation • range of record unique identifiers • titles • who undertook the transfer

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units		

BSBRKG303B Retrieve information from records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to receive a request and to deliver the record or information about the record.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.</p> <p>The application is in relation to the retrieval of records from an existing business or records system that has guidelines and processes to assist in providing information in response to basic requests. The location of records will be performed under supervision or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Locate/retrieve records required	1.1. Identify and refine search criteria and keywords (or other control information) to retrieve <i>records</i> , in consultation with user making <i>request</i> 1.2. Adopt a systematic approach to details that are difficult to determine 1.3. Search <i>business or records system</i> to retrieve records according to agreed criteria 1.4. Locate or retrieve records to match request
2. Ensure security of records	2.1. Identify person requesting the record and access category confirmed, in accordance with organisational procedures 2.2. Check security and access clearance documents to match with category of identified person requesting the record 2.3. Where necessary, inform user of access denial. in accordance with organisational procedures
3. Provide required information or records	3.1. Mask specific records, or portions thereof, to prevent access where required 3.2. Prepare requested information for requester in an <i>appropriate format</i> 3.3. Deliver record, or record information, within the specified timeframes 3.4. <i>Document</i> the process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify records
- research skills to identify, retrieve and organise information for users.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
 - environmental context
 - records characteristics
- organisational business functions, structure and culture.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • working with system users to identify information requirements • maintaining accuracy in recording information • providing appropriate information and responses to requests.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Records</i> may include:</p>	<ul style="list-style-type: none"> • different stages of use: <ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations
<p><i>Request</i> may be:</p>	<ul style="list-style-type: none"> • computer-generated • email • facsimile • internet request • system-generated • verbal • written
<p><i>Business or records systems</i> may include:</p>	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
<i>Appropriate format</i> for provision of information may include:	<ul style="list-style-type: none"> • hard or soft copy of original • digital • original • permission to view the information or record rather than being provided with a copy
<i>Documenting</i> the process may include:	<ul style="list-style-type: none"> • documenting specific records that have been retrieved and used to provide information including details such as the request for information, its receiver, permissions and formats • recording any new locations of records and the formats in which records are provided to the user

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units		

BSBRKG304B Maintain business records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation.</p> <p>The application is in relation to the maintenance of records from an existing business or records system that has guidelines and processes to assist in the process. Work carried out in the interest of system maintenance will be performed under supervision or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collate business records	1.1. Identify individual <i>records</i> or <i>information</i> which should be incorporated into <i>business or records system</i> according to organisational criteria 1.2. Sort records in accordance with workplace requirements 1.3. Adhere to <i>security and access requirements</i> in accordance with organisational procedures
2. Update business or records system	2.1. Identify and record control information for describing new records to be incorporated into business or records system 2.2. Update control information describing movement or use of records within business or records system 2.3. Accurately record and update control information in business or records system 2.4. Identify and remove records of completed business activities from current system for disposal
3. Prepare reports from the business or records system	3.1. Interpret requests for <i>reports</i> and clarify the content and frequency sought, where necessary 3.2. Prepare reports from business or records system in accordance with instructions or request 3.3. Prepare reports in accordance with organisational security and access procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify and manage records.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
 - environmental context
 - records characteristics.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • complying with organisational procedures and workplace requirements • knowledge and understanding of business or records systems • accurately recording information.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of general principles and processes of business or records systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Records</i> may be:</p>	<ul style="list-style-type: none"> • at different stages of use: <ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • from a variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations
<p><i>Information</i> may include:</p>	<ul style="list-style-type: none"> • customer relationship management • expenditure • human resources management • invoicing/sales • legislative/regulatory/licensing compliance • risk management • stock control • taxation, asset management
<p><i>Business or records systems</i> may be:</p>	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems

RANGE STATEMENT	
	<ul style="list-style-type: none"> • characteristics relating to: <ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems • systems unique to individual workplaces and organisations
<i>Security and access requirements</i> may relate to:	<ul style="list-style-type: none"> • individuals or positions of individuals • protection of privacy • security restrictions • trade secrets or commercial-in-confidence information
<i>Reports</i> may be:	<ul style="list-style-type: none"> • ad hoc • computer generated • hand prepared • part of a management solution for another support/operational function • regular records management reports • system management reports

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units	

BSBRKG401B Review the status of a record

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to review and document the changing context and status of records which have been appraised as having temporary or ongoing value, and which have been identified as requiring conditions for access.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to business or records systems that have guidelines and processes to assist in making judgements on the status and classification of records, and should be performed under supervision, or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify classes of records justifying review	1.1. <i>Compile and review</i> a list of the <i>criteria for review</i> to be met by <i>records and formats</i> 1.2. Apply the records in the subject jurisdiction criteria 1.3. Identify and document the records that meet the criteria
2. Review disposal authority and access conditions	2.1. Identify disposal authority, disposal class references and any <i>access and security conditions</i> for records, in accordance with industry practice 2.2. Identify and document records for which neither a disposal authority nor an access restriction exist, in accordance with industry practice 2.3. Assemble copies of related appraisal reports and access conditions for analysis 2.4. Make comparisons and take notes of any <i>anomalies</i> arising from the comparison, and recommend changes to existing disposal authorities and access conditions
3. Prepare new appraisal reports	3.1. Prepare new appraisal reports including reference to criteria justifying the review 3.2. Make new interpretations of existing access criteria in light of criteria justifying the review 3.3. Expose new appraisals and access interpretations to appropriate stakeholders for comment, and submit for approval
4. Implement recommendations and re interpretations	4.1. Prepare methodology for implementation and assemble necessary resources 4.2. Produce and promulgate revised disposal authorities and access conditions 4.3. Document progress throughout implementation and record any issues or implications arising from revised disposal authorities and access conditions 4.4. Document implementation process and outcomes in organisation's business or <i>recordkeeping systems</i>

Required Skills and Knowledge

Required skills

- communication skills to explain and clarify procedures, and to consult with users of a records or business system
- literacy skills to read and interpret record content, functions and problems
- problem-solving and analysis skills to interpret and apply access and security rules, retention and disposal skills
- self management skills to accurately record metadata.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> defining issues in relation to a review of records identifying potential recordkeeping implications of a change in the disposal status of records.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources access to examples of records, recordkeeping systems and policies access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of responses to case studies and scenarios demonstration of techniques direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of revised disposal authorities and access conditions oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> administration units other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Compiling and reviewing criteria may include:

- considering requirements for vital records including:
 - legal liabilities
 - ownership rights or entitlements
 - policy records, precedents and decisions
 - rights or entitlements of individuals
- consulting identifying documentation found in:
 - databases
 - lists
 - notes in relation to the records
 - proforma
- consulting retention and disposal schedules, which may be:
 - continuing
 - functional
 - general
 - multiple
 - one-time
 - single
- identifying:
 - access restrictions
 - any extenuating impediments to the destruction of records
 - how information is likely to be presented and manipulated
 - how information is likely to be retrieved
 - how many people will need to retrieve the information
 - what information is needed

Criteria for review may include:

- particular subject, for example, having political, educational, scientific, sociological or other interest

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sustainability - voluminous record that is not used sufficiently frequently might not justify the resources its preservation consumes • sensitivity - some records may be deemed so sensitive that they may never be used for research • data extraction - previously unused means of extracting data from a particular record may increase its value • environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards
<i>Records and formats</i> may include:	<ul style="list-style-type: none"> • different stages of use: <ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • documentation relating to: <ul style="list-style-type: none"> • authenticity • integrity • reliability • social or business activities • useability • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations

RANGE STATEMENT	
<i>Access and security conditions</i> may include:	<ul style="list-style-type: none"> • confidential • high-security (restricted) • open
<i>Anomalies</i> may include:	<ul style="list-style-type: none"> • changes to legislation such as census records becoming publicly accessible • citizenship status of people may change granting them different rights from what existed previously • government policy may see the value of records officially changed by decree • new technology may be developed to enable more information to be extracted from x-ray film
<i>Recordkeeping systems</i> may include:	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to: <ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units		

BSBRKG402B Provide information from and about records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to respond as effectively as possible to enquiries from potential users of records, including using appropriate processes to access and provide information about records.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to individuals who may regularly be expected to access an organisation's business and records systems in response to enquiries from users of the systems and others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and gather records required	1.1. <i>Identify</i> specific information or search criteria required by user 1.2. Identify <i>range of records</i> likely to contain information required and ascertain their availability using appropriate <i>finding aids</i> and <i>records systems</i> 1.3. Obtain range of records likely to contain information required by user, and analyse content 1.4. Track records to record any change in location and use, in accordance with business or records system rules and organisational procedures 1.5. Explain to user any <i>obstacles</i> to obtaining specific records within specified time and agree a timeframe for provision of records
2. Interpret and administer access rules and procedures	2.1. Identify person requesting record/s and confirm <i>access</i> category, in accordance with organisational procedures 2.2. Apply access restriction rules and guidelines to record/s requested to match access category of requester 2.3. Inform requester of their rights to review the decision where access restriction rules and guidelines prevent access
3. Provide the required information and/or records	3.1. Prepare requested information/records in appropriate formats, and in accordance with organisational procedures and specified time lines 3.2. Mask specific records, or portions thereof, in accordance with access rules and organisational procedures 3.3. Document records retrieved and used to provide information, in accordance with business or records system operation and organisational procedures 3.4. Record new locations provided to user in accordance with system rules and organisational procedures 3.5. Deliver record, or record information, within specified timeframes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify records and information requested
- self management skills to accurately record metadata
- research skills to identify, retrieve and organise information for users.

Required knowledge

- construction and use of language in the organisation in relation to recordkeeping (past and present)
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
 - environmental context
 - records characteristics
- organisational business functions, structure and culture
- organisational policies, strategies and procedures, particularly those relating to records access and security.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identifying records which accurately fulfil requests of users • applying access and security rules in the provision of records and information • knowledge of relevant legislation, regulations and standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of requested information/records prepared • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Identifying information or search criteria may include:	<ul style="list-style-type: none"> • keywords • control information
Range of records may include:	<ul style="list-style-type: none"> • different stages of use: <ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations
Finding aids to ascertain the availability of records may include:	<ul style="list-style-type: none"> • databases • indexes • microforms
Records systems may include:	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to: <ul style="list-style-type: none"> • aggregations

RANGE STATEMENT	
	<ul style="list-style-type: none"> • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
<i>Obstacles</i> may include:	<ul style="list-style-type: none"> • cost • inaccurate finding aids • reluctance of individuals or organisations to provide records • remoteness of location • transaction of standard recordkeeping practices, such as disposal
<i>Access</i> may include:	<ul style="list-style-type: none"> • interpretation of clearances and privacy restrictions • checking level of access and associated security releases

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units		

BSBRKG403B Set up a business or records system for a small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to research, develop and implement business or records systems for a small office.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to individuals working in a range of 'small' office environments where, in most cases, recordkeeping is only part of the individual's responsibilities; the unit addresses the less formal recordkeeping requirements of micro or small businesses or branches and technical operations centres of larger organisations.</p> <p>Typically, the individual would report to a supervisor or manager within the organisation and be solely responsible for the development and implementation of business or records systems, including training users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine recordkeeping requirements	<p>1.1. Identify and document core business, supporting activities, resources, and business and social context using observation and consultation</p> <p>1.2. Determine security and access requirements for business or records system content from analysis of organisation's activities</p> <p>1.3. Analyse business documentation to determine organisational reporting and accountability requirements</p> <p>1.4. Identify organisational functions and activities for which records must be kept, from analysis of business and context documentation</p> <p>1.5. Determine nature, detail, and format of records (content and metadata) for each organisational function and activity from analysis of the business and its context</p>
2. Devise an appropriate recordkeeping system	<p>2.1. Determine metadata needed to manage records (store, locate and retrieve) in a business or records system</p> <p>2.2. Select scale and number of business or records systems appropriate to scale and nature of business operations</p> <p>2.3. Select technological requirements of business or records systems appropriate to scale and nature of business operations</p> <p>2.4. Select cost structure for business or records systems appropriate to scale, nature, and organisational cash flow requirements</p> <p>2.5. Ensure maintenance, disposal and updating requirements of business or records system conform to scale, nature, and culture of the organisation</p> <p>2.6. Select business or records system suited to projected growth of the organisation</p>
3. Develop business rules and procedures to support operations	<p>3.1. Develop rules for incorporating individual records and information (records capture) into the business or records system</p> <p>3.2. Develop rules for deciding and recording retention periods and appropriate disposal actions for records</p> <p>3.3. Develop and document procedures for the use of the system</p> <p>3.4. Provide system users with training or instructions in</p>

ELEMENT	PERFORMANCE CRITERIA
	the use of the business or records system, in line with the culture and scale of the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to consult with users of a records or business system
- literacy skills to read and interpret record content, functions and problems
- problem-solving and analysis skills to identify requirements of business or records system.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
 - AS 5044.1:2002 AGLS Metadata element set
 - AS 5090:2003 Work process analysis for recordkeeping
 - AS ISO 15489:2004 Records management
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, such as:
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
 - environmental context
 - records characteristics
- internal controls
- organisational functions, structure and culture
- organisational policies and strategies
- organisational technological base.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • translating business functions and reporting requirements into a brief that describes the requirements of a business or records system • developing a business or records system, including rules and procedures • knowledge of organisational functions, structure and culture.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining procedures developed for the use of the system • oral or written questioning to assess knowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Documenting</i> core business may involve identifying:</p>	<ul style="list-style-type: none"> • authenticity, integrity, reliability and useability of records or other documents • diagrammatic representations • formal documents • hand written documents • informal communications • online instructions or computer-based format instructions that can be updated • paper-based manuals • other text
<p><i>Resources</i> may include:</p>	<ul style="list-style-type: none"> • human resources and their availability • location of resources currently in operation • physical resources • organisational policies and procedures • technological resources • those available for purchase or development
<p><i>Business and social context</i> may include:</p>	<ul style="list-style-type: none"> • clients or customers and their expectations • codes of ethics and codes of professional conduct specific to industry sector • community expectations • governance frameworks • industry sector characteristics and reporting requirements of that sector • internal and external accountability requirements • internal and external stakeholders whose interests must be taken into account • other relevant legislation and regulations, including those covering: <ul style="list-style-type: none"> • business activity reporting • business and income (PAYE) taxation • corporation law reporting requirements • environmental protection and waste

RANGE STATEMENT	
	<ul style="list-style-type: none"> management • goods and services tax collection • industrial relations • occupational health and safety • privacy protection • statutory access rights and freedom of information • superannuation • social and ethical standards the community expects the organisation to meet
<i>Consultation</i> may include organisation's:	<ul style="list-style-type: none"> • head office • local management • principals • staff
<i>Business or records systems</i> may include:	<ul style="list-style-type: none"> • archival control systems • business systems • cash register-based systems • characteristics relating to: <ul style="list-style-type: none"> • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
<i>Organisational functions and activities</i> that may be documented may include:	<ul style="list-style-type: none"> • asset management • conventional and email correspondence • customer relationship management • human resources management • invoicing and sales • legislative, regulatory and licensing compliance • marketing and promotion • purchasing and expenditure

RANGE STATEMENT	
	<ul style="list-style-type: none"> • research and development • risk management • stock control
<i>Records</i> may include:	<ul style="list-style-type: none"> • different stages of use: <ul style="list-style-type: none"> • active • archival • digital: <ul style="list-style-type: none"> • remote drives • servers • CDs • DVDs • imaging systems • PC-based applications • mainframe • physical: <ul style="list-style-type: none"> • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • variety of sources: <ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations
<i>Metadata</i> are those records which are maintained about the records themselves and may include:	<ul style="list-style-type: none"> • activity classification terms • date, time, and location of record creation or registration into the system • identity of record creator • indexing and descriptive terms • record format • security and access information • unique identifiers for each record
<i>Procedures for the use of the system</i> may include:	<ul style="list-style-type: none"> • how to use the business or records system • considering format and style • considering appropriateness for scale, nature, culture and number of operators who use the system

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units		

BSBRKG404A Monitor and maintain records in an online environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers the identification and assessment of records for storage and the maintenance and monitoring of electronic business records.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to working with electronic records in an existing business or records system that has guidelines and processes to assist in making judgements on the status and classification of records. These judgements should be performed under supervision or in consultation with more senior staff or users of the system.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm requirements for recordkeeping in an online environment	1.1. Identify and confirm <i>system</i> procedures for capturing and managing <i>records</i> 1.2. Identify and verify organisational and <i>risk management</i> requirements for classifying and storing online information 1.3. Identify legal, business, financial, socio-historical, and security requirements for recording online business transactions 1.4. Prepare an organisational checklist in accordance with <i>organisational requirements</i> for use in assessing which electronic information should be captured, for how long and in what format
2. Identify and assess records for storage	2.1. Categorise incoming and outgoing information in terms of key activities and responsible personnel 2.2. Assess information against the organisational checklist and records identified for capture 2.3. Dispose information not to be stored in accordance with organisational procedures 2.4. Determine <i>storage</i> methods and <i>media</i> in accordance with <i>retention requirements</i>
3. Monitor and maintain business records in an online environment	3.1. Classify, sentence and link records with other records in the system in accordance with system rules and organisational procedures 3.2. Assign unique identifiers and register records into the recordkeeping system in accordance with system rules and organisational procedures 3.3. Determine <i>access and security status</i> and disposal requirements of records and records in accordance with organisational procedures 3.4. Store records on required <i>media</i> in accordance with organisational and record retention requirements 3.5. Carry out <i>migration</i> of records from one medium to another in accordance with organisational procedures 3.6. Action and record archiving or <i>disposal</i> of records in accordance with disposal schedule and organisational procedures 3.7. Maintain records in a usable and accessible form in accordance with security conditions and legislative requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to identify organisational requirements for recordkeeping in an online environment
- technology skills to address online access and security issues
- literacy skills to read and interpret record content, functions and problems
- problem-solving and analysis skills to identify requirements of business or records system
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities

Required knowledge

- overview knowledge of key provisions of relevant legislation, regulations, standards and documentation that may affect relevant aspects of business operations, such as;
 - AS ISO 15489:2004 Records Management
 - AS 5044 AGLS Metadata element set
 - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
 - AS 5090:2003 Work process analysis for recordkeeping
 - ASX Principles of Good Corporate Governance
 - ethical principles
 - codes of practice
 - privacy and freedom of information
 - archives and records legislation
 - occupational health and safety
- general principles and processes of records management and records management systems, including, but not limited to ;
 - systems of control
 - records continuum theory
 - mandate and ownership of business process
- online recordkeeping environment including location and nature of transactions

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • monitoring usage of online business or records system • monitoring application of system procedures • managing records as they are created, updated, migrated and disposed of.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • examples of real or simulated records, recordkeeping system and policies. • workplace reference materials such procedural manuals and company policies.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • demonstration of techniques in a workplace or simulated environment • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • tests of knowledge on general principles and processes of recordkeeping systems.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other knowledge management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Systems relating to online records may include:

- archival control systems
- business systems
- cash register-based systems
- characteristics relating to:
 - aggregations
 - context
 - entities
 - metadata
- current business or records systems
- ERDMS (Electronic Records and Document Management System)
- informal
- paper-based accumulation and card systems
- PC-based accounting systems, employee and tax records systems
- proprietary recordkeeping package
- storage facilities systems

Records may include:

- digital, such as:
 - remote drives
 - servers
 - CDs
 - DVDs
 - imaging systems
 - PC-based applications
 - mainframe
 - server
- physical, such as:
 - audio-visual or multimedia
 - graphic
 - microform
 - paper-based (acid free or multiple copies)
- a variety of sources, such as:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • already in the custody of the organisation • in the process of being transferred between organisations • different stages of use, e.g.: <ul style="list-style-type: none"> • active • archival
Risk management requirements may include:	<ul style="list-style-type: none"> • backup and recovery procedures • policy and procedures for checking the accuracy and currency of data • remote storage for backup data • secondary storage requirements
Organisational requirements may include:	<ul style="list-style-type: none"> • business • financial • legal • security • socio-historical
Storage may include:	<ul style="list-style-type: none"> • migration of records from one medium to another eg tape to compact disc • off-line • off-site • online • on-site • outsourced
Storage media may include:	<ul style="list-style-type: none"> • audiotape • audiovisual • compact disc • computer tape • diskette • film • hard drive • imaging systems • mainframe • microform • multimedia • paper based • server • video
Retention requirements may include:	<ul style="list-style-type: none"> • long term storage media for information / records • most cost-effective storage media for

RANGE STATEMENT	
	ephemeral or short term records <ul style="list-style-type: none"> remote storage of backup data in case of fire or other incidents
<i>Access and security status</i> may include:	<ul style="list-style-type: none"> confidential high security (restricted) open
<i>Migration of records</i> may include:	<ul style="list-style-type: none"> from about-to-be superseded media eg 5¼" disks from tapes, which may deteriorate over time
<i>Disposal of records</i> may include:	<ul style="list-style-type: none"> destruction of paper based records eg shredding permanent deletion from electronic media

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Knowledge Management - Recordkeeping
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Co-requisite units

Co-requisite units	

BSBRSK401A Identify risk and apply risk management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p> <p>In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risks	1.1. Identify the <i>context</i> for risk management 1.2. Identify <i>risks</i> using <i>tools</i> , ensuring all reasonable steps have been taken to identify all risks 1.3. Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1. Analyse and document risks in consultation with relevant <i>stakeholders</i> 2.2. Undertake <i>risk categorisation</i> and determine <i>level of risk</i> 2.3. Document analysis processes and outcomes
3. Treat risks	3.1. Determine appropriate <i>control measures</i> for risks and assess for strengths and weaknesses 3.2. Identify control measures for all risks 3.3. Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4. Choose and implement control measures for own area of operation and/or responsibilities 3.5. Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1. Regularly review implemented treatment/s against <i>measures of success</i> 4.2. Use review results to improve the treatment of risks 4.3. Provide assistance to auditing risk in own area of operation 4.4. Monitor and review management of risk in own area of operation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- research and data collection skills to monitor and evaluate risks
- problem-solving skills to appropriately address identified risks.

Required knowledge

- Australian and international standards for risk management
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- organisational policies and procedures relating to risk management processes and strategies
- auditing requirements relating to risk management.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identification, analysis and evaluation of risks • demonstrated understanding of personal role in relation to wider organisational or project context • demonstrated understanding of risk management processes and procedures.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to workplace documentation relating to risk management • access to risk management tools and frameworks.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining risk analysis processes and outcomes • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of Australian and international standards for risk management • review of implementation of treatment plans.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • other risk management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Context may include:

- any related projects or organisations
- any resources, including physical assets, which are vital to operations
- key operational elements and service of the organisation
- organisation or project, how it is organised and its capabilities
- own role and responsibilities in relation to overall project or organisation design

Risks may include:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- individual activities
- management activities and controls
- natural events
- political circumstances
- positive risk
- technology - technological issues

Tools may include:

- documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence
- standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures
- tools to prioritise risks, including where relevant, numerical scoring systems for risks

Stakeholders may include:

- contractors
- employees
- financial managers
- insurance agents
- managers
- public

RANGE STATEMENT	
	<ul style="list-style-type: none"> • service providers • suppliers • unions • volunteers
<i>Risk categorisation</i> may include:	<ul style="list-style-type: none"> • likelihood of risks: <ul style="list-style-type: none"> • almost certain • likely • possible • unlikely • rare • consequences of risks: <ul style="list-style-type: none"> • insignificant • minor • moderate • major • catastrophic • current control measures
<i>Level of risk</i> may include:	<ul style="list-style-type: none"> • low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project
<i>Control measures</i> may include:	<ul style="list-style-type: none"> • hierarchy of controls: <ul style="list-style-type: none"> • reduction in likelihood of risks • reduction of consequences of risks • retention of risks • risk aversion • transfer of responsibility of risks
<i>Measures of success</i> may include:	<ul style="list-style-type: none"> • costs • reductions in impact • reductions in likelihood • reductions in occurrence

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - Risk Management
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Co-requisite units

Co-requisite units		

BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible <i>options for the business legal structure</i> using <i>appropriate sources</i> 1.2. Determine <i>legislation and regulatory requirements</i> affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the <i>legal rights and responsibilities</i> of the business are identified and the business is adequately protected, specifically in relation to <i>occupational health and safety (OHS)</i> , business registration and environmental requirements 2.2. Identify <i>taxation principles and requirements</i> relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain <i>legal documents</i> and maintain and update relevant <i>records</i> to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine <i>procurement rights</i> and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including <i>contracts with relevant people</i> , as required, in accordance with the business plan 3.4. Identify <i>insurance requirements</i> and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, reporting, record keeping and consultation skills to operate the business
- literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information
- research skills to investigate legal structures, and taxation and insurance requirements
- time management skills to prioritise tasks and to meet key dates.

Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation
- creation and termination of relevant legal contracts
- cultural differences and legal implications
- duty of care imposed by Law of Torts
- legal rights and obligations of alternative ownership structures
- record keeping to meet minimum legal and taxation requirements
- relevant consumer legislation
- relevant industry codes of practice
- relevant insurance requirements and products.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements • review of insurance cover acquired.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Options for the business legal structure may include:

- company
- cooperative
- corporation
- government owned enterprise
- partnership
- profit or not-for-profit legal structure
- sole trader
- trust

Options for the business legal structure may be influenced by:

- confidentiality
- contractual requirements
- family/community/cultural expectations
- ownership transfer
- partnership considerations
- preferences of owners/stakeholders
- protection of stakeholders and assets
- requirements of financial backers
- superannuation
- taxation

Appropriate sources may include:

- business advisers
- financial planners
- government agencies
- industry/trade associations
- mentors
- professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:

- local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
 - relevant Acts and regulations
 - industry and OHS codes of practice
 - business registrations and licences

RANGE STATEMENT	
	<ul style="list-style-type: none"> • planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations
<i>Legal rights and responsibilities</i> may include:	<ul style="list-style-type: none"> • culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
<i>Occupational health and safety and requirements</i> must include:	<ul style="list-style-type: none"> • complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
<i>Taxation principles and requirements</i> may include:	<ul style="list-style-type: none"> • relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and withholding arrangements
<i>Legal documents</i> may include:	<ul style="list-style-type: none"> • appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)

RANGE STATEMENT	
Records may include:	<ul style="list-style-type: none"> • environmental • financial • OHS • personnel • taxation
OHS records may include:	<ul style="list-style-type: none"> • accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	<ul style="list-style-type: none"> • any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	<ul style="list-style-type: none"> • any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	<ul style="list-style-type: none"> • comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units	

BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>This unit is suitable for micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the <i>business plan</i> 1.2. Identify and review the essential components of the business plan 1.3. Identify and document <i>business goals and objectives</i> as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to <i>occupational health and safety (OHS)</i> , in accordance with business goals and objectives 2.2. Research market needs, and market size and potential 2.3. Identify sources and costs of finance, from the <i>financial plan</i> , to provide required liquidity and profitability for the business 2.4. Identify methods, from the <i>marketing strategies</i> , to promote the market exposure of the business 2.5. Identify methods/means of production/operation from the <i>production/operations plan</i> to conform with business goals and objectives 2.6. Identify <i>staffing requirements</i> to effectively produce/deliver products/services 2.7. Identify <i>specialist services</i> and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of <i>relevant people</i> and seek and confirm their support of the planned business direction 3.2. Identify and develop <i>risk management strategies</i> according to business goals and objectives, and relevant legal requirements 3.3. Develop <i>contingency plan</i> to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to assess business performance
- literacy skills to enable interpretation of business information
- numeracy skills to analyse data.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- methods of evaluation
- OHS responsibilities and procedures for identifying hazards relevant to the business
- planning processes
- preparation of a business plan
- principles of risk management relevant to business planning
- reasons for and benefits of, business planning
- relevant industry codes of practice
- setting goals and objectives
- types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Business plan may include:

- business opportunities, which may be influenced by:
 - amount and types of finance available
 - expected financial viability
 - skills of operator
- details of ownership/management
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- level of risk involved, risk assessment and management
- market focus of the business
- marketing requirements
- need to raise finance and requirements of lenders
- organisation/operational arrangements
- proposed size and scale of the business
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
- resources required and available
- sources of funding
- specialist services and sources of advice that may be required
- staffing
- stages in the business development

Business goals and objectives may include:

- customer needs/marketing projections
- family or community benefits

RANGE STATEMENT	
	<ul style="list-style-type: none"> • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	<ul style="list-style-type: none"> • identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	<ul style="list-style-type: none"> • analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

RANGE STATEMENT	
	<ul style="list-style-type: none"> and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
<i>Marketing strategies</i> may include:	<ul style="list-style-type: none"> • achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
<i>Production/operations plan</i> may include:	<ul style="list-style-type: none"> • customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
<i>Staffing requirements</i> may include:	<ul style="list-style-type: none"> • full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
<i>Specialist services</i> may include:	<ul style="list-style-type: none"> • accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

RANGE STATEMENT	
	<ul style="list-style-type: none"> • online gateways
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
<i>Risk management strategies</i> may include:	<ul style="list-style-type: none"> • breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
<i>Risk management strategies</i> must include:	<ul style="list-style-type: none"> • OHS requirements
<i>Contingency plan</i> may include:	<ul style="list-style-type: none"> • disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB405A Monitor and manage small business operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Develop OPERATIONAL STRATEGIES AND PROCEDURES</p>	<p>1.1. Develop an action plan to provide a clear and coherent direction, in accordance with the <i>business goals and objectives</i></p> <p>1.2. Identify <i>occupational health and safety (OHS) and environmental issues</i> and implement strategies to minimise risk factors</p> <p>1.3. Develop a <i>quality system</i> for the business in line with industry standards, compliance requirements and cultural criteria</p> <p>1.4. Develop performance measures and <i>operational targets</i> to conform with the business plan</p> <p>1.5. Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance</p>
<p>2. Implement operational strategies and procedures</p>	<p>2.1. Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction</p> <p>2.2. Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan</p> <p>2.3. Maintain staffing requirements, where applicable, within budget to maximise productivity</p> <p>2.4. Carry out the provision of goods/services in accordance with established legal, ethical cultural and <i>technical standards</i></p> <p>2.5. Provide goods/services in accordance with time, cost and quality specifications, and customer requirements</p> <p>2.6. Apply quality procedures to address product/service and customer requirements</p>
<p>3. Monitor business performance</p>	<p>3.1. Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives</p> <p>3.2. Review systems and structures, with a view to more effectively supporting business performance</p> <p>3.3. Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system</p>

ELEMENT	PERFORMANCE CRITERIA
	3.4. Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1. Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2. Clearly record proposed changes to aid future planning and evaluation 4.3. Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to develop criteria and targets for the business plan
- communication skills to question, clarify and report
- literacy skills to interpret legal requirements, company policies and procedures
- numeracy skills to manage performance information and to control the finances
- technology skills to use relevant business equipment.

Required knowledge

- methods for developing and maintaining networks
- methods for implementing operation and revenue control systems
- methods for monitoring performance and implementing improvements
- OHS responsibilities and procedures for managing hazards
- principles of risk management relevant to the business, including risk assessment
- quality system principles and methods
- relevant industry codes of practice
- relevant marketing, sales and financial concepts
- relevant performance measures
- role of innovation
- systems to manage staff, stock, expenditure, services and customer service
- technical or specialist skills relevant to the business operation.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Operational strategies and procedures</i> may be determined by:</p>	<ul style="list-style-type: none"> • business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
<p><i>Business goals and objectives</i> may include:</p>	<ul style="list-style-type: none"> • customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility
<p><i>Occupational health and safety and environmental issues</i> must include:</p>	<ul style="list-style-type: none"> • controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors

RANGE STATEMENT	
	<ul style="list-style-type: none"> establishment and maintenance of procedures for assessing and controlling risks establishment and maintenance of procedures for identifying risks to health and safety waste and by-products
<i>Quality system</i> may include:	<ul style="list-style-type: none"> manual or computer quality control systems quality assurance/management approaches random inspections and assessments of goods and services against predetermined standards random inspections and assessments of processes against predetermined standards random sampling and follow-up of customers
<i>Operational targets</i> may include:	<ul style="list-style-type: none"> external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels staffing level and skills mix targets, which may be short-, medium- or long-term
<i>Technical standards</i> may include:	<ul style="list-style-type: none"> current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	<p>1.1. Identify <i>financial information</i> requirements and obtain <i>specialist services</i>, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2. Produce financial budgets/projections, including <i>cash flow</i> estimates, as required for each forward period, and distribute to <i>relevant people</i> in accordance with legal requirements</p> <p>1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of <i>financial backers</i></p> <p>1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements</p> <p>1.5. Develop, monitor and maintain client <i>credit policies</i>, including contingencies for debtors in default, to maximise cash flow</p> <p>1.6. Select key performance indicators to enable ongoing monitoring of financial performance</p> <p>1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan</p>
2. Monitor financial performance	<p>2.1. Regularly monitor and report on financial performance targets and analyse data to establish the extent to which the <i>financial plan</i> has been met</p> <p>2.2. Monitor marketing and operational strategies for their effects on the financial plan</p> <p>2.3. Calculate and evaluate <i>financial ratios</i> according to own/industry benchmarks</p> <p>2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Financial plan may include:

- analysis of sales by product/service, identifying where they were sold and to whom
- cash flow estimates for each forward period
- current financial state of the enterprise (or owner/operator)
- estimates of profit and loss projections for each forward period
- financial performance to date (if applicable)
- likely return on investment
- monthly, quarterly or annual returns
- non-recurrent assets calculations
- profit, turnover, capital and equity targets
- projected profit targets, pricing strategies, margins
- projections of likely financial results (budgeting)
- projections, which may vary depending on the importance of such information and the stage in the life of the business
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- review of financial inputs required (sources and forms of finance)
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:

- accrual of staff leave/entitlements
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets
- asset registers
- balance sheets
- bookkeeping/accounting/stock/job costing records

RANGE STATEMENT	
	<ul style="list-style-type: none"> • business activity statements • business capital • cash book • cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
<i>Specialist services</i> may include:	<ul style="list-style-type: none"> • accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
<i>Cash flow</i> may include:	<ul style="list-style-type: none"> • anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
<i>Financial backers</i> may include:	<ul style="list-style-type: none"> • financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
<i>Credit policies</i> may include:	<ul style="list-style-type: none"> • collateral • credit limits • credit references

RANGE STATEMENT	
	<ul style="list-style-type: none"> • debt collection • payment options • proof of Indigenous identity • trading terms
<i>Financial ratios</i> may include:	<ul style="list-style-type: none"> • current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units	

BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace.</p> <p>Specific legal requirements apply to the management of a small business.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop staffing plan	1.1. Determine <i>staffing requirements</i> to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan 1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3. Develop <i>policies and procedures</i> for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain the team	2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business 2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements 2.3. Induct new staff members in accordance with the policies and procedures of the business 2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who are unfamiliar with the procedures of the business 2.5. Develop and implement a <i>staff development program and career paths</i> based on the requirements of business and staff competencies 2.6. <i>Advertise staff vacancies</i> appropriately in accordance with staffing plan
3. Comply with INDUSTRIAL RELATIONS obligations	3.1. Clarify workplace rights and obligations of employers and employees, in accordance with <i>legal requirements and codes of practice</i> 3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1. Develop <i>staff records system</i> to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required
5. Manage staff	5.1. Regularly review contribution and skills of self and

ELEMENT	PERFORMANCE CRITERIA
	<p>other team members to ensure performance is in line with agreed <i>performance measures</i></p> <p>5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business</p> <p>5.3. Support and encourage staff, and acknowledge and reward their contribution to the business</p> <p>5.4. Regularly provide opportunities for staff to discuss work related issues</p> <p>5.5. Develop <i>contingency plans</i> to cope with unexpected or extreme situations and take appropriate corrective action as required</p>
6. Review team performance	<p>6.1. Develop positive and constructive relationships with and between <i>team members</i></p> <p>6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members</p> <p>6.3. Identify strengths and weaknesses of team against current and expected work requirements</p> <p>6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency</p> <p>6.5. Encourage team members to monitor their own performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements</p> <p>6.6. Monitor and review staff turnover rate</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify workplace skill gaps
- coaching skills
- communication skills to relate to staff
- conflict resolution skills
- literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description
- team building and motivation skills.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- relevant industry awards/enterprise agreements
- staff development and career planning
- staff counselling, grievance and disciplinary procedures
- unfair dismissal legislation and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> managing a small team including staff selection, staff records, induction, training and development developing and maintaining team performance to enhance business operations knowledge of relevant legislative requirements affecting business operation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant documentation candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> portfolio of evidence including staff policies and records, and contingency plans oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs review of job/position descriptions and selection criteria developed review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Staffing requirements</i> may include:</p>	<ul style="list-style-type: none"> • full-time, part-time, permanent, temporary or casual • number of staff • responsibilities, competencies required • self, other owners, family and/or friends • sub-contractors or external advisors/consultants • time commitment, performance expectations
<p><i>Policies and procedures</i> must include:</p>	<ul style="list-style-type: none"> • complaint and grievance procedures • culturally appropriate entitlements e.g. funeral leave, national/religious days • culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers • employment conditions, equal opportunity, anti-discrimination, cultural diversity • induction and training • OHS • recruitment and selection • performance measures • professional development
<p><i>Staff development program and career paths</i> may include</p>	<ul style="list-style-type: none"> • attendance at courses • career planning • coaching • flexible learning • job rotation • mentoring • on-the-job training • professional development • staff exchanges • succession planning
<p><i>Advertising staff vacancies</i> may</p>	<ul style="list-style-type: none"> • electronic (radio, television and internet)

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • noticeboards • print media • word-of-mouth
<i>Industrial relations</i> may include:	<ul style="list-style-type: none"> • awards and/or industrial agreements and relevant industrial instruments • counselling, dismissal procedures
<i>Legal requirements and codes of practice</i> may include:	<ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
<i>Staff records system</i> must include:	<ul style="list-style-type: none"> • disciplinary and grievance procedures • employee records (including tax file number, remuneration, leave and training records) • job/position descriptions • OHS record • records of taxation and superannuation payments made
<i>Performance measures</i> may include:	<ul style="list-style-type: none"> • overall staff productivity • percentage of chargeable hours/days per week • performance of key people • ratio of direct workers to those who support, supervise or manage them • ratio of sales dollars per employee • staff morale, work ethic, work satisfaction
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> • accidents or emergencies • environmental issues • fluctuating workloads • OHS • unpredicted customer demand/busy periods • unpredicted staff shortages
<i>Team members</i> may include:	<ul style="list-style-type: none"> • employees, trainees/apprentices, sub-contractors or external advisers/consultants • owner/s, partners, family members

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units		

BSBSMB408B Manage personal, family, cultural and business obligations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to examine the impact that personal, family and cultural obligations have on business operations, and to develop and implement strategies to improve business success.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify personal and business commitments/obligations within family, cultural and community contexts	1.1. Identify the personal, family, cultural and/or community <i>contexts</i> in which the business operates 1.2. Identify the personal, family, cultural and/or community <i>commitments/obligations</i> that impact on the business 1.3. Consider <i>strategies</i> to address and minimise the negative impact these commitments/obligations may have on the business 1.4. Prepare workable <i>plans</i> to address and minimise the impact of these issues
2. Develop ethical work practices within family, cultural and community contexts	2.1. Develop a <i>culturally appropriate work ethic</i> in terms of personal, family and community obligations, and cultural requirements 2.2. Identify and implement strategies to reinforce a culturally appropriate work ethic in the business 2.3. Prepare contingency plans for when alternative action is required due to changes within the business, family, cultural and/or community environments
3. Review work practices within family, cultural and community contexts	3.1. Monitor personal, family, cultural and/or community commitments/obligations to identify any changes that might impact on the business 3.2. <i>Review</i> plans and strategies to ensure that negative impacts of any commitments/obligations are being addressed and implement any necessary changes 3.3. Monitor implementation of the culturally appropriate work ethic to ensure that it is supported and maintained in the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify own obligations
- communication skills to clarify needs and to articulate business ideas to a range of family/community members
- interpersonal skills to negotiate/mediate with sensitivity towards family and/or cross-cultural issues.

Required knowledge

- characteristics of small business and its environment
- community and family expectations and dynamics
- cultural and family relationships
- historical/cultural/ceremonial/religious/family issues that are relevant to specific communities
- life/work balances particularly relating to health
- local community and relevant organisations and persons within the community
- relevant legislation, codes and national standards from all levels of government which may effect business operation, such as:
 - award and enterprise agreements and relevant industrial instruments
 - anti-discrimination
 - equal opportunity
 - OHS
 - relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • completeness in terms of scope and detail of analysis of the implications of family, cultural and community obligations/commitments on self, staff and the business • clarification of a culturally appropriate work ethic and the workability of plans and strategies for maintaining this ethic • plans and strategies to address the negative impact obligations/commitments may have on the business • knowledge of characteristics of small business and its environment.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including the analysis of the implications of obligations/commitments and plans/strategies to address any negative impacts these may have on the business • oral or written questioning to assess knowledge of community and family expectations and dynamics • analysis of review of plans and strategies.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB409A Build and maintain relationships with small business stakeholders.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Contexts in which the business operates may include relationships within:

- business community
- culturally and linguistically diverse communities
- family groups
- Indigenous communities
- non-Indigenous communities
- professional community
- religious and/or spiritual communities
- specific target groups

Commitments/obligations may relate to:

- community
- family
- self
- staff

Commitments/obligations may include:

- business commitments and community/family responsibilities
- personal principles
- personal work/life balances and priorities e.g. health considerations such as exercise, stress
- professional commitments
- resource commitments to community e.g. contributions to social goals, Community Development Employment Program (CEDP) staff responsibilities, community centres, mentoring, community projects
- resource commitments to cultural life e.g. cultural maintenance programs, language maintenance
- resource commitments to immediate and extended family members e.g. money obligations, skills and resource contributions to family projects
- time commitments to community activities e.g. participation in community events, ceremonies and activities, school committees,

RANGE STATEMENT	
	<ul style="list-style-type: none"> sporting associations • time commitments to immediate and extended family members e.g. child care and aged care responsibilities, emotional support obligations for family issues • time commitments to cultural life e.g. National Aboriginal and Torres Strait Islander Day of Celebration (NAIDOC) activities, National Sorry Day activities, National Reconciliation Week activities, religious activities, national days, ceremonies, funerals and related mourning business
<i>Strategies</i> may include:	<ul style="list-style-type: none"> • communication strategies • consulting with other small businesses to identify successful strategies used • developing clear guidelines for staff, such as: <ul style="list-style-type: none"> • codes of conduct • customer/client charters • family/community charters • job descriptions • organisational trees • developing clear processes for staff • developing plans to address unanticipated events • developing plans to include health considerations for self and staff • personal vision/values • using diaries/calendars to timetable known obligations
<i>Plans</i> may relate to:	<ul style="list-style-type: none"> • communication • contingency • OHS • performance appraisal • personal and staff development • succession arrangements • time management
<i>Culturally appropriate work ethic</i> may include:	<ul style="list-style-type: none"> • impact on and within the community • impact on and within the family • impact on and within the wider community • impact on self

RANGE STATEMENT	
	<ul style="list-style-type: none"> • relevance of the business to the community • relevance of work to the individual • role development and clarification processes • skills to perform the work
<i>Reviewing</i> plans and strategies may include:	<ul style="list-style-type: none"> • 360° feedback • applying qualitative and/or quantitative measures to business performance • applying qualitative and/or quantitative measures to individual performance • family or community consultation

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Small and Micro Business
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Co-requisite units

Co-requisite units	

BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.</p> <p>This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.</p> <p>While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers:</p> <ul style="list-style-type: none"> efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). <p>It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify current resource use	1.1. Identify workplace <i>environmental and resource efficiency issues</i> 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using <i>appropriate techniques</i> 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure <i>compliance</i> 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow <i>organisational plans</i> to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make <i>suggestions</i> for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role identifying organisational improvements by applying efficient resource use to daily activities knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance individual or team discussion about potential for increased resource efficiency within current work area access to workplace documents, information and resources (such as compliance obligations, enterprise plans, work responsibilities).
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace

EVIDENCE GUIDE	
	<p>reports of on-the-job performance by the candidate</p> <ul style="list-style-type: none"> • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Environmental and resource efficiency issues</i> may include:</p>	<ul style="list-style-type: none"> • maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
<p><i>Appropriate techniques</i> may include:</p>	<ul style="list-style-type: none"> • examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
<p><i>Compliance</i> may include:</p>	<ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> • international • commonwealth • state/territory • local government • industry • organisation
<p><i>Organisational plans</i> may</p>	<ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase

RANGE STATEMENT	
include:	efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
<i>Suggestions</i> may include ideas that help to:	<ul style="list-style-type: none"> • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Sustainability
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Co-requisite units

Co-requisite units	

BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members.</p> <p>At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect, analyse and communicate information and ideas	1.1. Collect relevant <i>information</i> from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement <i>consultation processes</i> to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches 1.5. Implement <i>processes</i> to ensure that issues raised are resolved promptly or referred to <i>relevant personnel</i> as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the <i>organisation's social, ethical and business standards</i> to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of <i>colleagues, customers and suppliers</i> through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to <i>organisation's policies and procedures</i>
3. Develop and maintain networks and relationships	3.1. Use <i>networks</i> to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve <i>workplace outcomes</i>

ELEMENT	PERFORMANCE CRITERIA
	<p>in consultation with relevant personnel</p> <p>4.4. Manage <i>poor work performance</i> within the organisation's processes</p> <p>4.5. Manage conflict constructively within the organisation's processes</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to research, analyse, interpret and report information
- relationship management and communication skills to:
 - deal with people openly and fairly
 - forge effective relationships with internal and/or external people, and to develop and maintain these networks
 - gain the trust and confidence of colleagues
 - respond to unexpected demands from a range of people
 - use supportive and consultative processes effectively.

Required knowledge

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
- theory associated with managing work relationships to achieve planned outcomes:
 - developing trust and confidence
 - maintaining consistent behaviour in work relationships
 - understanding the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing, building and maintaining networks
 - identifying and resolving problems
 - resolving conflict
 - managing poor work performance
 - monitoring, analysing and introducing ways to improve work relationships.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • demonstration of techniques in managing poor performance and communicating effectively • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of relevant legislation • review of consultation processes implemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing of workplace outcomes.
Guidance information for	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE**assessment**

for example:

- other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information</i> may include:</p>	<ul style="list-style-type: none"> • data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as: <ul style="list-style-type: none"> • archived, filed and historical background data • individual and team performance data • marketing and customer related data • planning and organisational documents including the outcomes of continuous improvement and quality assurance • policies and procedures
<p><i>Consultation processes</i> may include:</p>	<ul style="list-style-type: none"> • feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
<p><i>Processes</i> to ensure that issues raised are resolved promptly or referred may include:</p>	<ul style="list-style-type: none"> • conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
<p><i>Organisation's social, ethical and business standards</i> may refer to:</p>	<ul style="list-style-type: none"> • implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider

RANGE STATEMENT	
	<ul style="list-style-type: none"> community • rewards and recognition for high performing staff • standards expressed in legislation and regulations such as anti-discrimination legislation • written standards such as those expressed in: <ul style="list-style-type: none"> • code of workplace conduct/behaviour • dress code • policies • statement of workplace values • vision and mission statements
<i>Colleagues, customers and suppliers</i> may include:	<ul style="list-style-type: none"> • both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
<i>Organisation's policies and procedures</i> may refer to:	<ul style="list-style-type: none"> • Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
<i>Networks</i> may be:	<ul style="list-style-type: none"> • established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
<i>Workplace outcomes</i> may include:	<ul style="list-style-type: none"> • OHS processes and procedures • performance of the work team
<i>Poor work performance</i> may refer to:	<ul style="list-style-type: none"> • individual team members • organisation as a whole • self • whole work team

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Workplace Effectiveness
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Co-requisite units

Co-requisite units		

BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan to achieve team outcomes	1.1. Identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open communication with line manager/management at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - boost team morale
 - deal with team conflict
 - deliver messages from management
 - facilitate discussion
 - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
 - delegation and work allocation
 - goal setting
 - group dynamics and processes
 - individual behaviour and difference
 - leadership
 - motivation
 - negotiation
 - planning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met • techniques in communicating information, dealing with team conflict and resolving issues • knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Certificate IV in Frontline

EVIDENCE GUIDE	
	Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Team purpose, roles, responsibilities, goals, plans and objectives</i> may include:</p>	<ul style="list-style-type: none"> • action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
<p><i>Consultation</i> may include:</p>	<ul style="list-style-type: none"> • attending meetings, interviews, brainstorming sessions • using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
<p><i>Responsibility for own work</i> may involve:</p>	<ul style="list-style-type: none"> • individual and joint actions • individuals and teams
<p><i>Feedback</i> may refer to:</p>	<ul style="list-style-type: none"> • formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
<p><i>Relevant persons</i> may include:</p>	<ul style="list-style-type: none"> • colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
<p><i>Communication</i> may include:</p>	<ul style="list-style-type: none"> • face-to-face • formal/informal interaction

RANGE STATEMENT	
	<ul style="list-style-type: none"> • verbal, written or electronic communication
<i>Line manager/management</i> may refer to:	<ul style="list-style-type: none"> • direct superior or other management representatives

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Management
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Co-requisite units

Co-requisite units		

BSBWOR404A Develop work priorities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development.

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

Application of the Unit

This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

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

	organisational requirements
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to recognise and develop new and necessary skills and knowledge
- literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance
- organising skills to prioritise, manage time and meet deadlines
- problem solving skills to develop contingency plans

Required knowledge

- knowledge of relevant business technology applications to schedule tasks and plan work
- knowledge of techniques to prepare personal plans and establish priorities
- methods to identify and prioritise personal learning needs
- understanding of a range of professional development options
- understanding of methods to elicit, analyse and interpret feedback
- understanding of methods to evaluate own performance

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • preparing and communicating own work plan • scheduling work objectives and tasks to support the achievement of goals • seeking and acting on feedback from clients and colleagues • reviewing own work performance against achievements through self-assessment • accessing learning opportunities to extend own personal work competencies • using business technology to monitor self development.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • the learner and trainer should have access to appropriate documentation and resources normally used in the workplace
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of work and professional development plans.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • Other units from the Certificate IV in Frontline Management.

Range Statement

<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Workgroup plans</i> may include:</p>	<ul style="list-style-type: none"> • budgetary plans • production plans • reporting plans • sales plans • team and individual learning goals • team participation • work schedules
<p><i>Work objectives</i> may include:</p>	<ul style="list-style-type: none"> • budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
<p><i>Factors affecting the achievement of work objectives</i> may include:</p>	<ul style="list-style-type: none"> • budget constraints • competing work demands • environmental factors such as time, weather, etc • personnel • resource and materials availability • technology/equipment breakdowns • unforeseen incidents
<p><i>Business technology</i> may include:</p>	<ul style="list-style-type: none"> • computer applications • computers • email and internet/intranet/extranet • facsimile machines • modems • personal schedules • photocopiers • printers • scanners
<p><i>Feedback on performance</i> may include:</p>	<ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining comments from clients • obtaining comments from supervisors and colleagues • personal, reflective behaviour strategies

	<ul style="list-style-type: none">• routine organisational methods for monitoring service delivery
<i>Professional development activities</i> may include:	<ul style="list-style-type: none">• career planning/development• coaching, mentoring and/or supervision• formal/informal learning programs• internal/external training provision• performance appraisals• personal study• Recognition of Prior Learning• work experience/exchange/opportunities• workplace skills assessment

Unit Sector(s)

Management and Leadership - Management

BSBWOR501A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

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

Application of the Unit

This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and <i>own responsibilities and accountabilities</i> 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use <i>technology</i> efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against <i>competency standards</i> to determine development needs, priorities and plans 3.2. Seek feedback from employees, <i>clients and colleagues</i> and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use <i>development opportunities</i> suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - personal development plan
 - personal goal setting
 - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan • knowledge of relevant legislation.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Own responsibilities and accountabilities</i> may include:	<ul style="list-style-type: none"> • expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
<i>Technology</i> may include:	<ul style="list-style-type: none"> • computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
<i>Competency standards</i> may include:	<ul style="list-style-type: none"> • enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
<i>Clients and colleagues</i> may be:	<ul style="list-style-type: none"> • colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
<i>Development opportunities</i> may include:	<ul style="list-style-type: none"> • action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Management and Leadership - Management

BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	1.1. Determine the <i>purposes</i> of documents 1.2. Choose <i>appropriate formats</i> for documents 1.3. Establish <i>means of communication</i> 1.4. Determine <i>requirements of documents</i> 1.5. Determine <i>categories and logical sequences of data, information and knowledge</i> to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from <i>relevant enterprise personnel</i> 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by <i>relevant</i> enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic <i>design elements</i> for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBITU401A Design and develop complex text documents.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Purposes of documents</i> may include:</p>	<ul style="list-style-type: none"> • conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
<p><i>Appropriate formats</i> for documents may include:</p>	<ul style="list-style-type: none"> • detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
<p><i>Means of communication</i> may include:</p>	<ul style="list-style-type: none"> • software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
<p><i>Requirements of documents</i> may include:</p>	<ul style="list-style-type: none"> • compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

RANGE STATEMENT	
	<p>to explain texts</p> <ul style="list-style-type: none"> • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
<p><i>Categories and logical sequences of data, information and knowledge</i> may include:</p>	<ul style="list-style-type: none"> • arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
<p><i>Relevant enterprise personnel</i> may include:</p>	<ul style="list-style-type: none"> • colleagues/staff in own work area section/team members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
<p><i>Design elements</i> may include:</p>	<ul style="list-style-type: none"> • capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Writing
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Co-requisite units

Co-requisite units		

CHCADMIN305D Work within the administration protocols of the organisation

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to work within an organisations administration protocols in both community and government settings

This unit describes the knowledge and skills required to work within an organisations administration protocols in both community and government settings

Application of the Unit

This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

This unit may apply to administrative work undertaken across a range of sectors involved in delivery of community services

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Complete workplace forms and documents	1.1 Select appropriate form for purpose
	1.2 Complete workplace forms and documents in accordance with organisation protocols and procedures
	1.3 Follow organisation protocols and procedures for the submission of personal documents
2 Store and maintain organisation information	2.1 Keep information in accordance with organisation guidelines
	2.2 Provide access to information to appropriate individuals
	2.3 Maintain confidentiality and security of information
	2.4 Report breaches of confidentiality to appropriate person
3 Use and maintain equipment and machines	3.1 Select equipment appropriate to the task and use according to organisation procedures and manufacturer's instructions
	3.2 Store and dispose equipment and materials in accordance with organisation procedures
	3.3 Deal with issues and problems arising from the operation of equipment in accordance with organisation protocols
	3.4 Undertake training to use particular equipment as needed
4 Manage inquiries in accordance with organisation policy and protocol	4.1 Respond to inquiries promptly according to established procedures
	4.2 Take and distribute verbal and written messages in accordance with organisation protocols
	4.3 Utilise communication equipment in accordance with organisation protocols

4.4 Utilise appropriate telephone techniques

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Organisation policies and procedures for recording information and keeping records

Organisation policies and procedures for maintaining supplies

Organisation policies and procedures for security and circulation

Recording mechanisms

Organisation policies and procedures for incoming and outgoing mail

Locations and titles of personnel

Australia Post specifications for mail

Confidentiality requirements

OHS requirements applying to use of basic workplace technology and equipment

Essential skills:

It is critical that the candidate demonstrate the ability to:

Identify and follow relevant policies, guidelines and procedures of the organisation relating to administrative duties

Complete documentation, if required by organisation/service

Demonstrate competency over the full range of equipment that the worker would be expected to use

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Use workplace equipment appropriate to job role

Apply language, literacy and numeracy competence appropriate to the requirements of the organisation and client group:

this may range from oral communication skills if reporting verbally, to writing skills if filling in work forms

organisation's forms may also vary in complexity

language used may be English or a community language

Use information systems and technology

Apply oral communication skills required to fulfil the job role in the organisation/ service:

oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group

language used may be English or community language depending on the client group

Apply literacy competence required to fulfil the procedures of the organisation/service, and according to the support available in the workplace:

writing skills may range from the need to fill out a simple form to completion of a short report

reading skills may range from understanding the names on envelopes/ correspondence to reading pamphlets to determine their relevance to an enquiry

Apply numeracy competence required to fulfil the procedures of the organisation/ service, and according to the support available in the workplace:

numeracy tasks may range from the need to count supplies to recording information on organisation forms

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

Evidence must include observation of performance in the work environment or in a simulated work setting

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment include access to:

an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment

equipment and resources normally used in the workplace

Method of assessment may include:

- Observations
- Questioning
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Workplace forms and documents include:

- Job sheets, time sheets, rosters
- Client contact registers including telephone calls
- Meeting registers and records
- Purchase orders and invoices
- Promotional materials
- Organisations policies and procedures
- SOP's
- Relevant legislation
- Organisation's standard forms

Records may be:

Accounting records e.g. account for payments, petty cash payments, purchases
Client records e.g. client statistics, client details, contact numbers etc.
Assessment and referral records
Records of jobs/clients attended
Sign on/sign off sheets
Purpose designed report forms

Store and maintain organisation information includes:

Manual and computer filing
Data base
Management of computer directories

Equipment and machines include:

Answering machines
Appliances
Computers
Email
Fax machines
Machinery
Maintenance equipment
Microwave ovens
Photocopiers
Telephones
Two-way radios
Cleaning equipment
Vehicles

Maintenance of equipment is:

According to routine maintenance instructions and responsibilities of the job role

Inquiries may be internal and external via:

Telephone calls
Facsimiles
Letters
Email
Internal office memos
Personal visits

Reports may be in English or community language as required by the organisation/service:

Verbal or written
Memos
Letters
Records
Chart reports
Notes

Organisation procedures and policies include those relating to:

Filing and indexing
Security
Circulation
Confidentiality

Organisation may refer to:

Public or private companies
Small businesses
Government departments
Sole trader businesses

Unit Sector(s)

CHCCD307C Support community resources

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide and maintain support to community groups

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Develop an information base | <p>1.1 Collect and store <i>relevant information about the community</i>, its organisations and services according to the organisation practices so ongoing work is facilitated</p> <p>1.2 Maintain a current directory of community <i>resources</i> so it is useable and accessible</p> |
| 2. Establish relationship with <i>key people</i> | <p>2.1 Establish and maintain appropriate contact with <i>key people</i> using a range of <i>communication strategies</i> to ensure that the outcomes from work in the community is maximised</p> <p>2.2 Define roles and responsibilities of <i>key people</i> and services so that work is effective and coordinated</p> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 3. Apply strategies for linking people | 3.1 Undertake appropriate work to create opportunities to develop supportive connections between <i>key people</i> including arranging and conducting meetings |
| | 3.2 Identify obstacles to effective contact between people and develop appropriate strategies to overcome these |
| | 3.3 Provide appropriate levels of ongoing support to promote community interaction |
| 4. Maintain community facilities and <i>resources</i> | 4.1 Maintain all relevant records and make available as required to facilitate community interaction |
| | 4.2 Undertake appropriate work to ensure that maintenance of community <i>resources</i> is carried out according to agreed procedures and budget allocations |
| | 4.3 Take appropriate action to ensure public and communal areas are accessible and meet community needs |

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Nature of the community and significant relationships and resources including cultural
- Organisation's policies and program/service objectives
- Relevant agencies programs and criteria
- Communication strategies
- Principles of social organisation and structures

REQUIRED SKILLS AND KNOWLEDGE

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide a range of types of support to communities according to organisation procedures
- Communicate with a range of people in the community
- Maintain and access effective networks which contribute to the achievement of objectives
- Demonstrate capacity to motivate individuals and groups to work cooperatively to address common concerns

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate oral communication competence:
 - ability to ask questions, listen to information, and seek clarification
 - language used may be English or a community language
- Demonstrate reading competence if worker is using pamphlets or written information, to determine if an organisation or service is relevant to a particular group:
 - information may be written in English or a community language
- Demonstrate writing skills if organisations require a written list of community facilities and resources:
 - documentation that is required by the organisation
 - reports and documentation may be required in English or a community language depending on the group (some organisations may require computer skills if documentation is electronically stored)
- Consistently:
 - describe, with supportive evidence, the nature and structure of the designated community

REQUIRED SKILLS AND KNOWLEDGE

- describe the structure of the designated community in terms of general concepts of social organisation and structures
- demonstrate a range of strategies for making contact with and linking people
- define own role as worker within the community
- use of available technology for record-keeping
- comply with occupational health and safety (OHS) requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Worker can be assessed on the job or by simulation
Community is designated by organisation policy

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to a workplace or community or an environment that effectively simulates workplace or community conditions
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community may include:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs

Relevant information about the community may include:

- Composition and social/cultural profile
- Cultural characteristics
- Scope defined by organisation's objectives and priorities
- Size
- Nature and history of issues and interests
- Range and nature of other services
- Existing practice, process and protocol

Information about the community may include:

- Data base of key people
- Details of other services/agencies
- Networks, support systems, groups
- Resources
- Protocols for communication

RANGE STATEMENT

- Key people may include:*
- People with an interest in the purpose of the organisation
 - Designated groups in the community
 - Community leaders, representatives
 - Other providers
 - People using the services of the organisation
 - Specialist providers
- Communication strategies may include:*
- Attending meetings, groups, shift hand over etc.
 - Phone contact
 - Sharing information
 - Information newsletter
- Resources may include:*
- Premises, grounds, accommodation, workplaces
 - Purpose designed and provided for the community or workplace
 - Exclusive use, ownership or shared
 - Equipment and materials
 - Information
 - Personnel
 - Financial
- Organisation's procedures may include:*
- Formally documented policies, guidelines, delegations, philosophy
 - Direction through supervision
 - Management decisions, directives
 - Information, data collection, proforma, reporting requirements
 - Formal and informal negotiated agreements

Unit Sector(s)

Not Applicable

CHCCD401D Support community participation

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work with individuals and the community to promote participation

PERFORMANCE CRITERIA

- 1.1 Undertake work to identify key community issues to be addressed
- 1.2 Undertake planning to address community issues to ensure:
 - appropriate policies and *strategies* are developed
 - adequate resourcing is identified
 - *key people* are consulted
 - identified needs are addressed
- 1.3 Ensure processes are forward looking and proactive
- 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups
- 1.5 Provide *opportunities* for community input to planning provision of services
- 1.6 Guarantee community input and participation in services

ELEMENT	PERFORMANCE CRITERIA
2. Support existing community activities	<p>2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs</p> <p>2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation</p> <p>2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities</p> <p>2.4 Provide appropriate support to community groups to become self managing in the implementation of plans</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation
- Health promotion (as per Ottawa Charter)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
 - research relating to the community
 - policy development
 - report writing, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - evaluating effectiveness of community based activities
 - budgeting
 - negotiation, liaison, networking
 - marketing
 - facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Working with the community may include activities associated with:

- Health promotion
- Community service delivery
- Community projects
- Community development
- Community action
- Community planning
- Consultative and planning committees
- Sector development structures

Opportunities for community members and groups to participate may include:

- Systems within and outside the organisation
- Activities at program, operative and management levels
- Formal and informal systems
- Focus groups on relevant issues
- Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees
- Through publications
- Group facilitation
- Peer education/training
- Seminars and workshops

RANGE STATEMENT

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles

Strategies which the worker may develop may include:

- Development of new business, employment opportunities for individuals
- Establishment of advocacy groups
- Health promotion activities
- Development of community facilities
- Strategies to increase access to facilities, services or decision-making
- Providing direction, advice and information

Information and resources may include:

- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial

Unit Sector(s)

Not Applicable

CHCCD402A Develop and provide community education projects

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with the community to develop and provide education projects on relevant issues

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Develop an <i>education project</i> | <p>1.1 Develop project plan in consultation with <i>key people and organisations</i> that identifies priorities and desired outcomes to address issues of concerns of target group/s</p> <p>1.2 Identify and secure appropriate human, financial and physical <i>resources</i></p> <p>1.3 Develop strategies and education/resource materials appropriate to the context, issue and audience</p> <p>1.4 Prepare promotional materials and disseminate to target audience and others as appropriate</p> |
| 2. Deliver the education project | <p>2.1 Implement strategies and distribute education/resource materials to ensure maximum effectiveness for delivery of the project</p> <p>2.2 Implement strategies to encourage full participation in the project and the expression of views and feelings about its process or content</p> <p>2.3 Make project adjustments as required to meet the needs of specific groups</p> <p>2.4 Seek feedback on the education project or activity from participants</p> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|---|
| 3. Review the education project | 3.1 Assess the education project against the planned goals and objectives in accordance with organisation policies and procedures |
| | 3.2 Discuss outcomes of project evaluations with key people and organisations to determine future directions |
| | 3.3 Document education project outcomes, and where necessary act on them in accordance with organisation procedures |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Needs assessment and analysis
- Goals and objectives for project selected
- Resource availability for particular projects
- Strategies and actions needed to achieve goals
- Accountability requirements
- Resources and support within the community
- Organisation policies and procedures

The candidate must also be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Organisation policies and procedures for dealing with the media

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match education activities with community needs and priorities

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate collaboration and consultation with key people and organisations
- Deliver high quality innovative educational projects

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - liaison and networking
 - communication
 - research skills
 - time management
 - budgeting
 - report writing
 - evaluation
 - presentation
 - promotion
 - negotiation
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through an appropriately simulated environment
- Consistency in performance should consider the organisation and individual context within which work takes place

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate resources for developing, delivering and evaluating community education projects (or access to an appropriately simulated environment)

EVIDENCE GUIDE

Method of assessment:

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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Education project may include:

- Projects of varying scope and scale ranging from state wide initiatives, to specific activities
 - a single event, such as an information stall in a shopping centre
 - a multi session education and skill development project
 - a complex, large scale series of activities that incorporates diverse but coordinated elements, such as a state-wide education campaign involving mass media information

Key people and organisations may include:

- Target group
- Other relevant organisations
- Funding bodies
- Community support groups
- The media

Resources may include:

- Equipment
- Staff skills
- Time
- Space
- Venue
- Educational materials
- Funding

Marketing materials must be:

- Culturally appropriate

Assessment and evaluation of the education project may include:

- Use of feedback material
- Discussions with stakeholders, organisations and other participants
- Discussion with colleagues

Unit Sector(s)

Not Applicable

CHCCD404D Develop and implement community programs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop community programs to ensure maximum participation

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Develop program parameters | <p>1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the need for new program /s</p> <p>1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services</p> <p>1.3 Undertake research to identify key propel, issues to be addressed, possible <i>strategies and options for action</i></p> <p>1.4 Undertake appropriate planning and liaison including developing concept plans in consultation with relevant communities and <i>stakeholders</i></p> |
| 2. Design programs with the <i>community</i> | <p>2.1 Develop a program plan which reflects identified parameters and incorporates an <i>evaluation of a range of program options</i></p> <p>2.2 Undertake consultation to determine preferred program options particularly in areas of high need or with targeted communities</p> <p>2.3 Seek help from participating agencies for implementation arrangements</p> <p>2.4 Identify and seek <i>resources</i></p> |

ELEMENT**PERFORMANCE CRITERIA**

3. Implement programs

3.1 Where appropriate, conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives

3.2 Implement programs in accordance with the development plan

3.3 Develop and implement *promotion and marketing strategies*

3.4 Develop and maintain systems and resources for administrative support of *community programs*

3.5 Encourage target group to participate fully in the program

4. Evaluate programs

4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan

4.2 Use results of evaluation for revision and ongoing development

4.3 Involve interested and/or relevant people in program evaluation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The cultures, concerns, beliefs and aspirations of the community in question
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- The impact of cultural and community attitudes within that community
- The implications of differences in attitudes and values
- Community development as a social change strategy
- Decision-making structures and processes at organisation, community, regional and system level
- Relevant legislation and public policies
- Social, community and youth issues
- Nature of community development work
- Definitions of community
- 'Community' as ideological tool
- Personal values and community development
- Emergence of community development
- Contemporary community development practice
- Social movements
- Sociology
- Social theories
- Social inequality
- Sociology of class
- Sociology of gender
- Contemporary economics and politics and their impact on community development

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective management of community programs through the application of current accepted best practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake research and consultation
- Apply a range of community development approaches
- Coordinate people, processes and information
- Analyse data, information and relationships
- Provide support to a diverse range of people/organisations
- Analyse complex issues
- Work with and through community leaders
- Demonstrate application of skills in:
 - advocacy
 - conflict resolution/negotiation and mediation
 - cross cultural communication and negotiation
 - verbal and written communication
 - literacy adequate to prepare a range of resource material appropriate to the target group
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community
- Consistency in performance should consider specific program and community requirements

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

EVIDENCE GUIDE

Method of assessment:

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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community may be:

- Individuals and groups defined by organisation programs and services
- Other agencies providing services to the designated individuals and groups
- People with specified needs and interests
- People using the organisation's services/programs
- Geographic

RANGE STATEMENT

Community programs may include:

- Community development activities and strategies
- Education and information projects

Stakeholders may include:

- Residents within a community
- Businesses within or related to a community
- Advocacy and special interest groups
- Decision-makers and community leaders
- Individuals, groups and communities affected by issues or strategies
- Owners or managers of resources required
- Grants/funding agencies
- Government and non government organisations
- Peak bodies
- Colleagues and collaborators

Strategies and options for action may include:

- Community/public education, awareness raising
- Lobbying and advocacy
- Development of new services, opportunities
- Developing the capacity of individuals, groups and communities to meet their own needs and objectives
- Non violent direct action
- Participatory action research
- Development of new businesses or employment opportunities
- Health promotion, development of healthy communities/attitudes and environmental causes of ill health
- Development of community resources and facilities
- Development of recreational/entertainment
- Adjustments to existing programs/services to make them more accessible to young people
- Strategies to increase access to facilities, services
- Decision-making including cost, physical, information
- Public processes

RANGE STATEMENT

Resources may include:

- Information
- Knowledge/skills
- Equipment and materials
- Facilities, buildings, transport
- Organisation structures, networks
- Sector/regional networks
- Access to decision-makers
- Management support
- Personnel
- Money

Evaluation of a range of program options may include:

- Projected outcomes to achieve objectives
- Cost efficiency and effectiveness
- Relevance to high needs and priorities
- Scope and coverage
- Capacity to evaluate
- Availability of resources/skills
- Consistency of philosophy
- Ethical considerations
- Impact on organisation/other services/programs
- Personnel/industrial/employment implications
- Legislative/statutory/accountability implications

Promotion and marketing strategies may include:

- Letters (by fax, mail, or any other means of transmission)
- Newsletters/journals
- Internal organisation communication (e.g. Internal memos, minutes of meetings)
- Artwork, graphics
- Reports, discussion papers, briefing papers
- Brochures, fliers and written advertisements
- Posters
- Audio and audio visual productions
- Performing arts presentations
- Verbal/public presentations
- Meetings, seminars, workshops and forums
- Print or telecommunications media

RANGE STATEMENT

Consultation strategies may include:

- Meetings, seminars, workshops or other forums
- Interviews (formal and informal)
- Written surveys (questionnaires, letters, submissions)
- Suggestion boxes
- Alternative communication such as graffiti walls
- Networks
- Professional associations
- Call for submissions

Unit Sector(s)

Not Applicable

CHCCD413D Work within specific communities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with individuals or groups in specific communities

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Define the *issues of specific communities* or groups

2. Undertake relevant *work* in the *context* of specific communities or groups

PERFORMANCE CRITERIA

1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation

1.2 Identify the values and structures of the community as they impact on individuals and groups

1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities

2.1 Use the values, issues and structures within specific communities to define the ways of working

2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups

2.3 Ensure work within communities is consistent with defined job role and agreed protocols

2.4 Utilise interpersonal skills which are consistent with community practices and standards

ELEMENT**PERFORMANCE CRITERIA**

3. Evaluate work undertaken within specific communities

3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders

3.2 Monitor work within communities to ensure reflection of relevant *values and structures*

3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of skills in:
 - consultation
 - facilitation
 - research, including data collection/analysis and recording, and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - high level interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through simulation
- The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including:
 - observation
 - reports from supervisors or other key people, and
 - confirmation from key community leaders

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues of specific communities may relate to:

- Cultural and linguistic diversity
- Risk of self-harm
- Mental health
- Gender
- Sexuality
- Age
- General health
- Alcohol and other drugs abuse
- Disability
- Location e.g. urban, rural and remote
- Income
- Family systems
- Religion

Work may relate to:

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas
- Research activities
- Policy development
- Advocacy
- Referrals
- Project development and implementation
- Project design and implementation

RANGE STATEMENT

Context of work may include:

- Social, political and economic issues impacting upon specific communities and groups
- Models of community development
- Legislative and statutory frameworks

Values and structures may include:

- Cultural preference and mores of specific groups e.g. religious/spiritual observances
- Language
- Family relationships
- Status/protocol
- Ceremonies/celebrations
- Prohibitions/taboo

Unit Sector(s)

Not Applicable

CHCCD505D Develop community resources

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with the community to develop relevant and effective resources to engender community support for initiatives aimed at specific groups

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Assess community resource requirements

1.1 Identify resource requirements through consultation with networks and *key people and organisations*

1.2 Research existing available *community resources* and assess their capacity to meet needs of the group

1.3 Develop *strategies to address gaps in available resources*

2. Develop and acquire resources

2.1 Develop strategies for the provision of resources to assist in meeting organisation objectives within funding considerations

2.2 Develop resources in consultation with key people

2.3 Follow all relevant processes and procedures to ensure endorsement and guarantee implementation

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 3. Facilitate community access to resources | 3.1 Publicise availability of resources to target group, <i>key people and organisations</i> to encourage participation in activities |
| | 3.2 Make resources available to all users as required in accordance with organisation procedures |
| | 3.3 Review resources regularly to ensure usefulness and currency |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- A range of systems that can be used to obtain, store and record information
- A range of resource media
- Resourcing policies and procedures
- Key people and organisations

The candidate must be also able to demonstrate relevant knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify community needs and match a range of appropriate resources to meet those needs
- Demonstrate capacity to operate within specific communities or across a number of groups

In addition, the candidate must be able to effectively do the task outlined in elements and

REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Design and prepare materials including relevant information technology
- Demonstrate application of skills in:
 - basic project management
 - networking
 - information management in line with occupational health and safety (OHS) requirements
 - information presentation
 - maintaining documentation as required

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit should be assessed on the job or through simulation
- Consistency in performance may be based on evidence from previous demonstration of competency, however assessors should consider particular community resource development needs if assessment occurs in the workplace

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to an appropriate workplace or community or accurately simulated environment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key people and organisations may include:

- Government and non government organisations
- The service's networks
- Staff
- Committee of management
- Specialist organisations

Sources for addressing resource gaps may include:

- External grants
- Commercial fund raising
- Internal allocations
- Other services/agencies
- Donations
- Exchanges
- Sharing

Strategies to address gaps in available resources may include:

- Grant submissions
- Commercial enterprise
- Fee for service
- Internal reallocation
- Internal cross subsidies
- Sponsorship/donations
- Exchanges/sharing/pooling

RANGE STATEMENT

Community resources may include:

- Information
- Education
- Databases
- Library (paper based or electronic)
- Finances
- Equipment and materials
- Skills and expertise
- Capital assets
- Technology

Unit Sector(s)

Not Applicable

CHCCD508C Support community action

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support the community to represent their own needs through social and public action

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---------------------------------------|---|
| 1. Respond to community needs | <p>1.1 Plan and implement appropriate opportunities so that people in the community can promote their issues</p> <p>1.2 Identify and clarify a range of forms of consultation and research methods</p> <p>1.3 Identify, develop and agree with key people strategies for meeting community needs</p> |
| 2. Support identified community needs | <p>2.1 Assess relevance and appropriateness of a range of <i>mechanisms</i> and <i>actions</i> to address community needs</p> <p>2.2 Calculate and assess <i>resources</i> required for availability and appropriateness and where possible, provide these resources</p> <p>2.4 Undertake appropriate work to ensure that resourcing to meet community needs is provided and made available</p> |

ELEMENT**PERFORMANCE CRITERIA**

3. Evaluate effectiveness of community action

3.1 Evaluate the effectiveness of activities using accepted strategies and *mechanisms*

3.2 Review progress of strategies with key people and negotiate and implement required changes

3.3 Document outcomes of evaluations and report to key people

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Social structures and systems in the community
- Complex cultural awareness
- Components of strategic planning
- Decision-making systems and leadership
- Community development principles relevant to social action and public processes
- Current social policy and its implementation programs
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including alcohol and other drugs (AOD):
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support communities to identify their rights and represent their own needs through social and public action
- Motivate individuals and groups to work cooperatively

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - applying evaluation methods
 - applying research methods
 - marketing and promotion
 - negotiation
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the workplace, in the community or in relevant simulations
- Consistency in performance should consider specific needs of the community and how community action can support these needs

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or community or an appropriately simulated environment

EVIDENCE GUIDE

Method of assessment:

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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Actions for the support of community needs may include:

- Strategies to change, promote or protect existing social structures, services, resources
- Initiatives by the community and undertaken by the community and/or agencies
- Initiatives undertaken by the organisation and supported by the community and/or agencies
- Routinely planned and specific/occasional actions
- General and specially targeted
- Social action
- Promotion

Mechanisms may include:

- Structures
- Processes/protocol
- Consultation, participation , accountability
- Review, evaluation
- Existing and specially created
- Community development strategies

Resources may include:

- Those of the organisation
- Those acquired from other agencies
- System support/administration/policy
- Material/financial/facilities/equipment
- Developmental/information/training
- Information technology

Unit Sector(s)

Not Applicable

CHCCD509C Support community leadership

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to design, provide and promote a supporting structure and environment to enable effective and viable leadership to be provided within the community

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Develop and maintain *support mechanisms*

2. Promote *community leadership*

PERFORMANCE CRITERIA

1.1 Design a range of *support mechanisms* to enable the identification of the role, responsibilities, context and accountability of *community leadership*

1.2 Identify and address factors which might have an impact on the effectiveness of *community leadership*

1.3 Include resources required to support *community leadership* development in resource allocations

2.1 Create and respond to opportunities to routinely promote the importance of *community leadership*

2.2 Ensure the development of *structures*, processes and practice reflects the defined role and importance of *community leadership*

ELEMENT**PERFORMANCE CRITERIA**

3. Develop leadership skills

3.1 Design and provide learning programs aimed to develop leadership skills

3.2 Implement a range of activities to assist the development of *community leadership*

3.3 Provide individuals with structured and supported opportunities to experience leadership

3.4 Identify and acknowledge the expertise, skills and contributions of the community to leadership

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development principles and strategies
- Concepts of effective leadership
- Structure and nature of the community
- Significant cultural awareness, practices and protocol
- Availability of skills development training
- Support mechanisms and structures in the range of relevant communities and cultural contexts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop opportunities for leadership within the community
- Provide support for leadership structures and the development of individuals

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - negotiation
 - liaison
 - networking
 - facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be best assessed in the workplace or in a environment that simulates the normal range of workplace conditions
- Consistency in performance should consider the range of situations in which workers will be supporting community leadership

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to a workplace or community or to an effectively simulated environment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community leadership may include:

- Individuals acting in a formal representative role
- Elected management committees
- Formally constituted groups/steering committees/reference groups
- Key people with recognised influence

Support mechanisms may include:

- Resources
- Information/training development
- Recruitment and selection of leaders and managers
- Networks
- Groups
- Practice frameworks
- Individual and ongoing support
- Procedures for identifying potential community leaders

Structures may include:

- Management
- Consultations
- Accountability
- Decision-making
- Advisory systems
- Policy, guidelines, objectives and principles
- Resources

Unit Sector(s)

Not Applicable

CHCCD514A Implement community development strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with individuals, groups and the community to identify issues and develop cooperative processes to facilitate change

Application of the Unit

Application

This unit is intended for application within a community work or community development work context within the community services sector

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work with individuals and groups to identify issues

PERFORMANCE CRITERIA

- 1.1 Use appropriate interpersonal skills with individuals and groups to ensure that their story is heard and understood and to test that there is common understanding
- 1.2 Respond to individual and group concerns in a manner which shows respect and a commitment to assist in their resolution
- 1.3 Provide appropriate *referrals* to assist in the resolution of issues
- 1.4 Identify and address barriers to moving private concerns into public action

ELEMENT**PERFORMANCE CRITERIA**

2. Work with groups to establish cooperative processes
 - 2.1 Identify relevant models of work that may address group *issues and needs*
 - 2.2 Identify and establish mechanisms and actions to address group issues and needs
 - 2.3 Organise a range of *opportunities to facilitate community participation*
 - 2.4 Establish common goals and coordinate *strategies* for a cooperative group process
 - 2.5 Engage key stakeholders in planning, implementing and evaluating *strategies* for community empowerment and action
 - 2.6 Address organisation's reporting requirements

3. *Support* group processes and skills development
 - 3.1 Identify and access available *resources* to facilitate successful group and community work *strategies* and activities
 - 3.2 Assist in facilitation of effective group meetings and enhance outcomes
 - 3.3 *Support* and maintain group processes to facilitate achievement of identified outcomes by the group
 - 3.4 Monitor effectiveness of group processes and provide information to the group to enable improvement and change as required

4. Reflect on practice
 - 4.1 Reflect on own practice
 - 4.2 Regularly participate in a review mechanism as a commitment to upgrading skills and knowledge
 - 4.3 Work with group to regularly undertake review mechanisms
 - 4.4 Work with group to reflect on group practice and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development theory, principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation
- Community processes and protocols
- Conflict management
- Media engagement
- Meeting procedures
- Governance issues
- Representation, lobbying and advocacy
- Power and conflict management
- Leadership in community
- Networking
- Data collection and analysis
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
 - alcohol and other drugs (AOD)
 - cultural and linguistic diversity
 - risk of self-harm
 - women
 - men
 - community education
 - Aboriginal and Torres Strait Islander people
 - mental health

REQUIRED SKILLS AND KNOWLEDGE

- LGBTI
- young people
- families and children

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to identify individual concerns and translate them into public issues by facilitating individual awareness of issues which may be common to the group and to assist establishment of access to group processes
- Develop and maintain public processes to address common issues
- Work with key people or stakeholders in the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Motivate, enthuse and activate
- Demonstrate application of skills in:
 - research, including data collection/analysis and recording, and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - project/program evaluation
 - budgeting
 - negotiation, liaison, networking
 - group facilitation
 - applying OHS requirements in the work role

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment purposes

EVIDENCE GUIDE

Method of assessment:

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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Referrals may be:

- Both inside and outside the organisation
- To other workers, service providers or organisations
- To specialist services

RANGE STATEMENT

Issues and needs may include:

- Employment
- Housing
- Financial support
- Access to education and training
- Health
- Child care
- Community issues such as domestic violence, aged care, disability services, etc

Operational arrangements include:

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

Opportunities to facilitate community participation include:

- Activities at service delivery, program, operative and management levels
- Formal and informal systems
- Promotion
- Support meeting
- Focus groups on relevant issues
- Community meetings

Key people may include:

- Advocacy groups
- Policy and decision-makers in the specific community
- Individuals, groups or communities most likely to be affected by strategies or action plans
- Community leaders
- People with formal and informal representative roles
- Community elders
- Council members
- Elected representatives (politicians)

RANGE STATEMENT

Group processes and models include:

- Community action

Community development outcomes may include:

- New or improved service delivery
- Community projects
- Community planning
- Consultative and planning committees
- Enhanced social capital
- Enhanced community skills
- Enhanced community capacity
- Community facilities
- Policy changes
- Other relevant needs identified by the community or the group

Support includes:

- Media
- Meeting procedures
- Representation, lobbying and advocacy
- Power and conflict management
- Motivate, enthuse and activate
- Leadership in community
- Networking
- Data collection and analysis
- Gaining resources

Strategies may include:

- Establishment of advocacy groups
- Promotion activities
- Lobbying
- Developing alliances
- Collaboration and cooperation
- Community awareness raising
- Submissions to social planning
- Political action and campaigns
- Participatory/collaborative research and development
- Other strategies as appropriate

RANGE STATEMENT

Resources may include:

- Skills/administrative support
- Physical, transport, venues, material, equipment
- Provision of training
- Financial
- Equipment
- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Personnel

Unit Sector(s)

Not Applicable

CHCCD615A Develop and implement community development strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work in the community to facilitate public awareness and resolution of a range of issues of public concern

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish and build community based group processes

PERFORMANCE CRITERIA

- 1.1 Use appropriate interpersonal skills to ensure that stories are heard and understood and to test there is common understanding
- 1.2 Respond to individual and group concerns in a manner which shows respect and identifies the public concern
- 1.3 Support individuals to identify others who may share their concerns
- 1.4 Employ relevant facilitation skills to assist people to identify when community development processes may not be the appropriate mechanism to address their issue and to provide appropriate referrals
- 1.5 Identify and address barriers to moving private concerns into public community action
- 1.6 Facilitate identification and development of community development strategies for proceeding with community actions
- 1.7 Identify structures and networks relevant to proposed community actions

ELEMENT**PERFORMANCE CRITERIA**

2. Research and analyse structures and systems relevant to the public concern
 - 2.1 Identify the structures and systems which have created and maintain *issues* within the public arena
 - 2.2 Assist the group to develop strategies to seek positive change to these structures and systems
 - 2.3 Implement strategies to seek positive change
 - 2.4 Evaluate and review strategies in light of change achieved.

3. Facilitate processes to support community action
 - 3.1 Undertake all work in a timely manner
 - 3.2 Assist groups to implement appropriate mechanisms and actions which will address the range of *issues*
 - 3.3 Contribute to the development of policies and processes which will facilitate resolution of group concerns in the public arena
 - 3.4 Routinely use effective interpersonal skills to motivate the group to work cooperatively
 - 3.5 Undertake appropriate work to develop and implement *operational arrangements* which will facilitate group processes
 - 3.6 Provide appropriate level of support within the defined work role to develop and maintain group processes and facilitate achievement of *identified outcomes*
 - 3.7 Provide appropriate support to ensure there is ongoing evaluation of group processes
 - 3.8 Assist the group to access additional assistance and *resources* as required
 - 3.9 Develop and apply a strategy for managing a number of community development activities

ELEMENT

4. Develop and maintain relevant networks

PERFORMANCE CRITERIA

4.1 Identify and prioritise networking needs and established new networks as required to meet community and group needs and organisation objectives

4.2 Develop and maintain strategic alliances with key individuals and groups covering a range of *issues* relevant to work role

4.3 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development

4.4 Implement strategies to develop effective new networks in consultation with *key people* and in accordance with organisation objectives

4.5 Make available information about new network to others as appropriate

4.6 Develop and implement processes for engaging relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development principles and practices
- The community profile
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies/legislation

REQUIRED SKILLS AND KNOWLEDGE

- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
- Alcohol and other drugs
- Cultural and linguistic diversity
- Risk of self-harm
- Women
- Men
- LGBTI
- Family and children
- Young people
- Community education
- Aboriginal and Torres Strait Islander people
- Mental health
- Social Policy and the State
- Information dissemination
- Public speaking
- Using the mass media
- Ethics
- Negotiation skills
- Mechanisms of social action and social change

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate capacity to work strategically in a number of areas to ensure individual concerns are translated into public issues
- Develop and maintain public processes to address common issues
- Work with a wide range of key people or stakeholders in the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - research
 - project/program evaluation
 - budgeting
 - negotiation
 - liaison

REQUIRED SKILLS AND KNOWLEDGE

- networking
- group facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to appropriate structures, people or organisations for assessment purposes

Method of assessment:

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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Issues may include:

- Employment
- Housing
- Financial/income support
- Access to education and training
- Health
- Crime prevention
- Social isolation
- Planning public access
- Child care
- Civil and human rights
- Transport and mobility
- Recreation, arts and culture
- Environmental protection

Responses include:

- Establishment of alternative systems and structures
- Working within local bureaucracies
- Advocacy

Operational arrangements include:

- Legal framework for operation
- Funding arrangements
- Models for operation
- Decision-making arrangements
- Baby sitting
- Vouchers
- Location
- Advertising/promotion

Community work methods include:

- Community action
- Advocacy
- Development of self help processes
- Development of infrastructure in the community
- Development of community support
- Development of community programs
- Brokering of institutional systems change

RANGE STATEMENT

- Identified outcomes may include:*
- New or improved service delivery
 - Community projects
 - Community planning
 - Consultative and planning committees
 - Enhanced social capital
 - Enhanced community skills
 - Enhanced community capacity
 - Community facilities
 - Policy changes
 - Other relevant needs identified by the community or the group
- Opportunities for groups to participate include:*
- Sector development structures
 - Activities at service delivery, program, operative and management levels
 - Formal and informal systems
 - Promotion
 - Support meeting
 - Focus groups on relevant issues
- Key people may include:*
- Advocacy groups
 - Policy and decision-makers in the community
 - Community leaders
 - People with formal and informal representative roles
- Resources may include:*
- Skills/administrative support
 - Physical, transport, venues, material, equipment
 - Provision of training
 - Financial
 - Equipment
 - Staff skills and time
 - Provision of facilities
 - Educational materials
 - Funding

Unit Sector(s)

Not Applicable

CHCCD619B Establish and maintain community, government and business partnerships

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by members of a community group to define, establish and maintain partnerships across sectors to develop community capacity

Application of the Unit

Application

This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Define opportunities for specific partnerships

PERFORMANCE CRITERIA

- 1.1 Establish opportunities for contribution to service delivery
- 1.2 Carry out consultation on the *types of partnerships* to meet service delivery opportunities within the organisation
- 1.3 Identify possible benefits to potential partners
- 1.4 Invite key stakeholders to comment and contribute to both opportunities and partnership type

ELEMENT

PERFORMANCE CRITERIA

2. Develop a *framework* for the partnership
 - 2.1 Promote desired partnership types and *partnership opportunities*
 - 2.2 Develop a policy on the types of organisations acceptable to partner with
 - 2.3 Identify specific organisations as suitable to approach
 - 2.4 Develop a targeted partnership proposal for each organisation to be approached
 - 2.5 Consult potential partners to develop frameworks that will meet the needs of all partners
 - 2.6 Ensure selected partners establish the characteristics of the partnership
 - 2.7 Ensure confirmed partners agree to the partnership characteristics including structure, scale, roles, goals and timeframes
 - 2.8 Develop *measures for success* and communicate to stakeholders
 - 2.9 Define an agreed exit strategy

3. Maintain the partnership
 - 3.1 Promote the partnership in the agreed manner
 - 3.2 Undertake regular communication and review with all partners
 - 3.3 Identify, monitor and review challenges facing the partnership
 - 3.4 Seek, communicate, document and review *opportunities for learning* from the partnership
 - 3.5 Maintain transparency of agendas
 - 3.6 Maintain *agreed measurement systems*

ELEMENT

PERFORMANCE CRITERIA

4. Evaluate the effectiveness of the partnership

4.1 Evaluate the flexibility and appropriateness of responses to challenges facing the partnership

4.2 Evaluate and communicate performance against agreed measures

4.3 Monitor, review and communicate to stakeholders capability to implement the exit strategy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Mission, values and culture of the organisations targeted for and within the partnership
- Needs of the organisation
- Clarity of 'chain of command' - who will drive the partnership and how it relates to decision-making in the organisations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate strategic communication skills
- Undertake conflict resolution
- Apply skills in strategic planning, including developing objectives, strategies and relevant budgets
- Undertake partnership proposal development
- Identify benefits to potential partners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - general research
 - interview techniques
 - report writing

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - appropriate workplace where assessment can be conducted or
 - simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace
 - time (e.g. to establish good relationships)

Method of assessment may include:

- Observations
- Questioning
- Evidence gathered from the workplace environment and presented as a portfolio
- Demonstration over a period of time to ensure consistency of performance
- Assessment of a partnership proposal written for a specific partner
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Types of partnerships:

- Partnerships may be between organisations across sectors and may be based on philanthropy, or a combination of resources to achieve common goals in developing community capacity

Partnership opportunities:

- Partnership opportunities are developed by the partners to meet both their needs and the various needs of the communities that they are part of

Framework refers to:

- The framework describes the structure policy and processes of the partnership to best meet stakeholder needs

Measures for success refers to:

- The quantifiable and qualitative goals that the partnership has developed to indicate that its purposes are being achieved

Opportunities for learning refers to:

- Practices of reflection throughout the workings of the partnership to seek opportunities for improvement

RANGE STATEMENT

Agreed measurement systems refers to:

- The process of measuring the identified success criteria

Unit Sector(s)

Not Applicable

CHCCM503C Develop, facilitate and monitor all aspects of case management

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to facilitate all aspects of case planning

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains *Employability Skills*

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Conduct case management meetings

1.1 Facilitate information sharing with the client by establishing an appropriate rapport with the client and implementing appropriate procedures including:

- establish purpose, objectives and agenda of the meeting
- facilitate discussion
- resolve conflict where relevant
- identify, negotiate and record outcomes

1.2 Identify and agree boundaries and processes within service delivery, including:

- rights, roles, responsibilities, decision-making processes, accountability and outcomes
- ways of addressing experience, skills, values and development of participant
- impact of statutory mandates on interventions, the client and significant others
- the impact of value systems of worker, client and key stakeholders on outcomes
- information sharing and planning
- appropriate conflict resolution techniques to be employed

1.3 Define and explore individual family and community needs and rights, and organisation responsibilities to assure the rights are protected for all concerned

2. Develop an appropriate approach to case management

2.1 Develop and utilise case management processes appropriate to implementing statutory requirements

2.2 Implement appropriate processes to facilitate client setting of goals and participation in case management processes

2.3 Integrate appropriate cultural considerations into all aspects of case management planning

2.4 Provide information on rights of appeal and avenues of complaint so client understands their rights

ELEMENT**PERFORMANCE CRITERIA**

3. Develop an appropriate case management plan

3.1 Develop a case management plan to reflect initial assessment of needs

3.2 Identify the full range of appropriate immediate, short and long term needs of the client and other relevant parties

3.3 Develop action plans to reflect:

- integration of expertise of relevant stakeholders and other service deliverers
- negotiated and agreed goals and operational processes
- a range of strategies to address each goal and to maximise participation in plan
- appropriate resource allocation
- agreed responsibility for delivery
- realistic and agreed indicators of success
- rights and responsibilities of client

3.4 Establish processes for monitoring and changing case plan

3.5 Identify strategies to deal with *complex or high risk situations*

3.6 Match requirements of case plan to experience, workload and geographical location of worker

3.7 Focus plan on assisting clients to set and achieve realistic targets for change or action and to take personal responsibility

4. Manage case work activities and processes

4.1 Implement strategies to continually monitor the effectiveness of case management processes against agreed goals, relevant services and programs, client and stakeholder satisfaction

4.2 Assess the need for changes in case plan, including the need for ongoing intervention, and develop strategies for alternatives as appropriate

4.3 Successfully negotiate with relevant parties, any proposed changes arising from case review

4.4 Utilise processes for case closure as appropriate, to comply with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Behaviour change models and practices
- Organisation procedures and standards
- Formal meeting processes
- Relevant policy, procedures, legislation and statutory mandates
- Cultural protocols and systems
- Family structure, dynamics, communication and decision-making
- Relevant documentation protocols
- Range of available services

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and use a range of family and community resources
- Identify and gain agreement on role boundaries
- Facilitate groups and support participants to engage in information sharing and planning
- Apply organisation statutory and legislative requirements

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - Planning, decision-making and goal setting
 - Managing group dynamics
 - Conflict resolution, negotiation and (where required) mediation techniques

REQUIRED SKILLS AND KNOWLEDGE

- Defining boundaries
- Planning and goal setting
- Facilitation
- Assertion
- High level writing skills
- Interpersonal and communication
- Supervision and delegation where appropriate to job role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include all aspects of case planning with a range of clients

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace environment

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for facilitation of information sharing and planning include:

- All formal processes included in case management e.g. case conferences, case review meetings, formal briefings on client progress

Evaluating ongoing implementation includes:

- Monitoring case plan implementation
- Facilitating review activities and feedback from workers on progress of intervention
- Liaison with service providers, clients, significant others
- Advising on how case plans can be modified, ensuring that changes are communicated appropriately

Complex or high risk situations are to be defined as:

- Life threatening/high risk situations
- Cases where at least three of the following factors are combined:
 - serious/sustained abuse
 - multiple difficulties present in family
 - intellectual or psychiatric disability
 - chronic and serious drug addiction affecting individuals capacity
- Where a wide range of other agencies are involved, e.g. community services, legal, medical and police agencies
- Where involvement of protective and custodial agencies with the family has been over a lengthy and sustained period
- When age of the client creates special considerations
- Cases with high public/political sensitivity requiring sensitive and experienced case investigation and management

RANGE STATEMENT

Negotiate actions includes:

- Gaining agreement on course of actions, goal setting, milestone setting and agreement, timeline setting, establishment of review points in case plan

Unit Sector(s)

Not Applicable

CHCCM504C Promote high quality case management

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to disseminate information and provide advice on practice issues relating to case management

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Provide a lead in case management practice

PERFORMANCE CRITERIA

- 1.1 Implement appropriate strategies to ensure currency with accepted best practice and relevant legislation
- 1.2 Where appropriate, provide practice advice and direction consistent with organisation service and professional standards
- 1.3 Challenge and support worker to ensure casework plans and actions are based on organisation procedures, practices and legislative requirements
- 1.4 Implement strategies to ensure worker has ready access to casework consultation with other workers to maximise their effectiveness
- 1.5 Access and apply specialist practice knowledge in the workplace and provide coaching and mentoring to staff to optimise competent practice
- 1.6 Advise worker on the full range of legislative provisions relevant to case management, and worker and organisation responsibilities

ELEMENT

2. Provide practice advice on complex cases

PERFORMANCE CRITERIA

- 2.1 Thoroughly analyse and assess case management plans and feedback on their implementation and provide expert advice on options for actions and further development
- 2.2 Provide workers with information on organisation processes for collecting information from key stakeholders to ensure more effective operation
- 2.3 Routinely provided workers with information about relevant legislation and any changes in organisation practices and procedures to promote consistency and quality in practice
- 2.4 Routinely monitor progress on case plan and make changes as required to enable improved service delivery
- 2.5 Implement strategies to ensure appropriate stakeholders are consulted about specialist information and options for future action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theory and practice of case management
- Provisions of all relevant legislation and statutory requirements
- Practice model of supervision
- Codes of practice/ethics
- Own value base and belief system

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Research current trends in case management
- Analyse and evaluate practices
- Plan for practice improvement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - role modelling
 - mentoring
 - facilitation of feedback
 - team management
 - high level report writing and documentation
 - research and analysis

REQUIRED SKILLS AND KNOWLEDGE

- effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment is recommended to be conducted on one or more occasion and should reflect a range of information and advice that is disseminated

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment, including testimonials from colleagues, portfolios etc

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for facilitation of ongoing case management practice include:

- Professional development and training programs
- Practice reviews and audits

Facilitation of ongoing case management practice will be carried out within requirements established by:

- Organisation policy and procedures
- Relevant program standards
- Service and professional standards, including code of professional ethics or code of practice

Unit Sector(s)

Not Applicable

CHCDIS301A Work effectively with people with a disability

Modification History

Unit Descriptor

This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Application of the Unit

This unit may apply to work with people with a disability in a range of community service contexts

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Demonstrate an understanding of the delivery of quality services for people with disabilities	1.1 Demonstrate understanding of key issues facing people with disabilities and their carers
	1.2 Work with understanding of the context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work
	1.3 Demonstrate commitment to access and equity principles
	1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities
	1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities
2 Communicate effectively with people with a disability	2.1 Identify specific communication needs of people with a disability including, where appropriate: identifying and using techniques, devices and aids specific to each person with a disability translation and language interpreters cultural interpreters referral to specialists
	2.2 Identify areas of mistrust or conflict that may require conflict resolution
	2.3 Identify need to include additional people including trusted friends, case workers, family members or adults
	2.4 Select from a range of appropriate communication strategies and employ to: establish rapport exchange information facilitate resolution of issues defuse potentially difficult situations

- 2.5 Apply effective communication where appropriate to provide a brief intervention
 - 2.6 Give feedback and advice in a way which reflects current identified good practice
 - 2.7 Show due regard to individual differences, needs and **rights** in communicating with clients and colleagues
 - 2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur
- 3 Demonstrate the capacity to support **rights, interests and needs** of people with disabilities
 - 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence
 - 3.2 Acknowledge **different client requirements** and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities
 - 3.3 Comply with legal responsibilities and duty of care
 - 3.4 Report situations that may pose health or safety issues according to organisation procedures
 - 3.5 Apply **different models for working in the sector** as required to meet client needs
- 4 Demonstrate the capacity to provide support across a range of disability types
 - 4.1 Apply fundamental knowledge of physical and psychological **stages of human development**
 - 4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development
 - 4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay
 - 4.4 Demonstrate understanding and application of support practices for a range of types of disability

- 5 Respond to situations of risk or potential risk to people with disabilities
 - 5.1 Identify and **respond to situations of risk** and report to **appropriate people**
 - 5.2 Report uncharacteristic or inappropriate behaviour
 - 5.3 Report situations of risk which may adversely effect the health of people with disabilities
 - 5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan

Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages

A range of developmental and acquired disabilities, including:

intellectual disability

neurological impairment

acquired brain injury

developmental delay

physical disability

sensory disability, including hearing, vision impairment

cognitive disability

speech/language disability

autism spectrum disorder

Different types of requirements likely to be associated with different disabilities

Networks in the disability sector

Consumer needs and rights including duty of care

Communication needs, strategies and resources in relation to people with disabilities

Underpinning philosophies and values, including:

the social model of disability

the impact of social devaluation on an individual's quality of life

competency and image enhancement as a means of addressing devaluation

practices which focus on the individual person
holistic and client-centred approach
community education and capacity building
delivery of person-centred services
commitment to meeting the needs and upholding the rights of clients
self determination
strengths-based support
commitment to empowering clients
rightful place in community

Principles and practices of:

empowerment/disempowerment in relation to people with disabilities
access and equity
confidentiality
continued ...

Essential knowledge (contd):

Awareness of discriminatory actions
Common risks to safety
Role of guardianship board, public trustee and independent advocate
Awareness and understanding of consent and strategies utilised to determine ability to consent
Indicators of abuse and/or neglect in relation to people with disabilities
Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices

Essential skills:

It is critical that the candidate demonstrate the ability to:
Demonstrate understanding of:
the rights and responsibilities of people with disabilities
stereotypes that may exist about people with disabilities
the impact of own attitudes on working with people with disabilities

Respond to situations of risk or potential risk

Make informed observations and report appropriately

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Communicate effectively with people with a range of different disabilities

Apply skills in interpersonal communication with clients and other stakeholders

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

Consistency in performance should consider the particular workplace context

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to:

an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

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

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

The relevant statutory framework

Historical context of work e.g. changing attitudes, changing approaches to working with clients

Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients

Political context e.g. government policies and initiatives

Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs

Facts/myths about disability

Stages of human development may relate to:

Stages of physical development

Stages of psychosocial development

Stages of cognitive development

Issues may include:

Access to services for people with disabilities and their carers

Support in meeting individual needs and personal goals of people with disabilities

Family and carer issues

Grief and loss

Different models for working in the sector may include:

- Community development and education
- Health promotion
- Case management
- Behaviour management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Community access
- Advocacy
- Employment support
- Lifestyle support
- Business services support

The underpinning values and philosophies of the sector may include:

- A holistic and person-centred approach
- Community education
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

Different client requirements may depend upon:

Type of disability, including:

- physical
- sensory
- intellectual
- cognitive
- psychiatric

Support availability including:

- family
- financial
- physical, emotional and behavioural
- employment
- education and training

Presence of a chronic illness/condition

Policy and legislative requirements include:

Disability Discrimination Act and associated standards

Disability Service Standards

Disability Services Acts (Commonwealth and State)

Equal employment opportunity principles

Guardianship Board

Medical legislation

Medication regulations

Nurses Act

Office of the Public Advocate

Privacy Act

Restrictive practices legislation

Commitment to access and equity principles includes:

Implementation of person-centred practices
Client oriented culture
A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Rights include principles expressed in:

Charters of human rights
Disability standards
Freedom from discrimination
Freedom of information

Rights include:

Privacy
Confidentiality
Common law
To be treated in a dignified, safe and comfortable manner
To express own feelings
Friendship
Freedom of association
Choice to participate
Access to complaint mechanisms

Interests include:

Financial
Accommodation
Services
Recreation

Appropriate people include:

Carers
Supervisors
Relatives
Colleagues
Health workers
Administrators
Emergency services
Health care services
Disability services
Home and community care services

Respond to situations of risk in the context of the work role may include:

Identifying risks
Providing information on risks or potential risks
Risk minimisation
Strategies for preventing abuse of people with disabilities

Unit Sector(s)

CHCEDS301A Comply with legislative, policy and industrial requirements in the education environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit covers the skills and knowledge required to participate in quality improvement activities, monitor and obtain feedback on work performance, maintain compliance with legislation and industrial instruments that relate to the education support worker role

Application of the Unit

Application

This unit applies to education support work roles in a variety of education contexts including school or other education industry environment

Work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Identify legislative and policy requirements

PERFORMANCE CRITERIA

- 1.1 Access current workplace information that covers the range of *legislation and guidelines* relevant to the job role
- 1.2 Confirm with senior staff key requirements of relevant legislation
- 1.3 Clarify and confirm understanding of legislation to ensure consistency of interpretation and application
- 1.4 Clarify and confirm understanding of legislation integration to form a legislative framework in the *education environment*
- 1.5 Obtain advice from supervisor when *conflicting legislative directives* are found

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 2. Comply with legislative and policy requirements | 2.1 Undertake work in accordance with requirements of legislation and organisation policies |
| | 2.2 Report promptly, incidents of non compliance resulting from breaches of legislation |
| | 2.3 Inform authorised persons or bodies of <i>inadequacies in workplace procedures</i> which may contribute to non compliance |
| | 2.4 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures |
| | 2.5 Report <i>changes to personal circumstances</i> affecting compliance in a <i>regulated education environment</i> |
| 3. Identify and comply with <i>industrial instruments</i> relating to the job role | 3.1 Identify the industrial award relevant to the job role and identify key responsibilities |
| | 3.2 Source and read any relevant certified agreements |
| | 3.3 Clarify award conditions with appropriate personnel as required |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understand and adhere to own work role and responsibilities
- Legislation relating to the education sector, the education support workers role and key requirements of each
- Integration of legislation to form legislative framework for the education environment
- Curriculum and curriculum framework
- Organisations policies and procedures for responding to legislative issues
- Duty of care responsibilities as applies to non teaching staff
- Safe working practices
- Potential hazards and risks for students resulting from breaches of relevant legislation or policy
- Key requirements of Industrial awards
- Relevant code/s of ethics
- Equal employment opportunity and equity and diversity principles

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow school/centre policies and procedures
- Identify inappropriate conduct
- Undertake basic research and evaluation of enabling legislation, awards, certified agreements, workplace policies and work procedures
- Liaise with and report to relevant personnel

REQUIRED SKILLS AND KNOWLEDGE

- Respond to diversity, including gender and disability in compliance with legislation and policies
- Apply environmental and occupational health and safety (OHS)
- Undertake self assessment
- Communicate with others involving exchanges of complex oral and written information
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures

EVIDENCE GUIDE

Method of assessment:

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

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Legislation and guidelines will be specific to the particular education environment and may relate to but are not limited to:

- Public sector employment
- Affirmative action
- Education and/or training legislation
- Codes of ethics/conduct
- Child protection legislation
- Student protection/safety policies
- Employment law
- Legislated standards
- Information and records management standards
- Organisations enabling legislation and regulations
- Security, storage, handling and classification of documents
- Financial management and accountability
- Anti corruption legislation
- Anti-discrimination
- Professional standards
- Employee relations
- Duty of care
- OHS
- Criminal, contract and administrative laws

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Conflicting legislative directives may include:

- Apparent contradictions between statutes
- Apparent conflict between statutes and policy requirements

RANGE STATEMENT

A regulated education environment includes:

- Schools and other education facilities where potential employees are required to undergo background checks in compliance with legislation designed to protect students
- Schools and other education facilities where the employment of teaching staff and the operation of the facility are regulated by government

Changes to personal circumstances that must be reported may include:

- Any change to the individual's criminal history
- a person's criminal history changes if they are charged or convicted of a criminal offence, whether or not a conviction is recorded
- Student temporarily or permanently residing with staff

Inadequacies in workplace procedures may include:

- Insufficient financial/other controls
- Records processes unable to be audited
- Ambiguous guidelines
- No guidelines or policies
- Unnecessary complexities
- Use of non current legislation
- Inadequate employment procedures
- Inadequate/sufficient training
- Inaction where an employee's criminal history changes

Industrial instruments may include:

- Awards
- Certified agreements
- Workplace agreements
- Contracts of employment

Unit Sector(s)

Not Applicable

CHCEDS310A Support learning for students with disabilities

Modification History

Unit Descriptor

This unit is intended to provide an introduction to working with students that have a recognised disability

This unit is intended to provide an introduction to working with students that have a recognised disability

Application of the Unit

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply understanding of the delivery of services for students with disabilities	1.1 Apply understanding of the key issues facing students with disabilities and their carers
	1.2 Apply the context of policy, regulatory, and legal requirements to working with students with a disability
	1.3 Demonstrate a commitment to access and equity principles
	1.4 Consider personal values and attitudes regarding disability when working with students
	1.5 Apply understanding of the effects that specific disabilities may have on student learning
2 Support the rights, interests and needs of students with disabilities as part of the education team	2.1 Apply understanding of strategies that assist students with disabilities to exercise their rights and independence
	2.2 Acknowledge and accommodate different student requirements in the team approach
	2.3 Gather and record data as directed by the teacher
	2.4 Identify and apply the support requirements of individual students
3 Respond to situations of risk or potential risk to students with disabilities	3.1 Report situations which may pose a health or safety issue to students or staff according to organisation procedures
	3.2 Respond to situations of immediate risk using predetermined strategies where available and report to appropriate personnel
	3.3 Report uncharacteristic or inappropriate behaviour to teachers or other team members as needed

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Developmental and acquired disabilities

Different student requirements according to different disabilities

Holistic and individual-centred care

Student needs and rights including duty of care

Principles of empowerment/disempowerment in relation to students with disabilities

Principles of access and equity

Principles and practice s of confidentiality

Awareness of discriminatory actions

Common risks to safety

Role of advocacy bodies

Awareness and understanding of consent and strategies used to determine ability to consent

Essential skills:

It is critical that the candidate demonstrate the ability to:

Apply understanding of the rights of students with disabilities and the responsibilities of the education team

Demonstrate understanding of stereotypes that may exist about people with disabilities

Be aware of the impact of own attitudes on working with students with disabilities

Demonstrate understanding of the different responsibilities of teaching staff and education support workers working with students with disabilities

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Communicate effectively with students, teachers, parents/carers
Demonstrate empathy and sensitivity to diversity
Read and understand reference material
Interpret information from written and/or verbal directions
Evaluate risk situations
Identify problems and choose effective solutions
Use a flexible approach to learning and teaching situations
Adapt the environment to the needs of the students
Manage time
Use technology to support student learning

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Assessment requires access to a range of opportunities defined in the Range Statement, including:

appropriate workplace where assessment can take place

simulation of realistic workplace environment for assessment

relevant school/centre policy, protocols and procedures

educational materials

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

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

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Key issues include:

Access to services for students with impairments and their carers

Meeting individual needs and personal goals of students with impairments

Family and carer issues

Grief and loss

Policy regulatory, and legal requirements may include:

Education legislation
Disability services legislation
Anti-discrimination legislation
Privacy legislation
Equal employment opportunity principles
Guardianship requirements
Individual rights
Disability service standards
Access and equity policies of the organisation
Medication regulations and organisation policies
Workplace health and safety legislation

Different student requirements may be identified from, for example:

Education adjustment program profile
Negotiated education plan

Context includes:

Relevant statutory framework
Historical context of work, e.g. changing attitudes
Changing social context of work, e.g. individual centred approach, changing societal views, approaches to working with students with disabilities
Political context, e.g. government policies and initiatives
Economic context, e.g. the current economic situation as it relates to and affects students with impairments and the subsequent impact on their needs
Facts/myths about impairments

Assess and equity includes:

A student oriented culture

A non-discriminatory approach to all students, their families and friends, the general public and co-workers

Ensuring the work undertaken caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

Effects of disability on student learning may include:

Progression through stages may be slower

Students may experience plateaux in learning

Student may take longer to learn

Student may experience a lowered ceiling to the complexity of concepts learned

Dependence on specific learning style may become more pronounced

Student may have impaired capacity for sensory intake and perception

Student may experience reduced learning without access to special equipment or methods

Fatigue associated with the disability may impact on learning

Absence from school related to the disability

Gaps in experiences brought about by the disability

Strategies to support students with disabilities may include:

Acting as a point of contact from parents

Building the student's self-esteem and confidence by providing positive responses and encouraging risk-taking in activities that assist with development

Identifying the knowledge, skills, interest and experiences of the student

Demonstrating respect for the student

Providing supportive socialisation activities

Providing minimal and least intrusive cues to assist the student perform tasks and manage their own behaviour

Controlling the input of new information to avoid overwhelming the student

Providing opportunities for students to practice new skills

Using non-verbal signals and gestures to help communicative competence

Assisting with daily classroom based learning activities including listening to students read, assisting with maths and other tasks as guided by the teacher

Assisting with withdrawal activities as directed by the teacher

Assisting with practical activities such as art, music, sewing, cooking and sport

Toileting and positioning students with physical disabilities

Feeding and assisting students with personal hygiene

Rights include:

Privacy
Confidentiality
Common law
To be treated in a dignified, safe and comfortable manner
The right to learn
To express their own feelings
Friendship
Freedom of association
Choice to participate
Access to complaint mechanisms

Accommodating student requirements may include:

Providing adjustments to curriculum, communication, learning environment and access etc that are necessary for the student to participate meaningfully in curriculum and school activities
Providing age-appropriate activities
Catering for different learning styles
Giving more time to learn
Providing experiences and language development as a base for learning
Providing learning experiences based on the student's existing cognitive framework
Applying alternative strategies
Working with parents and other professionals to provide a supportive environment

Education adjustment program profile refers to:

A process used to demonstrate the types of adjustments to:

curriculum

communication

social participation/emotional well being

health and personal care

safety

learning environment/access

that are being provided for students with impairments to learn, participate and progress towards planned outcomes in relation to his/her same age peers

Rather than focusing on the students' disabilities, this process focuses on the adjustments that need to be made at school to facilitate the student's presence, participation, access and achievement of education outcomes

Respond to situations of risk in the context of the education support role may include:

Identifying risks and appropriate strategies to deal with risks as part of the education team

Providing information on risks or potential risks

Risk minimisation

Implementing strategies for preventing abuse of students with disabilities

Appropriate personnel include:

Teachers

Principals

Head of department

Colleagues

Visiting health workers and /or therapists
administrators

Inappropriate behaviour may include:

Behaviour that places self or others at risk

Behaviour that interferes with learning that the student could reasonably be expected to control

Behaviour that endangers the health or well being of others

Unit Sector(s)

CHCEDS315B Support students with additional needs in the classroom

Modification History

Unit Descriptor

This unit describes the knowledge and skills required by a teacher aide to support students with additional needs in classrooms where there are students with a mix of abilities and needs
This unit describes the knowledge and skills required by a teacher aide to support students with additional needs in classrooms where there are students with a mix of abilities and needs

Application of the Unit

The application of this unit will depend on the work roles and responsibilities and requirements of the work environment
The application of this unit will depend on the work roles and responsibilities and requirements of the work environment

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills
This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Work with others to support students with additional needs	1.1 Demonstrate understanding of own role and responsibilities in relation to students and a range of additional needs
	1.2 Identify roles and responsibilities of others involved
	1.3 Cooperate with others in support of students
	1.4 Share information with others to facilitate student support and does this in accordance with relevant procedures, guidelines and protocols
2 Support individual students with additional needs	2.1 Show respect, empathy, acceptance for individual differences in dealings with students
	2.2 Encourage students in ways which promote their positive self concept and esteem
	2.3 Use language, equipment, materials and strategies suited to the student
	2.4 Apply simple task analysis as necessary to assist students with additional needs
	2.5 Identify the role, purposes and content of individual education programs to address additional needs
	2.6 Follow individual education programs planned by teachers for particular students, and recommend amendments as appropriate
3 Assist with classroom programs to support students with additional needs	3.1 Use knowledge of classroom strategies and programs used to support students with additional needs
	3.2 Identify and follow classroom strategies and programs used to support particular students
	3.3 Assist with the modification of general activities to particular needs where necessary
	3.4 Assist with whole class activities as directed by

teacher

- 3.5 Use behaviour management strategies and techniques appropriate to the students and as directed by teacher and others
- 4 Contribute to learning opportunities
 - 4.1 Identify strategies used by teachers to encourage problem solving by students and support strategies appropriately as required of teacher aide
 - 4.2 Identify strategies used by teachers to assist development of independence and social skills in students and support strategies appropriately as required of teacher aide
 - 4.3 Notice and take opportunities to encourage and support incidental learning by students
 - 4.4 Provide constructive advice and feedback to students
 - 4.5 Where appropriate, provide suggestions to teachers or other members to improve learning opportunities of students

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Basic knowledge and understanding of wide range of additional needs and their implications for students' learning

Individual education programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

Provide support in relation to at least two main areas of additional needs

Undertake proactive approach to assisting students

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

communication

problem solving

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

Assessment should be on the job and/or related to actual workplace evidence

Simulated situations and hypothetical questioning may be used as a supplement to such assessment if this is necessary to enable the trainee/teacher aide to demonstrate all aspects of the competency

In order to establish consistency of performance, evidence should be collected over a period of time, across a range of events

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to:

appropriate documentation and resources normally used in the workplace

Method of assessment may include:

Observation of work performance

Written tasks

Interview and questioning

Authenticated portfolio/log book

Supporting statement of supervisor/s

Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Additional needs may be due to:	Learning difficulties Physical difficulties Intellectual disabilities Sensory disabilities Language impairment Psycho-emotional disorders Non-English speaking background Giftedness Psychiatric disorders Other medical conditions Cultural background Family issues Education background Socio-cultural disadvantage
Others involved may include:	Class teacher Support teacher Speech pathologist Social worker Teacher aide medical personnel Guidance officer Physiotherapist Occupational therapist Carer
Relevant procedures, guidelines and protocols may include:	Confidentiality, right to privacy

Individual education programs may include:

Literacy
Numeracy
Gross and fine motor skills
Life skills
Key work signing
Communication and speech
Individual and class social skills

Classroom strategies and programs may include:

Peer tutoring
Multi-level teaching
Cross curricular teaching
'Buddy' support systems
Small group, 1:1 instructional tutoring
Vertical grouping
Peer modelling

Unit Sector(s)

CHCIC301D Interact effectively with children

Modification History

Unit Descriptor

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment

This unit describes the knowledge and skills required by anyone working with children to ensure they can develop and maintain effective relationships and promote positive behaviour in the childcare environment

Application of the Unit

This unit may apply to working with children in a range of community service contexts
Workers may be under direct supervision or working autonomously

This unit may apply to working with children in a range of community service contexts
Workers may be under direct supervision or working autonomously

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Communicate positively with children on an ongoing basis	1.1 Use language style that is appropriate for child's age, developmental stage and culture 1.2 Use key words of meaning to a child 1.3 Ensure non-verbal communication is appropriate and relevant 1.4 Ensure interactions are frequent, caring and respectful 1.5 Use non-gender-specific and non-stereotypical language
2 Promote positive behaviour	2.1 Communicate to child, positive and realistic expectations of their behaviour 2.2 Regularly identify and explain to children examples of positive behaviour 2.3 Use clear communication that suggests positive options to encourage a child's cooperation 2.4 Draw child's attention to positive aspects of the child's behaviour 2.5 Apply limits to behaviour within service policies
3 Collaborate with children about their interests	3.1 Consult children using a range of communication forms 3.2 Interact and collaborate with all children in the service on a regular basis 3.3 Encourage children to consider new ideas and interests that haven't previously been catered for in the service 3.4 Allow sufficient time for children to express their ideas in a variety of contexts 3.5 Positively acknowledge and act upon suggestions whenever possible

- 4 Respect similarities and differences and encourage children to respect these differences
 - 4.1 Identify and talk about children's likes and dislikes
 - 4.2 Talk about differences as resources, not as inferior or a problem
 - 4.3 Respond positively and with respect to different communication styles used by children
- 5 Support children in learning about the decision-making process
 - 5.1 Assist children to share their ideas, discuss limitations and solve problems
 - 5.2 Clearly describe to children limitation of **resources**
 - 5.3 Discuss **safety factors and legal requirements** that may constrain options
 - 5.4 Assist children to plan implementation of ideas/suggestions
 - 5.5 Acknowledge suggestions that cannot be used and explore alternatives with the children

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Cross cultural issues in delivery of services

Culturally appropriate communication methods, styles, words

Importance of:

modelling

listening

consistent communication of guidelines for children's behaviour

developing child's self-esteem, respect for child

The range of children's feelings and reactions to key events in their lives

Organisation standards, policies and procedures

Stage of child development and age appropriate expectations of children's behaviour

Acceptable and unacceptable behaviours - review of own stance and reflection on own values

Different cultural practices and expectations about children's behaviour and about responses to children's behaviour

Developmental and emotional reasons for inappropriate behaviour

Different family practices, expectations and styles of discipline and norms about behaviour in different cultures and social groups

Rights of children

Positive behaviour guidance strategies

Antecedents of behaviour - learned habits, context influences, social influences

Contributory factors to inappropriate behaviour - recent events, child's history or special needs, actions of others

A range of behaviour management strategies to respond to difficult behaviours e.g. Natural

consequences, logical consequences, modifying/changing programs, reinforcing positive behaviour, extinguishing unacceptable behaviours

Identification of environmental factors that can affect a child's behaviour

Needs of children with a developmental disability and relevant strategies to use

How children learn

The importance children's input and ideas

Relevant health and safety policies and requirements

Culturally based expectations about communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account child's age, development, culture and needs

Communicate with children whilst valuing individuality and differences

Take into account child's age, activities, development, culture and needs when communicating with children

Assess and respond appropriately to challenging behaviours

Involve children in decision-making and planning giving due regard to their age, development and abilities

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills including:

interpersonal relationship

active listening

non-verbal communication and cues of children

communication skills of questioning, informing, listening, discussing

identifying the capabilities of individual children

collaboration

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:

a childcare workplace

children's services, resources and equipment
the local environment

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

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

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Accessibility to children may include:

Proximity to child
Making eye contact
Working at child's level

Communicate positively with children will vary according to the age of the child - for babies and infants

Some examples are:

Worker responds to non-verbal cues and decides whether a response is required

Initiation or reflection of babbling and cooing

Responds to crying in ways that meets the babies/infants need

For toddlers

Responds to verbal and non-verbal communication of the toddler

Spend sufficient time to respond to child's comments

For 3 to 5 year olds

Conversations during routines and experiences

For 6 to 12 year olds

Interactions are more reciprocal

Communication focuses on events that are important

Interactions are often informal in nature

Apply limits to behaviour will vary according to the age of the child:

Some examples are:

Saying no

Remove child from problem/trouble

Distract to another activity

For toddlers:

Patently respond, provide a consistent message

For 3 to 5 year olds:

Communicate the guidelines of the service clearly

For 6 to 12 year olds

Will involve discussions with children e.g. About the reason the guideline is required

Service policies on response to behaviour may include:

Accurate documentation of incident

Report incidents to colleagues and more senior workers

Limits and guidelines may cover:

Out of bounds areas

Expectations about behaviour with other children/adults

Procedures for health and safety

Key words of meaning may include:

Phrases and jargon the child uses

Namings used by the family

Language specific to an area of the child's interests e.g. Basketball

Non-verbal communication may include:

Working at child's level

Proximity to child

Eye contact/no eye contact

Hugs and touch, as appropriate

Appropriateness of non-verbal communication may include:	Culturally appropriate Age appropriate Style of communication e.g. Formal - informal
Worker's communication of care and respect in their interactions may be through:	Tone of voice Style of interaction
Styles of interaction may include:	Noisy or quiet Rougher or gentler Verbal or physical
Style of interaction will vary according to:	Child's age Developmental stage Child's needs Child's abilities Child's personality
Positive behaviour may be promoted by:	Verbal comments and attention Physical contact e.g. hug Providing physical and psychological space Opportunities that suit the child's preferences Opportunities to redirect energy are created Acknowledgment and encouragement
Limits and guidelines may cover:	Out of bounds areas Expectations about behaviour with other children/adults Procedures for health and safety

Methods to promote positive behaviour will vary according to the age of the child

Some examples are:

For babies, infants and toddlers:

Smiles

Attention

Distraction

For 3 to 5 year olds:

Choice of favourite activity

Praise, encouragement

Anticipating trouble and redirecting or distracting child

For 6 to 12 year olds:

Non-verbal communication appropriate to age and peer group

Talking about feelings

Modelling

For some developmentally delayed children these may be used in addition:

Tangible rewards

Charts

Positive and realistic expectations of children's behaviour will be demonstrated differently according to the age of the child

Some examples are:

For babies and infants:

Smiling

Clapping verbal and non-verbal approval

For toddlers:

Modelling

Repetition of guidance's for appropriate behaviour e.g. 'we walk inside'

Talking about appropriate behaviour

For 3 to 5 year olds:

Reasons for guidelines are explained

Or 6 to 12 years old:

Children will be involved in the establishing of guidelines

Guidelines are communicated to:

- Children, especially those new to the service
- Parents
- Potential users of the service
- Relief or other staff

The application of guidelines and limits will vary according to the age of the child:

For babies and infants:

Saying 'no' is reserved for situations where safety is a concern

Remove child from problem/trouble

Distract to another activity

For toddlers:

Patently respond, provide a consistent message

Acknowledge feelings

Provide appropriate activities to release feelings

Reason for limit is explained in simple terms to child

For 3 to 5 year olds:

Provide a consistent message

Acknowledge feelings

Provide appropriate activities to release feelings

For 6 to 12 year olds:

Children are involved in the establishment of guidelines

Written guidelines can be given to children

Periodically reviewing guidelines

Needs of the child which may influence the worker's response to a serious incident of behaviour may be due to:

Family crisis

Family stress and problems

Major changes in the child's profile

Other circumstances which may influence the workers response include:	Location of incident Risk to child or others Other potential or actual consequences
Serious incidents may be reported according to the service's guidelines to:	Parent/s of the child Parent/s of other children affected Co workers Management/supervisor
Service policy and procedures on response to serious incidents or behaviour may include:	Accurate documentation Report incidents to colleagues and more senior workers
Consult children may relate to all their interests including:	Food Discipline policies Activities Programming Behaviour Parents Staff
Communication that may be used to consult and collaborate with children include:	Verbal and written and non-verbal In a group or individual discussions On regular basis and spontaneous Surveys/ evaluations Requests, chatting Discussions, meetings Suggestion boxes Anecdotal Listening to informal conversations

Encourage children to consider new ideas and interests may include:

- Encouraging children to consult with each other
- New and stimulating material is presented to children
- Children's ideas are shared with others in a group situation

Resources that are limited may include:

- Physical environment
- Equipment
- Time available
- Staff numbers
- Budget
- Space

Safety factors and legal requirements may include:

- Staff ratios
- Behavioural or medical problems
- Duty of care responsibilities
- 'Sunsafe' policy
- Staff ratio for excursions
- High risk activities
- Weather
- Location of activity

Unit Sector(s)

CHCICS301A Provide support to meet personal care needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers within their designated role and responsibilities to support or assist a client with their personal care needs within the framework of an individualised care support plan

Application of the Unit

Application

This unit is appropriate for application in a residential, home care or community care environment with clients who require support to address their personal needs and whose specific support requirements have been assessed and documented in an *individualised care support plan*

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Apply understanding of client's *personal support requirements*

PERFORMANCE CRITERIA

- 1.1 Review *personal care support plan* with client to confirm support requirements to address personal care needs
- 1.2 Confirm *personal support* requirements within scope of knowledge, skills and/or job role and seek appropriate support/inputs for those outside scope
- 1.3 Consider the *potential impact* that provision of personal care support may have on the client and confirm with supervisor
- 1.4 Consider specific cultural needs of the client relevant to personal support
- 1.5 Consider risks associated with the provision of support and confirm with supervisor
- 1.6 Identify *equipment, processes and aids* for providing assistance and promoting independence
- 1.7 Identify aspects of processes and aids outside skills and knowledge and/or job role and seek appropriate support

ELEMENT**PERFORMANCE CRITERIA**

2. Provide support within the context of maximum client participation
- 2.1 Confirm procedures with the client
- 2.2 Consider and confirm the client's level of participation in meeting their personal care needs
- 2.3 Confirm the client's preferences
- 2.4 Provide the client with information to assist them in meeting their own personal care needs
3. Address personal support requirements
- 3.1 Prepare and use necessary processes, equipment, aids and appliances in an appropriate and safe manner
- 3.2 Provide support or assistance according to the personal care plan and organisation policies, protocols and procedures
- 3.3 Provide support or assistance in the context of identified risks
- 3.4 Assist client, as required, with:
- showering
 - bed bathing
 - shaving
 - dressing, undressing and grooming
 - toileting and the use of continence aids
 - eating and drinking using appropriate feeding techniques
 - oral hygiene
 - mobility and transfer including in and out of vehicles and falls recovery techniques
- 3.5 Provide support or assistance with *technical care* activities according to the personal care plan and organisation policies, protocols and procedures
- 3.6 Clarify difficulties in providing support to meet client needs with client and a supervisor and address within organisation protocols
- 3.7 Maintain confidentiality, privacy and dignity of the client with organisation policy and protocols
- 3.8 Perform work to the standard required by the organisation

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 4. Recognise and report changes in client health and/or personal support requirements | 4.1 Identify variations in personal care support requirements and <i>report</i> to supervisor |
| | 4.2 Work with person and supervisor to identify required changes to processes and aids |
| | 4.3 Identify variations and concerns about client's health |
| | 4.3 Report variations and concerns about client's health to the supervisor |
| 5. Complete reporting and documentation | 5.1 Comply with the organisation's <i>reporting requirements</i> , including reporting observations to supervisor |
| | 5.2 Complete documentation according to organisation policy and protocols |
| | 5.3 Maintain documentation in a manner consistent with reporting requirements |
| | 5.4 File documentation according to organisation policy and protocols |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Understanding of own work role and responsibilities
- Processes and strategies to support people with personal care needs
- Basics of body hygiene and grooming
- Basics of oral hygiene
- Knowledge to interpret a personal care support plan, including terminology, basic understanding/knowledge of human body systems, goals, objectives, actions
- Personal safety and security risks associated with provision of personal care support
- Strategies to minimise personal safety and security risks associated with provision of personal care support
- Role of carers
- Common equipment and aids utilised in provision of personal care support
- Principles and practices of confidentiality and privacy
- Principles and practices in undertaking technical skills associated with supporting/assisting people to meet personal care needs
- Significance of service setting including specific contexts of supporting personal care needs in a residential care setting and in a client's private home
- Occupational health and safety issues and procedures, (including those related to manual handling and infection control)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor and/or health professionals
- Make informed observations and report appropriately

REQUIRED SKILLS AND KNOWLEDGE

- Adhere to own work role and responsibilities
- Obtain relevant information from a personal care support plan
- Provide physical and psychosocial support to the person when assisting with personal care needs
- Provide personal care support within the individual personal care context
- Respond to a client's personal preferences wherever appropriate
- Provide general hygiene and grooming including physical ability to:
 - perform personal care tasks
 - provide oral hygiene
 - perform client lifting and use moving methods
 - use aids and equipment
- Support a person's direction and participation in provision of personal care support
- Use processes, aids and equipment appropriately in provision of personal care support
- Communicate effectively with people requiring personal care support
- Identify variations to personal care support requirements
- Identify and respond to risks associated with providing personal care support
- Demonstrate safe and effective use of workplace technology in line with occupational health and safety (OHS) guidelines

Essential skills (contd):

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement

REQUIRED SKILLS AND KNOWLEDGE

- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
 - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- This unit must be assessed in a work context and under the normal range of workplace conditions
- Where, for reasons of safety, space, or access to equipment and resources, some assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - OHS industry guides
 - health care checklists, health management plans, personal healthcare diaries
 - equipment and resources normally used in the workplace

- Method of assessment may include:*
- Observation in the workplace
 - Written assignments/projects
 - Case study and scenario analysis
 - Questioning
 - Role play simulation

EVIDENCE GUIDE

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Personal support context may include:

- People living in a residential care environment
- People living in the community
- Students in schools
- Involvement of carer

Individualised care support plan may include:

- A stand alone personal care plan
- Personal care aspects embedded in a wider individualised plan

RANGE STATEMENT

Personal support requirements may include:

- Assisting with personal hygiene
 - assisting with eating and drinking and use feeding techniques
 - assisting with oral hygiene and health care
 - assisting with toileting and use of continence aids
 - bed bathing
 - dressing and grooming including assisting with pressure stocking
 - shaving
 - showering
 - elimination
- Hydration and nutrition including dysphagia
- Maintenance of skin integrity and pressure area prevention
- Mobility and transfer including in and out of vehicles and falls recovery techniques
- Monitoring medication as appropriate to work role
- Nail care
- Pain, rest and sleep
- Respiration
- Technical care activities according to the personal care support plan and organisation policies, protocols and procedures

Simple technical skills may include:

- Simple dressing
- Catheter care (not including insertion or removal of tubes)
- Application of prostheses
- Application of anti-thrombotic stockings
- Assistance with breathing tubes (under direct supervision of a health professional)
- Simple eye care

Potential impact may include:

- Embarrassment
- Fear
- Disempowerment
- Humiliation
- Discomfort

RANGE STATEMENT

Equipment, processes and aids may include:

- Wheelchairs and other transport devices
- Mobility aids
- Lifting and transferring aids
- Beds
- Breathing devices
- Scales
- Continence aids
- Personal audio-visual aids
- Modified feeding aids

Situations of risk or potential risk, may include:

- Evidence of self-neglect
- Behaviours of concern
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning
- Sudden or unexpected change in health status include sensory loss
- Home environmental hazards
 - slippery or uneven floor surfaces
 - physical obstructions (e.g. furniture and equipment)
 - poor home maintenance
 - poor or inappropriate lighting
 - inadequate heating and cooling devices
 - inadequate security
- Social rights infringements

Report may include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - hazard and incident reports
 - care plans

Unit Sector(s)

Not Applicable

CHCICS305A Provide behaviour support in the context of individualised plans

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support and engage people to use positive and adaptive responses in their daily routines

Application of the Unit

Application

The knowledge and skills of this unit of competency are applied within the context of a behaviour support plan or individualised support plan

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains *Employability Skills*

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Follow daily lifestyle *routines*
- 1.1 Support people to maintain their routines in accordance with organisation policies and procedures
 - 1.2 Locate and follow *staff routines* according to organisation policies and procedures
 - 1.3 Provide a *safe and predictable environment* for people
 - 1.4 Identify opportunities for skill development and/or maintenance within daily routines
 - 1.5 Identify and act upon opportunities to engage people in daily activity
 - 1.6 Identify opportunities for enjoyable experiences within daily routines
 - 1.7 Identify and report changes in person's needs according to *organisation policies and procedures*
 - 1.8 Make time requests of person appropriately and within person's capabilities
 - 1.9 Consider person's individual needs, strengths and preferences when engaging in daily routines and activities
 - 1.10 Identify problems with engaging clients and seek appropriate assistance
 - 1.11 Provide an environment conducive to positive and adaptive responses
 - 1.12 Use reinforcement appropriate to the individual

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 2. Contribute to the development of a behaviour support plan | 2.1 Observe and record the type, frequency and triggers of <i>behaviour likely to put the person and/or others at risk of harm</i> |
| | 2.2 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm |
| | 2.3 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm |
| | 2.4 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm |
| | 2.5 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm |
| | 2.6 Participate in the development of an individual response plan by providing accurate records of observations |
| | |
| 3. Provide support to the person to use positive and adaptive responses | 3.1 Follow <i>strategies</i> identified in the individual response plan |
| | 3.2 Communicate with positive interactions |
| | 3.3 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses |
| | 3.4 Monitor strategies to determine reduction of risk of harm to the person and others |
| | 3.5 Monitor strategies to determine level of intrusion on person's dignity and self-esteem |

ELEMENT

PERFORMANCE CRITERIA

4. Complete documentation

4.1 Comply with the organisation's *reporting requirements*

4.2 Complete documentation according to organisation policy and protocols

4.3 Maintain documentation in a manner consistent with reporting requirements

4.4 File documentation organisation policy and protocols

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Basic knowledge of the causes of, influences on and functions of behaviour
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate knowledge and application of organisation policies and procedures relating to behaviour management, occupational safety and health, critical incidents, accident and incident reporting, dignity of risk and duty of care
- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition, or other inappropriate behaviour
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Collect behavioural information and data relevant to a response plan
- Observe circumstances that have an adverse impact on people

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of knowledge and skills in:
 - crisis management (basic)
 - reporting procedures for incidents and accidents
 - referral procedures for specialist services
 - use of basic self protective strategies (e.g. passive self defence)
 - strategies that avoid behaviour escalation (basic)

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements include access to all relevant resources commonly provided in the service setting, including:
 - relevant organisation policy and procedure manuals, legislation and standards
 - organisation mission statement, strategic and business plan
 - other documentation relevant to the work context such as:
 - . individual routines
 - . staff routines
 - . neuropsychological reports
 - . behaviour support plans
 - . data collection techniques
 - . specific communication tools
 - . skills development plans
 - . accident and incident forms
 - . referral forms
 - . lifestyle review package

EVIDENCE GUIDE

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may be:

- Individual or groups

Routines may include:

- Written plans that describe an individual's daily activities and strategies for engaging them in their daily activities.

Staff routines may include:

- Written plans that guide the activities of the staff for the individual/s they are providing support to
- They include skills development activities and behaviour support plans

Safe and predictable environment includes:

- Consistent application of routines and procedures

RANGE STATEMENT

Organisation policies and procedures may include:

- Behaviour management guidelines, occupational safety and health policies and procedures, emergency procedures

Behaviour likely to put the person and/or others at risk of harm may include those that:

- Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property)
- Last for an excessively long time (e.g. either in a single incident or in multiple incidents over time, continued screaming, persistent scratching causing skin irritation)
- Isolate the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition, perseveration
- Interferes with the person's learning and developing new skills
- Reduces their quality of life (e.g. lack of motivation, depression)
- Are disruptive or are outside the rules of community living (e.g. yelling or singing loudly in a supported residential service, going into other people's rooms, making constant demands or repeatedly asking questions)
- Limits or delays access to the use of ordinary community facilities (e.g. inability to attend day centre due to poor personal hygiene)
- That make others feel uncomfortable or distresses the person themselves (e.g. sexually inappropriate behaviour such as groping breasts or masturbating in public)

RANGE STATEMENT

Strategies to assist in managing behaviour may include:

- Lifestyle enhancement
- Skills development
- Structure and routine
- Teaching functional communication
- Reinforcement schedules
- Increasing engagement
- Teaching relaxation
- Active listening and observation
- Using effective communication
- Compensatory strategies (memory aids such as whiteboard, diary)
- Proximity management
- Interrupt and redirect
- Instructional education/facilitation
- Stimulus change (changing environment)
- Antecedent management
- Consequences (highlight potential difficulties in applying consequences in an attempt to change behaviour for people with ABI who have memory impairment and executive system dysfunction)
- Time out strategies
- Emergency containment strategies
- Behaviour support plans
- Time out strategies
- Team work and consistency
- Positive solution focused approaches
- Seeking expert assistance

Unit Sector(s)

Not Applicable

CHCICS404A Plan and provide advanced behaviour support

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to understand the influence and purpose of behaviour, assess problem behaviour, develop multi-element support plans and response plans and utilise appropriate strategies to reduce inappropriate behaviour

Application of the Unit

Application

The knowledge and skills of this unit of competency are used by workers to develop and implement plans and strategies to reduce inappropriate behaviours and increase positive adaptive behaviour responses

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Demonstrate understanding of the influence and purpose of behaviour

PERFORMANCE CRITERIA

- 1.1 Apply understanding of what influences an individual's behaviour
- 1.2 Demonstrate awareness of the purpose of an individual's behaviour
- 1.3 Identify the communicative function of the behaviour
- 1.4 Identify *pro-active strategies* to support behavioural change
- 1.5 Develop *pro-active strategies* to support behavioural change and/or to manage challenging behaviours
- 1.6 Consult with appropriate team members regarding the development of behaviour support plans
- 1.7 Identify setting events and take appropriate action to adapt/redirect

ELEMENT	PERFORMANCE CRITERIA
2. Assess problem behaviour	<p>2.1 Identify specific behavioural stimuli/function for data collection</p> <p>2.2 Select most appropriate method of data collection for recording behaviour</p> <p>2.3 Collect and summarise data related to individual behaviour</p> <p>2.4 Observe and record type, frequency and triggers of behaviour likely to put the person and/or others at risk of harm</p> <p>2.5 Observe and record environmental context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.6 Observe and record person's emotional well being in the context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.7 Observe and record person's health status in the context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.8 Observe and record person's medication in the context of behaviour likely to put the person and/or others at risk of harm</p> <p>2.9 Appropriately facilitate the involvement of others in the assessment process</p> <p>2.10 Facilitate the process of functional and/or cognitive assessment for individuals</p>

ELEMENT	PERFORMANCE CRITERIA
3. Develop multi-element support plans to meet individual needs	<ul style="list-style-type: none">3.1 Analyse data and observations3.2 Appropriately identify proactive support strategies3.3 Ensure support plans reflect respect, dignity, rights and personal choices and preferences and goals of the individual3.4 Where required, ensure plans address impaired social judgement and decision-making capacity and use a directive approach to setting limits/boundaries3.5 Effectively consult with team and stakeholders3.6 Develop formalised support plan3.7 Implement, monitor and record support plan3.8 Review support plans and modify as required in consultation with appropriate staff
4. Develop an individual response plan	<ul style="list-style-type: none">4.1 Use data and other information to develop an individual response plan4.2 Identify <i>active</i> strategies as a part of the response plan4.3 Identify the least intrusive effective active strategy e.g. redirect the person wherever possible4.4 Identify <i>reactive strategies</i> according to <i>duty of care, ethical and legal requirements</i>4.5 Identify reactive strategies that maintain the dignity of the person4.6 Identify crisis response plans according to duty of care, ethical and legal requirements4.7 Include in the plan appropriate support for the person after the episode4.8 Follow <i>organisation policies and procedures</i> related to behaviour support

ELEMENT	PERFORMANCE CRITERIA
5. Monitor effectiveness of response plan	<p>5.1 Monitor strategies to determine effectiveness in developing and maintaining positive and adaptive responses</p> <p>5.2 Monitor strategies to determine reduction of risk of harm to the person and others</p> <p>5.3 Monitor strategies to determine level of intrusion on person's dignity and self-esteem</p>
6. Complete documentation	<p>6.1 Comply with the organisation's <i>reporting requirements</i></p> <p>6.2 Complete documentation according to organisation policy and protocols</p> <p>6.3 Maintain documentation in a manner consistent with reporting requirements</p> <p>6.4 File documentation organisation policy and protocols</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge and understanding of:

- Principles and practices which focus on the individual person
- The social model of disability
- The impact of social devaluation on an individual's quality of life
- Competency and image enhancement as a means of addressing devaluation
- Organisation policies and procedures relating to behaviour management (including restrictions on the use of aversive procedures), occupational health and safety, critical incidents, accident and incident reporting, dignity of risk and duty of care and use of least restrictive alternative
- Evidence-based behavioural intervention
- Strengths-based support
- Principles of effective communication
- Purpose and function of behaviour and what influences behaviour
- Duty of care consideration
- Ethical considerations when dealing with other people's behaviour
- Legal considerations, especially in regard to constraint, imprisonment and abuse
- Principles of behaviour response plans
- Reporting procedures for incidents and accidents
- Referral procedures for specialist services
- Individual rights and equality

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge and application of organisation policies and procedures relating to behaviour management, occupational safety and health, critical incidents, accident and

REQUIRED SKILLS AND KNOWLEDGE

incident reporting, dignity of risk and duty of care

- Identify strategies to remove or avoid the situations leading to aggression or violence, disinhibition or other inappropriate behaviour
- Identify strategies to promote appropriate behaviour and engage client in activities (addresses lack of motivation or initiation, withdrawal, non compliance)
- Observe a person's behaviour in an objective, non-judgemental manner
- Observe circumstances that have an adverse impact on people
- Demonstrate mastery of techniques such as data collection, generating hypothesis and functional assessment
- Apply advanced crisis management strategies
- Develop an individual response plan
- Develop a crisis response plan
- Monitor the effectiveness of a response plan
- Demonstrate well developed problem solving skills
- Demonstrate application of knowledge and skills in:
 - reinforcement strategies including, sampling, menus, individualisation of schedules and differential reinforcement schedules
 - use of advanced self protective strategies (e.g. passive self defence)
 - strategies that avoid behaviour escalation (advanced)
 - advanced proactive strategies based on functional and cognitive assessment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements include access to all relevant resources commonly provided in the disability service setting, including:
 - relevant organisation policy and procedure manuals, legislation and standards
 - organisation mission statement, strategic and business plan
 - other documentation relevant to the work context such as:
 - . individual routines
 - . staff routines
 - . neuropsychological reports
 - . behaviour support plans
 - . data collection techniques
 - . specific communication tools
 - . skills development plans
 - . accident and incident forms
 - . referral forms
 - . lifestyle review package
 - . functional assessment tools

Method of assessment:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may be:

- Individual or groups

Pro-active strategies may include:

- Ecological manipulations - making changes in the persons environment that will reduce the likelihood of the problem behaviour occurring
- Positive programming - long term instructional programs designed to give the person greater skills and competencies
- Focused support strategies - these include differential reinforcement strategies, stimulus control and instructional control

Organisation policies and procedures may include:

- Behaviour management guidelines
- Occupational safety and health policies and procedures
- Emergency procedures

Inappropriate behaviours may include those that:

- Have the potential for physical harm or destruction (e.g. hurting self or others, damaging property)
- Lasts for a long time (e.g. either in a single incident or in multiple incidents over time)
- Isolates the person, it stops them from engaging in valued roles (with friends, family, community access, work) e.g. disinhibition / perseveration / depression
- Interferes with the person's learning and developing new skills
- Reduces quality / enjoyment of life

RANGE STATEMENT

Strategies to assist in reducing and managing challenging behaviour may include:

- Functional assessment
- Data collection
- Generating a hypothesis
- Multi-element support plans:
 - proactive
 - ecological manipulations
e.g. making changes to the person's environment, changing the teaching method, reviewing and changing the learning goals
 - positive programming
e.g. teaching general skills, teaching coping skills, teaching functionally equivalent skills
 - focused support
e.g. differential reinforcement schedules
- Reactive strategies e.g. antecedent management, interrupt and redirect, geographical containment, emergency physical containment and individualised emergency management plans
- Seeking expert assistance

Unit Sector(s)

Not Applicable

CHCLEG411A Use relevant legislation in response to client needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to use relevant legislation to advise clients with specific needs in relation to particular legal issues e.g. tenancy, disability, discrimination, juvenile justice, domestic violence, mental health

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Apply an understanding of relevant legislation | 1.1 Identify the scope and coverage of legislation
1.2 Apply understanding of the purpose of legislation and amendments over time
1.3 Define roles and influences of <i>key stakeholders</i>
1.4 Correctly interpret terms and definitions in the legislation |
| 2. Identify and interpret relevant legislative provisions | 2.1 Identify needs of clients in relation to relevant legislation
2.2 Analyse client situation and identify legislative provisions that apply to the circumstances |

ELEMENT	PERFORMANCE CRITERIA
3. Identify strategies in response to the client's needs	<p>3.1 Provide strategies to apply legislative provisions to the factual circumstances of the case</p> <p>3.2 Explore a range of legal and non-legal strategies according to the needs of the client</p> <p>3.3 Clearly communicate options and possible outcomes to the clients</p> <p>3.4 Support client to achieve appropriate 'best possible' outcome</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

It is critical that the candidate demonstrate knowledge of:

- Legislation interpretation including case law precedents
- Social justice principles (access, equity, participation and fairness)
- Organisations to which appropriate referrals can be made
- Other legislation that may impact on the situation

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role, such as knowledge of:

- Legal system of common law and statute law
- Legal structure involving tribunals, local court, district court, supreme court etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Read and interpret legislation and legal documents
- Demonstrate understanding of and adherence to own work role and responsibilities

REQUIRED SKILLS AND KNOWLEDGE

- Recognise own limitations and professional boundaries and the need for assistance
- Follow organisation policies, protocols and procedures

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply appropriate high level literacy skills
- Work collaboratively with colleagues, community services professionals and other services

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted
 - relevant organisation policy, protocols and procedures
 - resources normally used in the workplace

- Method of assessment may include:*
- Observation in the workplace
 - Written assignments/projects
 - Presentation of portfolio of examples of work
 - Case study and scenario analysis
 - Questioning
 - Role play simulation

- Related units:*
- It is recommended (but not required) that this unit be assessed in conjunction with related unit:
- CHCAD401D Advocate for clients

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Consideration to be given in Australian States and Territories to differ:

- Legislation and subordinate legislation such as regulations including the Acts Interpretation Act
- Support services, resourcing bodies, peak organisations
- Resources e.g. written material that interprets legislation
- Methods of dispute resolution e.g. tribunals, courts, alternative dispute resolution models

Factors influencing tenancy advisers include:

- Demographics of area servicing
- Size of community
- Cultural differences
- Rural, remote or metropolitan
- Situations causing conflict of interest for a tenancy advisor

Key stakeholders include:

- Administrators of the Act
- Industry groups

Unit Sector(s)

Not Applicable

CHCMED414A Facilitate mediation processes

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to maintain the flow of the mediation process to achieve the best possible outcome for all parties

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Maintain a favourable climate for mediation | 1.1 Maintain fairness for all parties involved in the process
1.2 Comply with <i>statutory and procedural</i> requirements
1.3 Use technology and expert assistance, such as interpreters, to reduce impediments to open communication
1.4 Provide sufficient time for each party's interests and views to be identified and explored |
| 2. Adapt the process to match parties' needs within the agencies framework | 2.1 Adapt mediation process to suit needs of parties and dispute
2.2 Manage co-mediation appropriately with all parties to the dispute
2.3 Provide parties with opportunity to reflect on any agreement or seek other advice when appropriate |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 3. Facilitate interaction between parties | 3.1 Identify existence of any actual or potential bias or conflict of interest |
| | 3.2 Respond appropriately to concerns expressed about bias or partiality |
| | 3.3 Avoid any appearance of partiality or bias through word or conduct |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the application of the relevant legislation to the mediation process
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process, in particular to:
 - establish and maintain agreed procedures that meet the agency guidelines and the needs of the parties
 - demonstrate fairness and lack of bias at all times
 - apply the agency systems
 - apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess individual cases to determine limitations of the mediation processes
- Recognise when a mediation process is not being effective
- Deal with non-compliance with the relevant legislation rules and regulation procedural requirements

REQUIRED SKILLS AND KNOWLEDGE

- Ensure fairness within procedure
- Apply criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
 - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

Statutory and procedural requirements may include:

- Relevant legislation, including property law
- Superannuation
- Procedures for accessing specialist advice
- Procedures for individual consultations
- Procedures for community consultation

Unit Sector(s)

Not Applicable

CHCMED415A Facilitate interaction between parties in mediation

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to facilitate the agreed process of mediation

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Facilitate the development of trust in the process | 1.1 Achieve appropriate degree of <i>party responsibility</i> for outcome and process
1.2 Facilitate all parties to hear each others' dispute and consider all relevant arguments
1.3 Develop and maintain trust by demonstrating own sincerity and integrity |
| 2. Assist parties to share problem solving and negotiation | 2.1 Assist parties to prepare for problem solving and negotiation
2.2 Support parties to identify options for decision-making
2.3 Acknowledge creative and inventive problem-solving strategies
2.4 Assist parties to identify agreements and decisions made, and future action required |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Work within <i>limitations of the mediation process</i> | 3.1 Identify and take into account legislative and other constraints |
| | 3.2 Support parties to identify real needs and goals |
| | 3.3 Summarise consequences of parties' positions and manage impasses to prevent loss of face and facilitate final closure |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of family/group dynamics
- Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
- Understanding of the application of the Relevant legislation
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as property law that may impact on the definition of the dispute
- Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
- The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
- Clarity over professional and personal boundaries, the knowledge of how to retain professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance
- Awareness of one's own interpersonal communication style and the effect it has on others

REQUIRED SKILLS AND KNOWLEDGE

- Awareness of personal responses to conflict and high emotion

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process to:
 - apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
 - apply mediation with an awareness and sensitivity to conflict, culture and context
 - apply skills in negotiation, communication and decision-making
 - demonstrate understanding and implementation of relevant procedures
 - use appropriate interpersonal skills knowledge of the agency system to facilitate the mediation process
- Demonstrate integrity and trustworthiness
- Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Apply accurate understanding of own work roles and responsibilities in relation to service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Create means by which an emotionally safe and empathic environment
- Provide means for communicating with people with disabilities or where English is not the first language
- Apply methods of communicating with different age, religious, gender and sexual identity groups
- Demonstrate application of skills in:
 - non-judgemental communication techniques
 - using strategies that empower parties to assist in gaining the best outcomes
 - cultural, sub-cultural awareness/sensitivity
 - demonstrating empathy
 - using appropriate body language
 - reflecting, summarising and paraphrasing
 - asking open-ended questions
 - the ability to ask direct questions about issues in dispute in a sensitive and appropriate way

REQUIRED SKILLS AND KNOWLEDGE

- recognition of client/worker power differences
- maintaining confidentiality
- active listening
- If needed, use a qualified interpreter whose involvement will not jeopardise the safety of the parties or parties' family

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
 - Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

Party responsibility refers to:

- The desire and capability the party demonstrates to seek a resolution within the mediation framework

Limitations of the mediation process refers to:

- Differences between mediation and other alternative dispute resolution processes

Unit Sector(s)

Not Applicable

CHCMED416B Consolidate and conclude the mediation process

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to conclude the session and support the implementation of any agreement

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------------|--|
| 1. Assess the level of agreement | 1.1 Accurately assess when agreement has been reached or when it is not possible |
| | 1.2 Confirm clarity of parties' understanding of any agreement |
| | 1.3 Confirm clarity of parties' understanding of their roles and responsibilities |
| | 1.4 Support parties in reaching agreement across the final impasses and gaps |
| 2. Provide information and referral | 2.1 Discuss information on further dispute resolution options within the agency system if agreement is not reached |
| | 2.2 Outline the <i>option for legal advice</i> as one way of managing any lack of agreement |
| | 2.3 Apply appropriate <i>case management guidelines</i> with parties |

ELEMENT	PERFORMANCE CRITERIA
3. Document and communicate outcome	<p>3.1 Accurately record agreements and outstanding issues</p> <p>3.2 Agree on process to communicate the outcome of the mediation to third parties</p> <p>3.3 Specify actions to support <i>implementation of the mediation</i> and seek agreement between all parties to the dispute</p> <p>3.4 Ensure mediation outcomes reflect shared responsibility and short/long term and contingency plans</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of family/group dynamics
- Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
- Understanding of the application of the Relevant legislation
- Understanding of the Rules of Evidence
- Awareness of the impact of culture on the progress of the mediation
- Understanding of the Privacy Act and Freedom of Information
- Sufficient understanding of other legislation such as Property Law that may impact on the definition of the dispute
- Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
- The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
- Clarity over professional and personal boundaries, the knowledge of how to retain

REQUIRED SKILLS AND KNOWLEDGE

professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance

- Awareness of one's own interpersonal communication style and the effect it has on others
- Awareness of personal responses to conflict and high emotion

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process to:
 - apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
 - apply mediation with an awareness and sensitivity to conflict, culture and context
 - apply skills in negotiation, communication and decision-making
 - demonstrate understanding and implementation of relevant procedures
 - use appropriate interpersonal skills knowledge of the agency system to facilitate the mediation process
- Paraphrase, ask clarifying questions and summarise to assist parties to feel heard
- Use a range of rapport-building strategies, such as adapting terms used, pace or volume of speech to suit the language level of the parties and mirroring non-verbal behaviour
- Guide communication flow directly between parties, from agenda setting stage until close of mediation, excluding any private session
- Use minimally obtrusive verbal and non-verbal behaviours to manage interruptions
- Remind parties about agreed ground rules if other interventions are ineffective
- Raise questions between parties about feelings and specific behaviours to encourage constructive expression of emotions and prevent escalation of conflict
- Encourage parties to describe their understanding of others' statements about feelings, needs and ideas
- Use fact finding questions to meet parties' needs
- Make appropriate use of private sessions

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Create means by which an emotionally safe and empathic environment
- Provide means for communicating with people with disabilities or where English is not the first language
- Apply methods of communicating with different age, religious, gender and sexual

REQUIRED SKILLS AND KNOWLEDGE

identity groups

continued ...

Essential skills (contd):

- Demonstrate application of skills in:
 - non-judgemental communication techniques
 - cultural, sub-cultural awareness/sensitivity
 - demonstrating empathy
 - using appropriate body language
 - reflecting, summarising and paraphrasing
 - asking open-ended questions
 - the ability to ask direct questions about issues in dispute in a sensitive and appropriate way
 - recognition of client/worker power differences
 - maintaining confidentiality
 - active listening
- If needed, use a qualified interpreter whose involvement will not jeopardise the safety of the parties or parties' families
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Knowledge refers to:*
- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process
- Accurate assessments refers to:*
- The application of the mediator's skills, knowledge and capacity for decision-making as applied within the agency framework
- Option for legal advice refers to:*
- The guidance to parties on the options for engagement of solicitors
- Case management guidelines are:*
- Established by the agency to assist in ensuring the best outcomes for the child
- Implementation of the mediation refers to:*
- The support through the agency or referral to other agencies to ensure that the mediation outcome is implemented

Unit Sector(s)

Not Applicable

CHCMED419C Facilitate alternative dispute resolution processes

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for mediators to facilitate the agreed alternative dispute resolution process

Application of the Unit

Application

This unit may apply to mediation work in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| <p>1. Facilitate the structure of the <i>alternative dispute resolution process</i></p> | <p>1.1 Achieve appropriate degree of party responsibility for the outcome and the process</p> <p>1.2 Support <i>parties</i> in outlining relevant issues within the dispute</p> <p>1.3 Demonstrate sincerity and integrity and thereby develop and maintain trust</p> <p>1.4 Outline and implement processes to ensure respect for parties safety and needs</p> <p>1.5 Outline options/need to move from one type of ADR to another</p> <p>1.6 Identify and take into account legislative and other constraints in advising on appropriate dispute resolution process</p> |
|---|---|

ELEMENT

2. Assist parties to work to achieve resolution

PERFORMANCE CRITERIA

2.1 Assist parties to prepare for problem solving and negotiation

2.2 Support parties to identify real needs and goals

2.3 Support parties to identify options for decision-making

2.4 Assist parties to identify agreements and decisions made, and future action required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Availability of professional, academic, technical, community and educational resources for parties' use or referral
- Awareness of different cultural systems for dispute resolution and their impact on progress of the ADR
- Other dispute resolution procedures
- Relevant relationships, such as couple, family and group relationships
- The legal and social standards that would be applicable if the case was taken further to trial
- The legal, social, cultural, and economic and context within which the ADR practice is occurring
- The structures, resources, processes and requirements of the agency
- Understanding of the application of legislation including the Family Law Act, Property Law, the Privacy Act and Freedom of Information that may impact on the definition of the dispute
- Understanding of the Rules of Evidence

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use appropriate interpersonal skills knowledge of the Agency system to guide the ADR process
- Establish and maintain agreed procedures that meet the agency guidelines and the needs of the parties
- Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Apply accurate understanding of own work roles and responsibilities in relation to

REQUIRED SKILLS AND KNOWLEDGE

service delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Assess individual cases to determine limitations of the mediation processes
- Recognise when a mediation process is not being effective
- Deal with non-compliance with the Family Law Act rules and regulation procedural requirements and other legislation as appropriate
- Ensure fairness within procedure
- Apply criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration
- Demonstrate application of skills in:
 - questioning and active listening that establishes client confidence and facilitates disclosure
 - problem solving skills
 - literacy and communication applied to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
- Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client *safety is threatened*

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
Access to simulated exercises, case studies related to mediation service delivery issues is also required if non-workplace assessment paths are utilised

Method of assessment:

- Demonstration of competency within the working environment in preparing for the mediation process
- Where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' Scenarios
- Observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- Review of any documentation produced by the candidate related to the preparation for mediation

Related units:

This unit should be assessed after or in conjunction with related units:

- CHCMED418C Identify the need for alternative dispute resolution
- CHCCOM403A Use targeted communication skills to build relationships

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Knowledge refers to:

- The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process

Alternative Dispute Resolution

- ADR refers to processes, other than judicial determination, in which an impartial person (an ADR practitioner) assists those in a dispute to resolve the issues between them.
- ADR processes may be *facilitative, advisory, determinative* or, in some cases, a combination of these
- ADR may be used for different categories of dispute, for example, family and child mediation, community mediation, victim-offender mediation, equal opportunity conciliation, workers' compensation conciliation, tenancy conciliation or commercial arbitration
Multi-party mediation may involve several parties or groups of parties.

RANGE STATEMENT

Statutory and procedural requirements may include

- Family Law Act
- Property law (for de facto disputes)
- Superannuation
- Procedures for accessing specialist advice
- Procedures for individual consultations
- Procedures for community consultation

Alternative dispute resolution process refers to:

Knowledge of the procedures and requirements for dispute resolution within the Agency:

- The theory, systems and methods of dispute resolution processes:
 - the management and conduct of a dispute resolution process
 - stages of a dispute resolution process, and how they can be used most effectively
 - assessment of individual cases to determine limitations of the ADR processes
 - recognition of when an ADR process is not effective
 - how to deal with non-compliance with the family law act rules and regulation procedural requirements
 - how to ensure fairness within procedure
 - criteria for exercising discretion on procedural matters, for example, consultations with individual parties, and duration
 - how to identify who may be significant others and how to manage their appropriate involvement
 - how to enable parties to consider all relevant information and work towards their own decisions

Parties may include:

- Individuals (including children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients

Unit Sector(s)

Not Applicable

CHCORG525C Recruit and coordinate volunteers

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to develop and support volunteer workers in an agency

This unit describes the knowledge and skills required to develop and support volunteer workers in an agency

Application of the Unit

The skills described in this unit may be applied across a range of community services workplace contexts

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify the need and roles for volunteers in the organisation	1.1 Identify potential roles for volunteers
	1.2 Discuss roles and reach agreement with management
	1.3 Develop role descriptions
	1.4 Identify processes to support volunteers
2 Recruit volunteers	2.1 Seek volunteers through advertising in relevant media and community networks
	2.2 Arrange and complete interviews with potential volunteers
	2.3 Make selections and advise management
	2.4 Advise successful volunteers of their selection
	2.5 Where necessary, maintain a waiting list of appropriate applicants
	2.6 Implement an on-going recruitment program as required
3 Provide orientation to the organisation	3.1 Provide volunteers with an orientation to the organisation
	3.2 Provide training for specific role in a manner appropriate to organisation needs and resources
4 On-going support of volunteers is provided	4.1 Establish regular meetings of volunteers
	4.2 Regularly review roles and performance
	4.3 Provide individual support and debriefing when necessary

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker

The implications of differences in attitudes and values in working in the agency

Relevant legislation and public policies relating to the employment of unpaid workers

Essential skills:

It is critical that the candidate demonstrate the ability to:

Undertake volunteer recruitment and coordination to meet both the needs of the organisation and support requirements for volunteer roles

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

coordination of people, processes and information

provision of support to a diverse range of people

conflict resolution/negotiation and mediation

cross cultural communication and negotiation

verbal and written communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community

Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resource requirements for assessment of this unit include access to:

an appropriate workplace or community where assessment can take place

simulation of realistic workplace or community setting for assessment

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

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

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Volunteers may include:

Unpaid workers who are in paid employment elsewhere

Unpaid workers who are not in paid employment

Roles for volunteers may include:

Agency management

Direct service including reception, telephone advice lines, service user support

Unit Sector(s)

CHCORG627B Provide mentoring support to colleagues

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace

Application of the Unit

Application

The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish a relationship with *mentoree*

PERFORMANCE CRITERIA

1.1 Use effective communication styles to develop trust, confidence and rapport

1.2 Make agreements on how the mentoring relationship will be conducted including:

- the amount of time involved for both parties
- confidentiality of information
- scope of issues to be covered

1.3 Discuss and clarify expectations and goals with mentoree

ELEMENT

2. Offer mentoring support

PERFORMANCE CRITERIA

- 2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals
- 2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals
- 2.3 Encourage the mentoree to make decisions and take responsibility for courses of action or solutions under consideration
- 2.4 Provide supportive advice and assistance in a manner that allows mentoree to retain responsibility for achievement of their own goals
- 2.5 Recognise and openly discuss *changes in the mentoring relationship*
- 2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the role and benefits of mentoring
- Use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Demonstrate application of effective communication styles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of understanding of mentoring, its role and potential benefits
- Demonstrate application of communication skills including:
 - listening supportively
 - questioning
 - providing feedback constructively
 - challenging limitations
 - non-verbal communication

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment must ensure activities are conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

EVIDENCE GUIDE

Method of assessment:

- Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated
- Methods must include assessment of knowledge as well as practical skills and may include, for example:
 - evaluation of reports detailing mentoring activities undertaken by the candidate (taking account of confidentiality issues)
 - interview with the mentoree to evaluate the mentor's skills
 - oral or written questions to assess knowledge of the key concepts of mentoring
 - review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Mentoree may work within the same or different organisations as the mentor and:

- The mentoring process may apply to any area of organisation or professional endeavour
- Expectation and goals for mentoring may include:
 - acquisition of specific skills
 - progress with overall development
 - individual professional and personal development

RANGE STATEMENT

Changes in the mentoring relationship may include:

- Inability of one party to continue participation
- Identification of a need for assistance from others with different skills
- Achievement of goals and decision to conclude the relationship
- Changes in the dynamic of the relationship

Unit Sector(s)

Not Applicable

CHCRF301D Work effectively with families to care for the child

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to establish a positive relationship with the family of a child going into care and negotiate in relation to care practices to facilitate the child's transition into care.

This unit describes the knowledge and skills required to establish a positive relationship with the family of a child going into care and negotiate in relation to care practices to facilitate the child's transition into care.

Application of the Unit

This unit may apply to community services work in a range of contexts.

This unit may apply to community services work in a range of contexts.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills.

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish a positive relationship with family members	<p>1.1 Complete introductions and outline worker's own role clearly</p> <p>1.2 Show the facilities to family members</p> <p>1.3 Ensure verbal and non-verbal communication styles are used appropriately</p> <p>1.4 Create welcoming atmosphere for family members and provide opportunities for them to participate in the children's experiences</p>
2 Exchange information with family members about the child's physical and emotional care needs	<p>2.1 Ensure information sharing about child's participation in program occurs frequently in accordance with the organisation's guidelines</p> <p>2.2 Make yourself available for parents to provide information</p> <p>2.3 Communicate information in a culturally appropriate way</p> <p>2.4 Respond to messages promptly</p>
3 Respond to a family member's concern about their child	<p>3.1 Listen to questions and concerns and respond according to organisation's procedures</p> <p>3.2 Direct family member to appropriate person or place when further support or action is required</p> <p>3.3 Ensure communication is appropriate to age, cultural and linguistic background of individual/group</p>
4 Reach agreement with family members about care practices	<p>4.1 Reach agreement on specific requests by negotiation and modification of care practices</p> <p>4.2 Explain importance of program aspects to parents in relation to their child's needs/development</p> <p>4.3 Clearly explain and discuss limitations</p> <p>4.4 Negotiate alternatives/compromises as necessary</p>

- 4.5 Clearly communicate final decision to all involved
- 5 Facilitate child's transition into care
 - 5.1 Encourage parents to **familiarise** themselves and their children with the service and workers
 - 5.2 Encourage parents to develop clear and reasonably consistent process of farewell and pick up
 - 5.3 Provide clear information and reassurance to assist parents to develop confidence in the service
 - 5.4 Acknowledge parents' feelings about child care and support in all conversations

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Diversity of family types and cultures

Interpreter services, and communication through interpreters

Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

Develop a relationship with family which enables the needs of the child to be communicated or met

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Apply basic communications skills such as active listening and questioning

Demonstrate a genuine interest in the children, and their families

Apply interpersonal skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:

a childcare workplace

children's services, resources and equipment
the local environment

Method of assessment:

In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

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

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Family members may include:

Mothers
Fathers
Grandparents
Kin
Extended family members
Brothers and sisters
Foster children

Organisation's guidelines about exchanging information with family members may include:

Who is permitted to pass on information
Recording of any family members to whom information is not to be provided

Frequently may be:

Daily
Weekly
According to the pattern of the child's participation in the service

Depending on:

The child's age
Length of time the child and family have been using the service
Issues of the day
Frequency of attendance

Make yourself available to parents will differ according to the structure of the service. Workers may be available via:

Welcoming children with their parent/s
Conversations when parent/s arrive to collect the child
Communicating in a style that is appropriate to the parent's expectations
Telephone
Care review meetings or conversations
Conversations while parent participates with or alongside worker in an activity

Communicate information may be via:

Verbal conversations
Written notes
Notes on whiteboard, bulletin board
An interpreter
Worker who has second language/language of parent

Respond to a family member's concern may include:

Directing person to appropriate person in the service
Communication guidelines to respond to regularly received /serious questions or comments

Further support may be available through:

Referral to professionals/other services
Telephone support services
Literature
Local networks

Familiarise may relate to:

Physical environment
Equipment
Other children
Timing of program events

Unit Sector(s)

CPPDSM4038A Conduct goods, chattels or equipment clearing sale or auction

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to prepare and conduct a clearing sale or auction of goods, chattels or equipment. It includes preparing, conducting and completing the auction or clearing sale.

The unit may form part of the licensing requirements for persons engaged in stock and station agency activities in those States and Territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency supports the work of licensed stock and station agents and stock and station representatives or certificate holders involved in preparing and conducting clearing sales or auctions of goods, chattels and equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

1 Prepare for clearing sale or auction.

PERFORMANCE CRITERIA

- 1.1 Agreement to auction *goods, chattels and equipment* is obtained in line with agency practice and *legislative requirements*.
- 1.2 *Assisting professionals* are instructed to prepare *auction documentation* in line with seller instructions, agency practice and legislative requirements.
- 1.3 Assisting professionals are followed up in a timely manner to ensure that auction documentation is delivered prior to auction date.
- 1.4 *Auction details* are established in line with agency practice.
- 1.5 Ownership of goods, chattels and equipment to be sold is established to enable clear title to be passed to buyers in line with agency practice and legislative requirements.
- 1.6 Inventory of reserve and non-reserve items is prepared that includes pricing requirements in line with agency practice.
- 1.7 Goods control and security systems are established in line with agency practice.
- 1.8 Goods, chattels and equipment are inspected by auctioneer prior to sale in line with agency practice and legislative requirements.
- 1.9 *Auction day procedures*, method of conduct of sale and the reserve price are discussed with seller prior to auction day.
- 1.10 *Staff* and *resource* requirements for auction day are identified and booked in advance in line with agency practice.
- 1.11 Marketing is monitored on a regular basis to establish its effectiveness.
- 1.12 Enquiries from prospective buyers and other interested parties are addressed and where required copies of relevant documentation are provided.
- 1.13 Offers from prospective buyers prior to auction are referred to seller in line with agency practice and legislative requirements.
- 1.14 Order of auction is determined to permit preparation of catalogue in line with agency practice.
- 1.15 Safety of auction goods and venue is inspected in line with agreed practice, OHS requirements and

ELEMENT	PERFORMANCE CRITERIA
	relevant legislative requirements.
2 Implement auction day procedures.	<p>2.1 <i>Auction area is prepared</i>, including deployment of staff, promotional materials and equipment consistent with agency practice.</p> <p>2.2 Auction documentation is prominently displayed consistent with agency practice and relevant legislation.</p> <p>2.3 Inspection of goods, chattels and equipment is facilitated on auction day prior to the commencement of the auction.</p> <p>2.4 Previously identified potential buyers are located in the audience to facilitate sale.</p> <p>2.5 Questions from interested parties are answered or referred to informed sources in line with agency practice.</p> <p>2.6 Auction day procedures are implemented in line with agency practice and legislative requirements.</p>
3 Conduct auction.	<p>3.1 Terms and conditions of sale are prominently displayed and read out prior to the specified time of commencement of sale in line with agency practice and legislative requirements.</p> <p>3.2 Bidder security systems are put into effect to eliminate theft and non-payment in line with agency practice.</p> <p>3.3 Goods, chattels and equipment are presented to public using marketing materials agreed to by seller to create product image.</p> <p>3.4 Goods, chattels and equipment are submitted for sale to solicit bids.</p> <p>3.5 Question from bidders and others engaged in the auction are answered honestly and in line with agency practice, ethical standards and legislative requirements.</p> <p>3.6 Auction process is conducted professionally to establish the optimum price possible for goods, chattels and equipment from the buyers in attendance.</p> <p>3.7 Appropriate <i>communication and presentation skills</i> are used in conducting the auction.</p> <p>3.8 Goods, chattels and equipment are knocked down to the successful bidders or passed in, in line with seller's instructions, agency practice and legislative requirements.</p> <p>3.9 Interests of seller are respected at all times according to agency practice and legislative requirements.</p>

ELEMENT**PERFORMANCE CRITERIA****4 Complete sale.**

3.10 Auction is conducted in a manner consistent with agency practice and legislative requirements.

4.1 *Follow-up procedures for goods, chattels and equipment that are sold* are implemented in line with agency practice and legislative requirements.

4.2 *Sales documentation* is accurately completed and deposits are taken in line with agency practice and legislative requirements.

4.3 *Follow-up procedures for goods, chattels and equipment that are passed in* are implemented consistent with agency practice and legislative requirements.

4.4 Accurate *sales data* is compiled that reflects auction outcomes for use in follow-up procedures.

4.5 Appropriate *records of attendance or interest* are compiled to expand agency contact lists of potential clients identified through the auction process.

4.6 Publication of auction results and post-auction information are arranged in line with agency practice and legislative requirements.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to communicate with and relate to people from a range of social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules
- application of risk management strategies associated with preparation and conduct of a clearing sale or auction
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions consistent with legislative and ethical requirements
- literacy skills to access and interpret a variety of texts, including legislation, regulations and sales documentation; prepare general information, papers, formal

REQUIRED SKILLS AND KNOWLEDGE

and informal letters, reports and applications; and complete standard and statutory forms

- negotiation skills to assist buyers and bidders to purchase goods, chattels and equipment at clearing sale or auction
- numeracy skills to calculate auction marketing expenses and keep them within agreed budget
- planning, organising and scheduling skills to undertake work-related tasks associated with preparing for a clearing sale or auction, including determining staff and equipment requirements
- research skills to identify and source documents and information related to goods, chattels and equipment or clearing sales and auctions.

Required knowledge and understanding:

- auction day procedures
- auction documentation, including:
 - authorities
 - contracts
 - display
 - statutory and agency documentation
- auction equipment, including:
 - audiovisual equipment
 - bell
 - display boards
 - flags
 - gavel
 - lectern
 - signs
 - stickers
- auction marketing plan, including:
 - advertising and promotional strategies
 - communicating with seller
 - contact with prospective buyers
 - description of goods, chattels and equipment
 - outcomes of auction marketing
 - post-listing conference
 - reasons for confirming auction marketing procedures and expenses
- auction process, including:
 - audibly state rules and conditions of auction
 - call for bids
 - confirm or renegotiate reserve with seller as appropriate

REQUIRED SKILLS AND KNOWLEDGE

- describe goods, chattels and equipment
- identify salient features of contract
- knock down or pass in goods and equipment as appropriate
- use vendor bidding as appropriate in line with relevant legislation
- auction rules
- communication and presentation skills
- consumer protection principles that impact on the sale of rural property, including:
 - cooling off provisions
 - false representation and misleading conduct in relation to the sale of land
 - impact on contracts of consumer protection legislation
 - insurance provisions
 - penalties and remedies for breaches
 - protection offered for consumers
 - rights and obligations of agents
 - secret commissions
- follow-up procedures if goods, chattels or equipment are passed in, including:
 - highest bidder
 - other bidders
 - seller
- follow-up procedures if goods, chattels or equipment are sold, including:
 - buyer
 - losing bidder
 - other bidders
 - seller
- goods, chattels and equipment, including:
 - furniture
 - machinery
 - other items of movable equipment
 - sundries
- knowledge of goods, chattels and equipment for different types of rural properties, including:
 - acreage
 - aquaculture properties
 - commercial properties
 - cropping properties
 - dairy properties
 - grazing properties
 - hobby farms

REQUIRED SKILLS AND KNOWLEDGE

- horticulture properties
- irrigated properties
- mixed uses
- olive properties
- orchards
- residential properties
- tree production properties
- viticulture properties
- negotiation techniques
- penalties for breach of auction legislation and regulations
- preparation of auction area, including:
 - goods, chattels and equipment inspection
 - distractions and hazards
 - security
- records of attendance and interest in auctions, including:
 - collection techniques
 - reasons for collection
 - types of data
- relevant federal and state or territory legislation and local government regulations related to:
 - anti-discrimination
 - auctions
 - consumer protection
 - equal employment opportunity (EEO)
 - financial probity
 - OHS
 - privacy
 - rural property sales
 - taxation
- reserve price, including:
 - definition
 - purpose
 - setting
- roles and responsibilities of auctioneer
- sales data, including:
 - collection techniques
 - reasons for collection
 - types of data

REQUIRED SKILLS AND KNOWLEDGE

- sales documentation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

This unit of competency could be assessed through practical demonstration of preparing for and conducting an auction or clearing sale of goods, chattels and equipment. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence.

The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- arranging publication of auction results and post-auction information in line with agency practice and legislative requirements
- compiling accurate sales data for use in follow-up procedures
- compiling records of attendance or interest in auction to expand agency contact lists of potential clients
- conducting clearing sale or auction of goods, chattels and equipment in line with agency practice and legislative requirements
- finalising auction sale, including the completion of sales documentation and implementation of follow-up procedures if goods, chattels or equipment are sold or passed in
- knowledge of auction or clearing sale marketing procedures, auction day procedures and auction process associated with the sale of rural goods, chattels and equipment

- knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with the preparation for and conduct of an auction or clearing sale of goods, chattels and equipment
- planning and implementing a marketing plan for an auction or clearing sale of goods, chattels and equipment in line with agency practice and legislative requirements
- planning and implementing auction day procedures in line with agency practice and legislative requirements
- preparing auction documentation consistent with seller instructions, agency practice and legislative requirements
- taking instructions on reserve price from seller in line with agency practice and legislative requirements
- using effective communication and presentation techniques in conducting an auction or clearing sale of goods, chattels and equipment.

Context of and specific resources for assessment

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning

experience must include a combination of direct, indirect and supplementary evidence

- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Goods, chattels and equipment*** may include:
- furniture
 - machinery
 - other items of movable equipment
 - sundries.
- Legislative requirements*** may include:
- relevant federal and state or territory legislation and local government regulations related to:
 - anti-discrimination
 - auctions
 - consumer protection
 - EEO
 - financial probity
 - OHS
 - privacy
 - rural property sales
 - taxation.
- Assisting professionals*** may include:
- auctioneers
 - conveyancers
 - solicitors.
- Auction documentation*** may include:
- contracts
 - contract inclusions
 - warranties.
- Auction details*** may include:
- date
 - time
 - venue.
- Auction day procedures*** may include:
- advertising and marketing materials
 - auction documentation
 - channels of communication
 - inspection arrangements for goods, chattels and equipment
 - managing the auction process
 - roles and responsibilities of agency staff

- security arrangements
 - transport arrangements for goods, chattels and equipment purchased.
- Staff** may include:
- agency support staff
 - auctioneer
 - licensed stock and station agents.
- Resources** may include:
- audiovisual equipment
 - bell
 - display boards
 - flags
 - gavel
 - lectern
 - signs
 - stickers.
- Auction area preparation** may include:
- auction documentation and equipment
 - distractions
 - hazards
 - marketing materials
 - security.
- Communication and presentation skills** may include:
- assertiveness
 - confidence
 - group communication techniques
 - humour
 - knowledge of goods, chattels and equipment
 - personal presentation
 - voice control.
- Follow-up procedures if goods, chattels and equipment are sold** may refer to:
- buyer or seller
 - losing bidder
 - other bidders
 - transport.
- Sales documentation** may include:
- contract of sale
 - declaration of selling agent
 - finance statement to purchaser
 - log books
 - receipts for purchase money paid
 - vendor's statement
 - warranties.
- Follow-up procedures if goods, chattels and equipment are passed in**
- highest bidder
 - other bidders
 - seller.

may refer to:

Sales data may refer to:

- collection techniques
- reasons for collection
- types of data.

Records of attendance and interest may refer to:

- collection techniques
- reasons for collection
- types of data.

Unit Sector(s)

Unit sector Property development, sales and management

Competency field

Competency field Stock and station agency

CPPSEC2004A Respond to security risk situation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to carry out a response to a security risk situation. It requires the ability to identify risks, identify and undertake an appropriate security response, and participate in an evaluation of response activities.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify security risk situation.	<p>1.1 Applicable provisions of <i>legislative</i> and <i>organisational requirements</i> relevant to security risk operations are identified and complied with.</p> <p>1.2 Potential <i>security risk situation</i> is identified and assessed for degree of risk to self, others, property and premises.</p> <p>1.3 <i>Environmental factors</i> are monitored and changes in characteristics that may impact on security risk situation are identified.</p> <p>1.4 <i>Occupational Health and Safety (OHS)</i> requirements are identified and appropriate risk control measures to ensure safety of self and others are implemented.</p> <p>1.5 Requirements for advice or assistance are identified and requested from <i>relevant persons</i> in accordance with organisational procedures.</p>
2 Respond to security risk situation.	<p>2.1 Appropriate <i>response</i> to identified security risk situation is determined and implemented in accordance with organisational procedures.</p> <p>2.2 Response initiative maximises the safety and security of self, others, property and premises and is carried out within the scope of own responsibility, competence and authority.</p> <p>2.3 <i>Equipment</i> is used in accordance with manufacturer's instructions and organisational procedures.</p> <p>2.4 Appropriate <i>interpersonal techniques</i> and <i>communication channels</i> are used in accordance with organisational procedures.</p> <p>2.5 Details of security risk situation are documented and maintained in accordance with organisational procedures.</p>
3 Assist in the review of the response to security risk situation.	<p>3.1 Participation in review and debrief processes are carried out in accordance with organisational procedures.</p> <p>3.2 Observations are accurate and provided in a clear, concise and constructive manner.</p> <p>3.3 <i>Effects of stress</i> and other issues related to own well-being are recognised and controlled using appropriate <i>stress management techniques</i>.</p> <p>3.4 Review and debrief findings identify areas for improving future response procedures and reducing effects of</p>

ELEMENT**PERFORMANCE CRITERIA**

stress.

3.5 Relevant *documentation* is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- communicate using appropriate channels and authorities
- communicate using phonetic alphabet and clear and concise language
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify situations requiring support or assistance
- operate security and communications equipment
- participate in debriefings and provide accurate and concise observations
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- select and use appropriate personal protective equipment
- use basic risk assessment procedures
- use negotiation techniques to defuse and resolve conflict.

Required knowledge

- basic legislation applicable to conduct of security response including that relating to:
 - records and reports which may be used for legal purposes
 - requesting or providing back-up support or assistance
 - collection of evidence
 - use of force and force continuum
 - apprehension, arrest and restraint of persons where applicable
 - search of people and property where applicable
 - anti-discrimination
 - OHS
 - protection of self, people and property

REQUIRED SKILLS AND KNOWLEDGE

- use of restraints
- use and maintenance of batons, handcuffs, spray and firearms.
- communication channels, codes and signals
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- phonetic alphabet
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- procedures for establishing a sterile area
- procedures to contact emergency services and other sources of support
- processes for reporting, reviewing and debriefing security response
- range of potential security incidents and appropriate responses
- signs and indicators of stress
- techniques for recognising and controlling own stress.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- responding to a security risk in a manner that is appropriate for the situation, compliant with applicable legislation and regulations, and within scope of own competence and authority
- identifying risk factors which might impact on the safety and security of persons, property and premises and taking appropriate response actions to maintain safety of self and others
- using effective communication processes and equipment to convey clear and accurate information in a form which is preferred and understood by the receiver

- participating in review and debrief processes to evaluate effectiveness of response and related personal stress, and identifying areas for improvement to future practices and stress reduction.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Legislative requirements may relate to:***
- apprehension and powers of arrest
 - Australian standards and quality assurance requirements
 - counter-terrorism
 - crowd control and control of persons under the influence of intoxicating substances
 - force continuum, use of force guidelines
 - general 'duty of care' responsibilities
 - inspection of people and property, and search and seizure of goods
 - licensing or certification requirements
 - privacy and confidentiality
 - Prohibited Weapons Act and regulations
 - relevant commonwealth, state or territory legislation, codes and national standards for:
 - anti-discrimination
 - cultural and ethnic diversity
 - environmental issues
 - equal employment opportunity
 - industrial relations
 - OHS
 - relevant industry codes of practice
 - trespass and the removal of persons
 - use of restraints and weapons:
 - batons
 - firearms
 - handcuffs
 - spray.
- Relevant legislation may include:***
- Crimes Act 1900
 - Firearms Act 1996 and Firearms (General) Regulations 1997
 - general principles of Common Law
 - Inclosed Lands Protection Act 1901
 - Law Enforcement (Powers and Responsibilities) Act 2002
 - Liquor Act 1982

Organisational requirements may relate to:

- Listening Devices Act 1984
- Registered Clubs Act 1976
- Security Industry Act 1997 and Regulations 1998
- Trade Practices Act
- Workplace Surveillance Act 2005.
- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

Security risk situation may relate to:

- biological hazards
- bomb threat
- chemical spills
- electrical faults
- explosives
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances
- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- prohibited and dangerous items
- suspicious packages or substances
- terrorism
- violence or physical threats.

Environmental factors

- access to assistance and resources
- availability of exits and opportunities for escape

may relate to:

- crowds
- different degrees of light including low light and darkness
- presence of several sources of threat
- time of day
- weather.

OHS requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- first aid
- identifying and reporting hazards and risks
- knowledge of emergency and evacuation procedures
- transporting and storing dangerous goods
- using and maintaining equipment:
 - business equipment and technology
 - communications equipment and technology
 - personal protection equipment
 - security equipment and technology
- using and maintaining firearms
- using and storing hazardous materials and substances.

Relevant persons may include:

- clients
- colleagues
- emergency services personnel
- supervisor.

Response may involve:

- apprehension of person(s)
- establishing a sterile area
- evacuating the premises
- isolating area of potential risk
- isolating risk
- notifying relevant emergency services agencies
- providing access for emergency services
- provision of first aid
- request for support and assistance
- restraint of person
- search of person(s)
- tactical withdrawal
- use of empty hand techniques
- use of negotiation techniques.

Equipment may include:

- batons
- communication equipment
 - telephone and mobile phone
 - pager

- portable and mounted two-way radio
 - firearm
 - handcuffs
 - personal protection equipment
 - high visibility vest
 - body armour
 - slash proof gloves
 - security equipment
 - electronic screening equipment
 - video cameras and monitors
 - spray.
 - active listening
 - being non-judgemental
 - being respectful and non-discriminatory
 - constructive feedback
 - control of tone of voice and body language
 - culturally aware and sensitive use of language and concepts
 - demonstrating flexibility and willingness to negotiate
 - effective verbal and non-verbal communication
 - maintaining professionalism
 - providing sufficient time for questions and responses
 - reflection and summarising
 - two-way interaction
 - use of plain English
 - use of positive, confident and cooperative language.
 - direct line supervision paths
 - established communication protocols
 - formal communication pathways
 - lateral supervision paths
 - organisational communication networks
 - verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
- Interpersonal techniques*** may involve:
- Communication channels and processes*** may relate to:
- Documentation*** may include:
- Effects of stress*** may include:
- incident reports
 - activity logs
 - request for assistance forms
 - vehicle and personnel movements
 - written and electronic reports.
 - distraction
 - minimal verbal communication

Stress management techniques may include:

- negative body language
- frustration
- inability to concentrate
- increasing aggression
- over-talking
- tiredness
- uncoordinated movements.
- conscious use of personal recreational activities
- counselling
- formal debriefing processes
- informal exploration of incidents with team members and supporters
- review of practice and resources.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

CPPSEC3003A Determine response to security risk situation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to determine an appropriate response to a security risk situation. It requires the ability to analyse the nature and degree of risk and determine response options according to changing circumstances.

This unit may form part of the licensing requirements for persons engaged in guarding operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit This unit of competency has application in those work roles involving guarding in a security environment. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify security risk situation.	<p>1.1 Applicable provisions of <i>legislative</i> and <i>organisational requirements</i> relevant to security risk operations identified and complied with.</p> <p>1.2 Information on <i>security risk situation</i> is received and verified for reliability and authenticity.</p> <p>1.3 <i>Environmental factors</i> relevant to security risk situation are identified and monitored for changes in characteristics that may impact on security response.</p> <p>1.4 Additional information required to assess degree of risk is sourced as required.</p> <p>1.5 <i>Communication channels and processes</i> are used to maintain an accurate and up to date exchange of information with <i>relevant persons</i>.</p>
2 Assess security risk situation.	<p>2.1 <i>Assessment</i> of security risk situation is conducted in accordance with organisational procedures.</p> <p>2.2 Security risk situation is assessed for degree of risk to persons, property and premises.</p> <p>2.3 Appropriate risk control measures to ensure the safety and security of persons, property and premises are determined.</p> <p>2.4 Suitable <i>equipment and resource requirements</i> appropriate to security risk situation are determined.</p> <p>2.5 Specialist advice is sought as required in accordance with organisational procedures.</p>
3 Determine response options.	<p>3.1 Options for <i>response</i> to security risk situation are evaluated and determined.</p> <p>3.2 Response is within the scope of own responsibility, competence and authority.</p> <p>3.3 Response maximises the safety and security of persons, property and premises.</p> <p>3.4 Response involves the appropriate selection and efficient use of equipment and resources.</p> <p>3.5 Relevant <i>documentation</i> is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- assess information and determine response appropriate to security risk situation
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and clear and concise language
- conduct risk assessment of security risk situation
- determine suitable security and personal protection equipment
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify support and assistance requirements
- operate security and communications equipment.

Required knowledge

- approved communication terminology and codes and signals
- emergency and evacuation procedures and instructions
- instructions and procedures for responding to security risk situations
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- phonetic alphabet
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- range of available resources and equipment
- range of potential security incidents and appropriate responses
- reporting processes
- risk assessment processes
- structure and responsibilities of the emergency services agencies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- determining response options which are most effective for the security risk
- determining response options within specified legal and strategic limits
- identifying current and potential risk factors and their impact on the security risk situation
- interpreting and complying with legal and procedural requirements including licensing requirements
- reviewing and adjusting response strategies to meet changing circumstances
- using appropriate communication modes and terminology to receive and convey information.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the

candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
 - anti-discrimination
 - cultural and ethnic diversity
 - environmental issues
 - equal employment opportunity
 - industrial relations
 - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
 - batons
 - firearms

**Relevant legislation
may include:**

- handcuffs
- spray.
- Crimes Act 1900
- Firearms Act 1996 and Firearms (General) Regulations 1997
- general principles of Common Law
- Inclosed Lands Protection Act 1901
- Law Enforcement (Powers and Responsibilities) Act 2002
- Liquor Act 1982
- Listening Devices Act 1984
- Registered Clubs Act 1976
- Security Industry Act 1997 and Regulations 1998
- Trade Practices Act
- Workplace Surveillance Act 2005.

**Organisational
requirements may
relate to:**

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

**Security risk situation
may relate to:**

- biological hazards
- chemical spills
- electrical faults
- explosives
- injury to personnel
- noise, light, heat, smoke
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons suffering from emotional or physical distress
- persons under the influence of intoxicating substances

- persons with criminal intent
- persons, vehicles and equipment in unsuitable locations
- suspicious packages or substances
- terrorism
- violence or physical threats.
- access to assistance and resources
- availability of exits and opportunities for escape
- crowds
- different degrees of light including low light and darkness
- presence of several sources of threat
- time of day
- weather.

Environmental factors may relate to:

Communication channels and processes may relate to:

- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

Relevant persons may include:

- clients
- colleagues
- emergency services personnel
- supervisor.

Factors for assessment may include:

- available resources including emergency support, team back-up or security equipment
- known information about persons involved in the security risk
- known information about the circumstances of the security risk
- observation of the environment and physical conditions
- options for controlling and defusing security risk
- potential triggers for escalation of security risk
- the nature of the security risk.

Resources and equipment may include:

- communications equipment
 - pager
 - portable and mounted two-way radio
 - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment

Response may involve:

- restraints
- weapons
- security personnel and specialist services
- transport.
- defusing the situation
- evacuating the premises
- isolating area of potential risk
- isolating risk
- notifying relevant emergency services agencies
- providing access for emergency services
- provision of first aid
- request for support and assistance
- restraint of person
- tactical withdrawal
- use of batons, handcuffs or spray
- use of empty hand techniques
- use of negotiation techniques
- use of restraints.

Documentation may include:

- activity logs
- incident reports
- request for assistance forms
- vehicle and personnel movements
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

CPPSEC4005A Facilitate workplace briefing and debriefing processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to lead and manage a briefing or debriefing. It requires the ability to source and integrate information into a suitable format, use effective interpersonal skills to encourage positive contributions, follow up and action findings and prepare documentation.

This unit may form part of the licensing requirements for persons responsible for implementing briefing and debriefing processes in anticipation of and response to security risk incidents in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit This unit of competency has application in those work roles involving the conduct of briefing and debriefing processes in internal or external workplace environments. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare for briefing or debriefing.	<p>1.1 Applicable provisions of <i>legislative</i> and <i>organisational requirements</i> relevant to <i>briefing</i> and <i>debriefing</i> procedures and processes are identified and complied with.</p> <p>1.2 Briefing or debriefing is <i>planned and prepared</i> in accordance with organisational procedures.</p> <p>1.3 <i>Content and format</i> is determined appropriate to the briefing or debriefing.</p> <p>1.4 <i>Location</i> of briefing or debriefing is determined and confirmed in accordance with organisational procedures.</p> <p>1.5 <i>Relevant persons</i> are notified of briefing or debriefing in accordance with organisational procedures.</p>
2 Conduct briefing or debriefing.	<p>2.1 Purpose and structure of the briefing or debriefing is outlined and discussed.</p> <p>2.2 Effective <i>interpersonal techniques</i> are used to elicit and encourage contribution and discussion.</p> <p>2.3 Briefings or debriefings are conducted in a systematic manner.</p> <p>2.4 Briefings or debriefings are revised and modified as required to meet individual requirements.</p> <p>2.5 <i>Feedback techniques</i> are used to ensure the needs of relevant persons are identified.</p> <p>2.6 Limitations in conducting briefings or debriefings are identified and assistance is sought as required in accordance with organisational procedures.</p>
3 Conclude briefing or debriefing.	<p>3.1 Briefing or debriefing findings are summarised and presented to relevant persons for review and <i>subsequent action</i> in accordance with organisational procedures.</p> <p>3.2 Presented information uses clear and concise language and meets organisational standards of style, format and accuracy.</p> <p>3.3 Areas of concern related to the well-being of relevant persons are identified and appropriate action implemented in accordance with organisational procedures.</p> <p>3.4 Follow up meetings with relevant persons are scheduled as required to review findings from briefing or debriefing.</p> <p>3.5 Review of briefing or debriefing processes identifies areas for improvement and recommendations for future practice.</p> <p>3.6 Documentation is completed and securely maintained with due regard to confidentiality requirements in accordance with organisational procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately document briefing and debriefing outcomes and maintain records
- calculate and estimate support requirements
- coaching and mentoring to provide support to colleagues
- communicate clearly in a group setting
- demonstrate ethical and professional behaviour
- evaluate and review briefings and debriefings
- facilitate group discussions and apply effective questioning techniques
- identify and comply with applicable legal and procedural requirements
- interpret and follow instructions and procedures
- manage group processes and monitor group dynamics
- observe and accurately record and report information
- operate business equipment and technology
- participate in review and debrief procedures
- plan own work priorities
- prepare a briefing and debriefing plan
- provide feedback and encourage contributions from group members
- record, report and process information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- use active listening.

Required knowledge

- applicable legislative and other legal provisions
- briefing and debriefing techniques
- documentation, reporting and reviewing and debriefing processes
- observation and monitoring techniques
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- reporting, documentation requirements and processes
- teamwork principles and strategies
- time management principles
- training methods and strategies

REQUIRED SKILLS AND KNOWLEDGE

- types of potential security risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- evaluating and reflecting upon the effectiveness of the briefing and debriefing sessions and completing appropriate reports and documentation
- providing a safe environment to conduct the briefing and debriefing, and responding promptly to any identified risk or threat to personal safety of self and others
- selecting and using suitable interpersonal methods and strategies to facilitate effective discussion, and eliciting and encouraging team and individual contributions in a constructive and positive way
- structuring workplace briefing and debriefing sessions to incorporate suitable content and format to meet identified personnel and stress management requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the

provision of appropriate assessment support.

Method of assessment This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation,

Organisational requirements may relate to:

- codes and national standards for:
- anti-discrimination
 - cultural and ethnic diversity
 - environmental issues
 - equal employment opportunity
 - industrial relations
 - Occupational Health and Safety (OHS)
- relevant industry codes of practice
 - trespass and the removal of persons.
 - access and equity policies, principles and practices
 - business and performance plans
 - client service standards
 - code of conduct, code of ethics
 - communication and reporting procedures
 - complaint and dispute resolution procedures
 - emergency and evacuation procedures
 - employer and employee rights and responsibilities
 - OHS policies, procedures and programs
 - own role, responsibility and authority
 - personal and professional development
 - privacy and confidentiality of information
 - quality assurance and continuous improvement processes and standards
 - resource parameters and procedures
 - roles, functions and responsibilities of security personnel
 - storage and disposal of information.

Briefings may be planned:

- at regular intervals
- prior to implementation of changes within the organisation or operational activities
- prior to undertaking operational activities
- prior to undertaking training
- prior to undertaking workplace projects and other work-related activities
- when significant changes are anticipated at an incident.

Debriefings may be planned:

- after a meeting or event
- after changes to the organisation or operational activities
- at a convenient time after the incident
- at regular intervals
- at shift change-overs
- immediately after an incident
- when incident personnel have been relieved

Planning and preparation may relate to:

- when personnel return to their home base.
- adequacy of initial briefing
- analysis of performance against aims and objectives
- analysis of planning
- analysis of reports and other documentation
- assessment of response strategies
- brief and debrief checklist
- communications
- control and command
- fatalities, injuries, loss, damage
- incident background
- incident response
- location and timing
- methodology
- notification of participating personnel
- purpose and subject matter
- resources committed to the incident
- strategies to improve response.

Content and format may be:

- collaborative
- descriptive or illustrative
- facilitator-led
- level of language used
- problem based.

Location may be determined:

- according to the timing of the brief and debrief which may be before, during or following an activity under non-operational or operational conditions
- encourages comfort, confidentiality and confidence
- must be accessible, non-threatening.

Relevant persons may include:

- human resource personnel
- industry and government agencies
- security personnel
- steering committees
- supervisor
- training personnel.

Interpersonal techniques may involve:

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate

- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

Feedback techniques may include:

- comments from supervisors, personnel or clients
- formal and informal performance appraisals
- personal, reflective behaviour strategies
- workplace assessment.

Subsequent action may include:

- changes to work schedules
- disciplinary action
- recommendation of professional development activities
- reporting to other organisations or authorised personnel
- review of organisational policies
- review of procedures.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

CSCSAS201A Maintain security

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to implement effectively and confidently the security policies of the organisation. It covers the competency to assess and respond to general security risks.

This unit replaces *CSCSAS001A Maintain safety and security*.

Application of the Unit

Application of the unit

This unit is a core unit for all certificate qualifications and applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Candidates will not hold statutory responsibility and will be supervised in their work duties.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT

PERFORMANCE CRITERIA

1 Follow security procedures.

- 1.1 Identify and follow all *security and emergency procedures relevant to own work role*.
- 1.2 Calculate level of *security risk* according to organisational guidelines and instructions.
- 1.3 Implement relevant security procedures according to organisational policies, code of practice and legislation.
- 1.4 Alert work group members and relevant personnel using *appropriate equipment and terminology for emergency warnings*.
- 1.5 Report potential breaches of security to appropriate authority.
- 1.6 Participate in the *routine review of security procedures and responses according to own level of responsibility*.

2 Maintain security of information.

- 2.1 Maintain *up-to-date and accurate records* in a form accessible to authorised personnel.
- 2.2 Relay relevant information to authorised personnel on the movement and circumstances of offenders.
- 2.3 Respond to requests for information promptly and according to agreed procedures, ensuring information is accurate, relevant and complete.
- 2.4 Manage security files according to agreed procedures and effective work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- complying with security procedures
- using equipment for the purpose and in the manner intended and authorised
- operating and checking routine activities and equipment for security factors
- identifying faults in security procedures and problems in equipment and practices
- giving advice to others about security
- responding to incidents and emergencies
- using information systems.

Required knowledge:

- all aspects of organisation's policies, objectives, principles, philosophy, strategic plans and procedures relevant to security
- Environmental or sustainability legislation, regulations and codes of practice applicable to industry
- requirements for incident records and reports
- requirements for emergency evacuation
- use of equipment and safety procedures
- faults and potential problems and the requirements for reporting them
- risks and emergencies and the requirements for identifying and responding to them
- strategies for reducing and managing risk factors
- duty of care responsibilities and requirements.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- the application of security procedures followed in a range of contexts (two or more) over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- access to a workplace environment or one that closely resembles normal work practice and replicates the range of security conditions likely to be encountered by an individual working alone and as part of a team
- access to a range of communication equipment relevant to the workplace
- access to emergency resources
- copies of legislation, policies, procedures and guidelines relating to security in the organisation
- access to appropriate learning and assessment support when required.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- simulations conducted in training programs
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

This unit should be assessed in conjunction with all other units with components of safety and security.

The unit contains knowledge that may be assessed off the job, for example in a structured learning process, and performance outcomes that should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Security and emergency procedures must include:

- all aspects of organisation's policies and procedures relevant to security relating to own work role
- security guidelines
- supervision, management and accountability for movements and activities of staff, offenders and members of the public
- use and maintenance of general security equipment relevant to work roles and responsibilities
- relevant legislation and statutory requirements governing work role in the justice system.

Security risks include any emergency identified by an organisational risk analysis, which may include:

- bomb
- building invasion/armed invasion
- civil disorder
- death - accidental, natural, homicide or suicide
- deliberate self-harm
- escapes
- failure of utilities
- fire
- flood
- hazardous substances incidents
- hostage situations
- medical emergencies
- preservation of crime scene
- physical violence or assault
- severe weather or storm damage
- threats or intimidation
- unauthorised entry.

RANGE STATEMENT

Appropriate equipment and terminology for emergency warnings may include:

- duress alarms
- audible or visual alarms
- audible or vibrating pagers
- communications technology, including radios
- coded or uncoded public address announcements
- screen or monitor alerts.

Routine review of security procedures and responses may include:

- briefings
- debriefings
- critical incident stress debriefing
- emergency exercises or simulations
- table or desktop exercises
- local emergency procedure training sessions.

Up-to-date and accurate records may be written, electronic or paper-based and may include:

- computer databases
- daily logs
- occurrences or movement logs
- journal records
- incident reports
- standard organisational forms
- maintenance schedules.

Unit Sector(s)

Unit sector Safety and security

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCSAS205A Contain incidents that jeopardise safety and security

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to maintain safety and security through effective response to potential or actual breaches of security.

This unit replaces and is equivalent to *CSCSAS006A Contain incidents which jeopardise safety and security*.

Application of the Unit

Application of the unit

This unit applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Candidates will not hold statutory responsibility and will be supervised in their work duties.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT

PERFORMANCE CRITERIA

1 Respond to incidents.

- 1.1 Identify the possible causes of incidents and assess them for relevance to the security and safety of offenders and the environment.
- 1.2 **Respond to incidents** confidently and appropriately, according to agreed procedures.
- 1.3 Request assistance clearly and promptly.
- 1.4 Use security equipment and technology according to instructions and procedures.

2 Contain incidents.

- 2.1 Monitor situation for potential causes of conflict and harmful behaviour.
- 2.2 Use **communication and negotiation strategies** that prevent escalation of incidents.
- 2.3 Provide clear, accurate and comprehensive information to assist decision making.
- 2.4 Select response and action designed to minimise risk and preserve the safety and security of all involved.
- 2.5 Apply necessary level of force that complies with organisational policy to establish control and maintain security.
- 2.6 Provide accurate and clear reports promptly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- assessing risks to safety and security and selecting approved and effective responses
- using effective communication techniques to deal with aggressive and uncooperative people
- applying strategies to prevent escalation of incidents
- using security, restraint and first aid equipment
- using surveillance and observation techniques
- recording and documenting reports on incidents.

Required knowledge:

- organisation's policies and procedures relevant to responding to incidents, use of force, use of restraints, control and surveillance
- organisation's delegations, accountability and reporting processes related to critical incidents
- responsibilities of first responding officer
- principles of effective communication and use of communication techniques under pressure
- negotiation strategies
- first aid techniques
- principles of cooperative teamwork
- duty of care responsibilities and humane treatment.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Overview of assessment

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace or in a suitable simulation that draws upon the context or range of applications appropriate to the workplace and the defined work role and responsibilities.

Because of the unpredictable factors included in this unit, assessment in the workplace may depend on indirect or supplementary evidence, particularly the use of simulations or practice drills.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to contain incidents that jeopardise safety and security in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and performance outcomes which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when containing incidents, including coping with difficulties, irregularities and breakdowns in routine
- copies of legislation, policies, procedures and guidelines relating to incident management and containment
- access to appropriate learning and assessment support when required.

EVIDENCE GUIDE

Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise to confirm the transferability of the competencies.

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues
- scenarios
- simulations or role plays.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Respond to incidents may include:

- separation or isolation
- searches
- counselling
- specialists or experts
- intervention or mediation
- special watch
- cultural support specialists
- referrals
- negotiation
- specialist response teams.

Communication and negotiation strategies may include:

- using calm, confident and assertive language
- controlling tone of voice
- controlling body language
- using strategic questioning and listening
- distracting and changing focus.

Unit Sector(s)

Unit sector Safety and security

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCSAS303A Conduct searches

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to conduct searches of property and people to detect or prevent breaches of security, orders and safety.

This unit replaces *CSCSAS012A Conduct searches*.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required for working in detention centres, correctional centres and prisons and on work sites or in accommodation or activities where offenders are under statutory supervision requiring the prohibition of specific substances and objects.

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT

PERFORMANCE CRITERIA

1 Search environment and property.

- 1.1 Define the *search operation and task information* and communicate this to relevant people.
- 1.2 Use communication strategies to promote cooperation and effective search outcomes.
- 1.3 Establish the security of the *environment and property* according to search procedures and safety considerations.
- 1.4 Identify and use correct *search equipment* according to organisational procedures.
- 1.5 Conduct search according to standard operating procedures to ensure *thorough and systematic process* is used.
- 1.6 Seize and record unauthorised items and secure these according to procedures.
- 1.7 Return authorised items in the condition found.
- 1.8 Complete reports promptly, accurately and in the required format.

2 Search people.

- 2.1 Monitor offenders and their contacts to detect unauthorised concealment.
- 2.2 Inform relevant people of the purpose and procedures to be used in searches clearly and accurately.
- 2.3 Ensure *searching of people* complies with *organisational policies and procedures* and principles of humane care.
- 2.4 Secure unauthorised items according to procedures and concern for the safety and welfare of all involved.
- 2.5 Provide clear, accurate and comprehensive information to relevant people.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- using safe, thorough and systematic search techniques
- using search equipment for the purpose and in the manner intended and authorised
- identifying all prohibited objects and substances
- identifying all possible concealment areas
- using ethical and humane interactions with all people involved in searches
- using information that is accurate, clear and readily understood
- handling and protecting evidence
- recording and reporting outcomes of search procedures.

Required knowledge:

- organisation's policies, procedures and legal requirements relating to conducting searches of environment, property and people
- organisation's policies, procedures and legal requirements relating to identification and confiscation of unauthorised and illegal objects and substances
- effective search techniques
- occupational health and safety policies relevant to hazards associated with searches
- communication principles relevant to promoting cooperation and understanding, cultural impact and dealing with conflict
- evidence protection, chain of evidence and secure handling
- code of conduct
- principles of duty of care and humane treatment.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Overview of assessment

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where searches occur.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to conduct searches in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting searches, including coping with difficulties, irregularities and breakdowns in routine
- copies of legislation, policies, procedures and guidelines relating to conducting searches
- access to appropriate learning and assessment support when required.

EVIDENCE GUIDE

Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise to confirm the transferability of the competencies.

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues
- scenarios
- simulations or role plays.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Search operation and task information should include:

- confirmation of the powers to search under legislation, policy and procedures
- purpose of the search
- area to be searched
- specified objectives
- types of search, including:
 - cell search
 - vehicle search
 - mail search
 - baggage search
 - area search
 - environment search
 - search of individuals
 - routine or special search of property
 - search of equipment, machinery and appliances.

Environment and property should include relevant selections from:

- accommodation
- special locations, such as kitchens, recreational areas, education centres and work areas
- personal possessions
- external locations
- deliveries
- grounds
- equipment, machinery and appliances
- inside and outside the correctional facility.

Search equipment may include:

- gloves
- personal protective clothing and equipment
- probes
- mirrors
- cameras and video cameras
- x-ray
- restraint equipment
- detector dogs
- authorised evidence containers
- sample containers.

RANGE STATEMENT

Thorough and systematic process means the search includes:

- systematic approach, for example starting at one point and searching in a clockwise or anti-clockwise direction
- consideration of all methods of concealment
- consideration of contents in light of information or grounds for the search
- consideration of the potential for items to be used for escape or intelligence.

Searching of people should include:

- offenders
- visitors
- public
- colleagues
- support staff
- high risk offenders
- offenders from different cultural backgrounds
- in locations outside the correctional facility.

Organisational policies and procedures should include references to:

- authorisation to search
- prohibited, restricted and unauthorised material
- requirements for strip searches, including gender restrictions, location, etc.
- handling, security and storage of unauthorised property
- incident recording and reporting
- requirements for searching visitors
- occupational health and safety policies
- code of conduct
- principles of duty of care and humane care.

Unit Sector(s)

Unit sector Safety and security

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCSAS304A Monitor control room operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to monitor the safety of and activities in a location from a control room. It also deals with coordinating responses to alarms and providing back-up support to field staff when needed.

This unit replaces *CSCSAS013A Monitor control room operations*.

Application of the Unit

Application of the unit

This unit applies to all people working in detention centres, correctional centres and prisons where operational activities and responses to security situations are monitored from a control room.

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT	PERFORMANCE CRITERIA
1 Conduct take-over security checks.	<p>1.1 Check and clarify occurrences, shift change-over details and other <i>relevant information</i>.</p> <p>1.2 Carry out computer system and <i>security equipment checks</i> according to organisational policies and procedures.</p> <p>1.3 Identify and record potential risks, hazards and faults or defects.</p> <p>1.4 Conduct radio checks with duty staff according to procedures.</p>
2 Monitor safety of staff.	<p>2.1 Monitor staff movements to ensure regular contact with control room is maintained according to procedures.</p> <p>2.2 Identify and respond to failures to communicate with control room according to procedures.</p> <p>2.3 Identify <i>situations requiring back-up support</i> and allocate resources to assist field officers, according to operating procedures.</p>
3 Coordinate responses to alarm signals.	<p>3.1 Interpret alarms accurately and immediately and <i>coordinate appropriate response</i>.</p> <p>3.2 Confirm the availability of response staff and dispatch responding officers according to the nature and urgency of alarms.</p> <p>3.3 Provide responding officers with full, accurate and timely information to allow maximum effectiveness when attending the scene.</p> <p>3.4 Monitor response officers' attendance at scene of alarm, determine the need for specialist response team and back-up resources, and deploy them according to the emergency.</p>

ELEMENT

PERFORMANCE CRITERIA

4 Monitor security operations.

- 4.1 Monitor compliance with standard operating procedures and check and notify relevant people of any variations.
- 4.2 Manage faults and inconsistencies according to local procedures.
- 4.3 Communicate with equipment operators and staff using approved communication methods.
- 4.4 Complete all required *documentation* clearly, concisely and on time.
- 4.5 Pass on end of shift information to oncoming staff.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- checking, using and maintaining control room equipment
- monitoring and interpreting information from control room equipment
- monitoring the safety and security of staff
- conducting radio checks with duty staff to confirm communication channels are operating effectively
- coordinating attendance at incidents and deploying back-up and specialist resources in response to incidents and alarms
- using a range of communication equipment and information sources while under pressure
- maintaining accurate records and documentation
- performing take-over and hand-over checks.

Required knowledge:

- organisation's policies, procedures and guidelines determining control room security requirements, security management and emergency response
- organisation's risk management plans, contingency plans and security plans
- organisation's records and information management system related to monitoring security
- emergency codes and alarm signals
- staff roles, responsibility and delegation in emergency situations
- occupational health and safety policies relevant to monitoring the safety and security of staff and responding to alarm signals
- specifications and procedures for use and maintenance of specialist monitoring, communication and security equipment
- criteria and conditions for using specialist support teams
- code of conduct and duty of care.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance applied in a correctional or justice environment.

Because of the unpredictable nature of actual incidents, candidates should be prepared to carefully document their performance after each monitoring and response experience as evidence for assessment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to monitor control room operations in a range of (two or more) contexts or occasions, over time.

EVIDENCE GUIDE

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring control room operations, including coping with difficulties, irregularities and breakdowns in routine
- copies of legislation, policies, procedures and guidelines determining control room security requirements
- access to appropriate learning and assessment support when required.

Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise to confirm the transferability of the competencies.

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues
- scenarios
- simulations or role plays.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Relevant information may include:

- daily logbooks, journals or activity reports
- staff duties and rosters
- task allocation sheets
- situation reports
- movements, transfers and escorts
- changes of duties
- institution or centre counts or musters
- visitors currently in the institution or centre
- programs running
- resource and equipment faults and defects
- communication and reporting channels
- updated policies and procedures
- manufacturer specifications
- operational manuals.

Security equipment checks may include:

- closed circuit television
- infra-red sensors
- movement detectors
- electronic field detection systems
- acoustic sensors
- automatic entry and exit devices
- fire alarms
- communication channels
- duress alarms
- other intruder alarm systems
- other access control systems.

RANGE STATEMENT

Situations requiring back-up support may include:

- attempted escape
- risks to staff
- non-response from field staff
- irregular verbal messages
- fire
- violence and physical threat
- medical emergencies
- security breaches
- uncooperative and abusive behaviour
- destruction of property
- monitored concealment of prohibited items.

Coordinate appropriate response may include:

- notifying relevant personnel
- notifying emergency services
- dispatching dedicated response support staff
- deploying specialist emergency response team
- deploying canine unit.

Documentation may include:

- logs, journals and activity reports
- summaries
- running sheets
- situation reports
- incident reports
- electronic or paper-based information
- radio and telephone records.

Unit Sector(s)

Unit sector Safety and security

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCSAS306A Manage conflict through negotiation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to use communication techniques to manage a conflict situation. It requires the ability to assess conflict situations, accurately receive and relay information, adapt interpersonal styles and techniques to varying social and cultural environments and evaluate responses.

This unit replaces *CSCSAS018A Manage conflict through negotiation*.

Application of the Unit

Application of the unit

This unit applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities.

The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT

PERFORMANCE CRITERIA

1 Assess conflict.

- 1.1 Anticipate possible *conflict situations* and select appropriate response to prevent escalation.
- 1.2 Evaluate responses to conflict against *legal requirements and organisational procedures*.
- 1.3 Identify situations requiring assistance and support and request assistance promptly.

2 Negotiate resolution.

- 2.1 Use strategies to resolve conflict that comply with organisational policies and procedures.
- 2.2 Use *negotiation* techniques that maintain positive interaction and divert and minimise aggressive behaviour.
- 2.3 Use *communication techniques* that are effective in ensuring mutual understanding.
- 2.4 Ensure negotiation styles take into account *social and cultural differences*.
- 2.5 Confirm mutual agreement to strategies and required outcomes with all relevant people.

3 Evaluate responses.

- 3.1 Evaluate and review effectiveness of response according to legal and organisational requirements.
- 3.2 Provide accurate and constructive observations of incidents when reviewing and debriefing the situation.
- 3.3 Provide and maintain *records and reports* according to organisational requirements.
- 3.4 Recognise effects of stress and manage these using recognised *stress management techniques*.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- interpreting and estimating level of conflict and degree of risk
- using effective communication techniques to deal with aggressive and uncooperative people
- using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
- applying strategies to prevent escalation of incidents
- using surveillance and observation techniques
- recording and documenting reports on incidents
- providing warnings and clear directions and instructions
- using communication systems to request assistance if needed
- using appropriate reasonable force options to minimise threat to self and others.

Required knowledge:

- organisation's policies and procedures, and legal requirements related to use of force, use of restraint, use of specific defensive equipment and techniques, misuse of force, and duty of care under criminal and civil law
- organisation's delegations, accountability and reporting processes related to critical incidents
- principles of effective communication and use of communication techniques under pressure
- negotiation strategies
- duty of care responsibilities and humane treatment
- tactical response within specified legal and strategic limits
- response options that are most effective for the degree and nature of risk
- principles of communication to reduce the level of threat or conflict
- principles of communication to give clear, accurate and concise information
- risk factors and their impact on incidents and situations
- conflict management strategies and techniques
- stress management strategies and techniques.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace. Where this unit specified performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to manage conflict through negotiation in a range of (two or more) contexts or occasions, over time.

EVIDENCE GUIDE

Context of and specific resources for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing conflict through negotiation, including coping with difficulties, irregularities and breakdowns in routine
- copies of legislation, policies, procedures and guidelines relating to use of force and management of conflict
- access to appropriate learning and assessment support when required.

Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise to confirm the transferability of the competencies.

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues
- scenarios
- simulations or role plays.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Conflict situations may include:

- persons with criminal intent
- persons under the influence of intoxicating substances
- refusals to follow directions and guidance
- conflicts between offenders or members of the public
- ejection of persons
- situations affecting the security of self, others or property
- persons suffering from emotional distress or mental illness
- bystander behaviour
- accidents resulting in injury
- riots and demonstrations
- destruction of property
- hostile gatherings of large numbers of people.

Legal requirements and organisational procedures may include:

- use of force guidelines
- duty of care, code of conduct and code of ethics
- use of restraint and defensive weapons
- rules for searching
- control of intoxicated persons
- policies and procedures relating to own role, responsibility and delegation
- business and performance plans, including organisational goals and objectives
- access and equity policy, principles and practice
- records and information systems and processes
- communication channels and reporting procedures
- emergency and evacuation procedures.

RANGE STATEMENT

Negotiation techniques may include:

- using calm, confident and assertive language
- controlling tone of voice and body language
- using strategic questioning and listening to gather information and direct the focus of people involved
- demonstrating flexibility and willingness to negotiate
- using language and concepts appropriate to the people involved
- distracting and changing focus
- using clear presentation of options and consequences.

Communication techniques may include:

- verbal and non-verbal language
- two-way interaction
- constructive feedback
- active listening
- interpreting and assessing actions for risk
- observation techniques
- use of positive, confident and cooperative language
- use of language and concepts appropriate to cultural differences.

Social and cultural differences may include:

- language
- traditional practices and observations
- beliefs, values and practices
- food and diet
- dress
- religious and spiritual observances
- social conventions
- cultural stereotypes
- conventions of gender and sexuality.

Records and reports may include:

- incident reports
- security logs and journals
- running sheets
- task allocation sheets
- records of conversation
- electronic and paper-based information
- radio and telephone records.

RANGE STATEMENT

Stress management

techniques may include:

- critical incident debriefing
- informal exploration of incidents with team members and supporters
- counselling
- review of practices and resources.

Unit Sector(s)

Unit sector Safety and security

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCSAS402A Manage threatening behaviour

Modification History

Unit Descriptor

This unit of competency describes the outcomes required to use communication techniques to manage a conflict situation. It requires the ability to assess conflict situations, accurately receive and relay information, adapt interpersonal styles and techniques to varying social and cultural environments and evaluate responses.

This unit replaces and is equivalent to **CSCSAS019A Manage threatening behaviour**.

This unit of competency describes the outcomes required to use communication techniques to manage a conflict situation. It requires the ability to assess conflict situations, accurately receive and relay information, adapt interpersonal styles and techniques to varying social and cultural environments and evaluate responses.

This unit replaces and is equivalent to **CSCSAS019A Manage threatening behaviour**.

Application of the Unit

This unit applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities.

The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

This unit applies to all people working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. Variables will determine different applications of the standards depending on the nature and complexity of security requirements, security ratings and defined work role and responsibilities.

The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

Licensing/Regulatory Information

Pre-Requisites

Not applicable

Not applicable

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess conflict.	1.1 Anticipate possible conflict situations and select appropriate response to prevent escalation.
	1.2 Evaluate responses to conflict against legal requirements and organisational procedures .
	1.3 Identify situations requiring assistance and support, and request promptly.
2 Negotiate resolution.	2.1 Use strategies to resolve conflict that comply with organisational policies and procedures.
	2.2 Use negotiation techniques that maintain positive interaction and divert and minimise aggressive behaviour.
	2.3 Use communication techniques that are effective in ensuring mutual understanding.
	2.4 Ensure negotiation styles take into account social

and cultural differences.

- 2.5 Confirm mutual agreement to strategies and required outcomes with all relevant people.
- 3 **Evaluate responses.**
 - 3.1 Evaluate and review effectiveness of response according to legal and organisational requirements.
 - 3.2 Provide accurate and constructive observations of incidents when reviewing and debriefing the situation.
 - 3.3 Provide and maintain **records and reports** according to organisational requirements.
 - 3.4 Recognise effects of stress and manage these, using recognised **stress management techniques**.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

interpreting and estimating level of conflict and degree of risk
using effective communication techniques to deal with aggressive and uncooperative people
using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
applying strategies to prevent escalation of incidents
using surveillance and observation techniques
recording and documenting reports on incidents
providing warnings and clear directions and instructions
using communication systems to request assistance if needed
using appropriate reasonable force options to minimise threat to self and others.

Required knowledge:

organisation's policies and procedures, and legal requirements related to use of force, use of restraint, use of specific defensive equipment and techniques, misuse of force, and duty of care under criminal and civil law
organisation's delegations, accountability and reporting processes related to critical incidents
principles of effective communication and use of communication techniques under pressure
negotiation strategies
duty of care responsibilities and humane treatment
tactical response within specified legal and strategic limits
response options that are most effective for the degree and nature of risk
principles of communication to reduce the level of threat or conflict
principles of communication to give clear, accurate and concise information
risk factors and their impact on incidents or situations
conflict management strategies and techniques
stress management strategies and techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace. Where this unit specified performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to manage threatening behaviour in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

Valid assessment of this unit requires:

a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing threatening behaviour, including coping with difficulties, irregularities and breakdowns in routine

copies of legislation, policies, procedures and guidelines relating to use of force and management of threatening behaviour

access to appropriate learning and assessment support when required.

Method of assessment

Evidence must include observation and information generated in the workplace as well as observation of performance in routine work functions or, where this is not possible, in a simulated exercise to confirm the transferability of the competencies.

The following assessment methods are suggested:

observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations

written and/or oral questioning to assess knowledge and understanding

completion of workplace documents and reports produced as part of routine work activities

third-party reports from experienced practitioners

completion of performance feedback from supervisors and colleagues

scenarios

simulations or role plays.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Conflict situations may include:

persons with criminal intent

persons under the influence of intoxicating substances

refusals to follow directions and guidance

conflicts between offenders or members of the public

ejection of persons

situations affecting the security of self, others or property

persons suffering from emotional distress or mental illness

bystander behaviour

accidents resulting in injury

riots and demonstrations

destruction of property

hostile gatherings of large numbers of people.

Legal requirements and organisational procedures may include:

use of force guidelines

duty of care, code of conduct and code of ethics

use of restraint and defensive weapons

rules for searching

control of intoxicated persons

policies and procedures relating to own role, responsibility and delegation

business and performance plans, including organisational goals and objectives

access and equity policy, principles and practice

records and information systems and processes

communication channels and reporting procedures

emergency and evacuation procedures.

Negotiation techniques may include:

- using calm, confident and assertive language
- controlling tone of voice and body language
- using strategic questioning and listening to gather information and direct the focus of people involved
- demonstrating flexibility and willingness to negotiate
- using language and concepts appropriate to the people involved
- distracting and changing focus
- using clear presentation of options and consequences.

Communication techniques may include:

- verbal and non-verbal language
- two-way interaction
- constructive feedback
- active listening
- interpreting and assessing actions for risk
- observation techniques
- use of positive, confident and cooperative language
- use of language and concepts appropriate to cultural differences.

Social and cultural differences may include:

- language
- traditional practices and observations
- beliefs, values and practices
- food and diet
- dress
- religious and spiritual observances
- social conventions
- cultural stereotypes
- conventions of gender and sexuality.

Records and reports may include:

- incident reports
- security logs and journals
- running sheets
- task allocation sheets
- records of conversation
- electronic and paper-based information
- radio and telephone records.

Stress management techniques may include:

- critical incident debriefing
- informal exploration of incidents with team members and supporters
- counselling
- review of practice and resources.

Unit Sector(s)

Safety and security
Safety and security

Competency field

Not applicable
Not applicable

CSCSAS502A Determine response to security risks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to assess incidents for risk and determine the safest response.

This unit replaces and is equivalent to *CSCSAS017A Determine response to security risks* which was customised from the Asset Security Training Package.

Application of the Unit

Application of the unit

The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|----------------------------|--|
| 1 Assess incidents. | <p>1.1 Identify <i>incidents</i> and determine responses according to use of force guidelines, legal responsibilities and organisational procedures.</p> <p>1.2 Collect information about incidents from a range of different sources to allow reliable <i>assessment of risk</i>.</p> <p>1.3 Identify causes of incidents and assess them for degree of security risk.</p> <p>1.4 Maintain communication to provide accurate and relevant information to all parties.</p> |
|----------------------------|--|

ELEMENT

PERFORMANCE CRITERIA

2 Determine response options.

- 2.1 Evaluate *responses* and select them to maximise safety of people according to legal requirements and organisational procedures.
- 2.2 Determine the need to take action to reduce the degree of risk according to delegations and organisational procedures.
- 2.3 Give priority in responses to the safety and protection of all people involved in the incident and reducing the possible escalation of the incident and risk factors.
- 2.4 Adjust or discontinue responses according to changing circumstances and use of force guidelines.
- 2.5 Identify situations requiring assistance and request support promptly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- interpreting and complying with legal and procedural requirements
- selecting response options within specified legal and strategic limits
- selecting response options that are most effective for the objective
- using communication to reduce the level of threat or conflict
- using communication to give clear, accurate and concise information
- using security equipment
- identifying current and potential risk factors and their impact on the incident or situation
- working as part of a team
- reviewing response strategies and making adjustments according to changing circumstances.

Required knowledge:

- legislative requirements covering use of force, duty of care, use of restraint, use of arrest and use of defensive weapons
- organisation's policies and procedures covering emergency response, use of weapons, use of restraint, incident management, recording and reporting
- principles of effective communication and use of interpersonal techniques, especially under pressure
- principles of problem solving
- team roles and responsibilities, delegations, chain of command and accountability
- use of security equipment
- surveillance and observation techniques
- alarms and signals
- principles of cooperative teamwork.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to assess incidents and determine appropriate responses to security risks in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

Assessment will require demonstration in the contexts of:

- risks to offenders
- risks to staff
- risks to members of the public
- incidents within a custodial setting
- incidents in the general community and in public locations.

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for assessing incidents and determining appropriate responses to security risks as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines

EVIDENCE GUIDE

relating to assessing incidents and determining appropriate responses to security risks

- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

- Incidents*** will include:
- fire
 - violence and physical threat
 - medical emergencies
 - security breaches
 - uncooperative and abusive behaviour
 - destruction of property.
- Assessment of risk*** should include assessment of the following factors:
- known information about people involved in the incident
 - observation of the environment and physical conditions
 - nature of the incident
 - available resources and team backup
 - communication channels
 - range of response options available
 - potential and triggers for escalation or defusing.
- Responses*** will be in line with established procedures, authorised by the organisation and may include:
- defusing an aggressive situation
 - making a tactical withdrawal
 - making requests for assistance
 - using negotiation techniques
 - using restraint techniques and equipment
 - using tactical response methods
 - using defensive equipment.

Unit Sector(s)

Unit sector Safety and security

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCTRA201A Maintain security during escort

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to escort prisoners between locations, ensuring that escorts are managed effectively and safely, considering the welfare of prisoners, staff and the public and maintaining the secure care of prisoners while outside a secure custodial environment. Staff performing these duties will generally be under the direction of officers responsible for the escort.

This unit replaces and is equivalent to *CSCTRA001A Maintain security during escort*.

Application of the Unit

Application of the unit

This unit applies to staff whose duties are to provide the security supervision required to ensure that escorts are managed effectively and safely.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT

PERFORMANCE CRITERIA

- 1 Identify prisoner escort requirements.**
 - 1.1 Check and confirm the requirements for escorts and organise resources and equipment according to escort plan and duty instructions.
 - 1.2 Identify *special needs* requiring additional resources, and make and report adjustments to escort plans.
 - 1.3 Ensure that all information relevant to the escort is gathered and made available to escort team.
 - 1.4 Provide clear, accurate information to prisoners to address concerns and problems and promote cooperation.

- 2 Prepare prisoners for escort.**
 - 2.1 Check and confirm the identification of all prisoners to be escorted against authorised information.
 - 2.2 Check and confirm prisoner property, files, *security equipment* and all resources needed to accompany prisoners.
 - 2.3 Confirm the classification and conditions of prisoners and note any special needs.
 - 2.4 Search prisoners according to procedures and taking account of prisoner's sex, health and safety requirements.
 - 2.5 Check and confirm transport vehicles, departure, receiving unit and location according to assignment requirements and escort plan.
 - 2.6 Advise relevant people of movements of prisoners and complete necessary records accurately and clearly.
 - 2.7 Apply restraint techniques according to assignment instructions and legal requirements.

- 3 Support prisoner escort.**
 - 3.1 Check and note security information needed to assess threats and problems.
 - 3.2 Provide escort security according to escort plans, assignment and duty instructions.
 - 3.3 Identify and respond to incidents and concerns according to assignment instructions and security procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- applying procedures related to prisoner escorts
- performing in both routine and non-routine circumstances
- following the procedures for prisoner escorts in real and simulated situations
- checking and interpreting escort plans and confirming and verifying all escort and prisoner information
- organising resources for escorts, including special needs
- providing information to prisoners
- searching prisoners, property and vehicles
- reporting information
- applying restraint
- identifying and responding to security risks and safety concerns.

Required knowledge:

- organisational requirements regarding the maintenance of prisoner security during escort as defined by:
- operating procedures, regulations and requirements regarding escorting offenders
- offender information system
- procedures and code of conduct relating to the use of restraint and force
- principles of duty of care defined in policies and procedures
- procedures and delegations for use of safety and security equipment when escorting clients
- requirements of delegations, authorisations and chain of command applying to escort security
- emergency procedures that relate to escorting offenders
- transport, including:
 - road rules
 - map reading
 - location of key destinations for escorts

general vehicle maintenance and mechanical knowledge to perform repairs on common breakdown parts.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to maintain security during escorts in a range of (two or more) contexts or occasions, over time.

EVIDENCE GUIDE

Context of and specific resources for assessment

This unit contains a wide range of variables to reflect the diverse nature of offender escorts and the different services provided in and for correctional services. Selection from the range of variables will reflect the specific requirements of the work site and the defined work role.

Valid assessment of this unit requires:

- a license to drive the vehicles used in prison escorts
- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for maintaining security during escorts as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to maintaining security during escorts
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs may include:

- high-risk prisoners
- gender requirements
- high-profile prisoners with media interest
- separation and isolation of prisoners
- resources needed because of the duration of the escort
- long distance and interstate escorts.

Security equipment for escorts may include:

- handcuffs
- special restraint
- firearms
- electronic monitoring devices.

Unit Sector(s)

Unit sector Transport and escort

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CSCTRA401A Plan and monitor escorts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency describes the outcomes required to escort prisoners to protect the safety and welfare of the prisoner and the public and to ensure that the prisoner has access to the services specified in the purpose of the journey. Escorts may be for the purpose of court attendance, medical treatment, compassionate and family visits, employment programs, attendance at specialist services, interstate transfers, location transfers, and attendance at hearings and inquiries.

This unit replaces and is equivalent to *CSCTRA004A Plan and monitor escorts*.

Application of the Unit

Application of the unit

This unit supports the attainment of skills and knowledge required by staff responsible for the planning and monitoring of escorts. These staff members may be from a range of occupational areas within correctional services and may include casual and contracted staff.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Not applicable

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

ELEMENT

PERFORMANCE CRITERIA

1 Prepare for an escort.

- 1.1 Develop escort plans and duties from prisoner transfer information.
- 1.2 Identify and assign resources, personnel and equipment needed for the escort according to *escort purpose*, escort plans and escort procedures.
- 1.3 Ensure that vehicles and equipment are checked for availability and serviceability.
- 1.4 Check information on the warrants or movement orders for specific requirements and for accuracy and consistency with escort plans.
- 1.5 Confirm that route plans, itinerary and timetables ensure the safest and most time-effective movements.
- 1.6 Provide prisoners and team members with information designed to promote cooperation and understanding, and reduce stress and mistakes.

2 Supervise escorts.

- 2.1 Confirm prisoner identity and information against documentation and according to procedures.
- 2.2 Confirm that property is received and checked according to procedures.
- 2.3 Complete the loading, search and restraint of prisoners according to procedures.
- 2.4 Check and confirm itinerary and route against movement plans and special needs and adjustments.
- 2.5 Maintain communication with base and locations using communication equipment.
- 2.6 Complete reports and documentation clearly and accurately and in the format and time required.
- 2.7 Delegate tasks required by the assignment in the time and manner required.
- 2.8 Transfer prisoners, property and files to receiving agencies to ensure the continuation of care and security.

ELEMENT

PERFORMANCE CRITERIA

3 Protect prisoners and the public.

- 3.1 Monitor the safety and welfare of prisoners using vehicle surveillance equipment and dynamic security methods.
- 3.2 Maintain supervision of prisoners during approved and authorised activities according to procedures.
- 3.3 Monitor the health and safety of prisoners according to procedures and duty of care.
- 3.4 Anticipate and assess the impact of vehicle and equipment breakdowns and mechanical problems, and report incidents according to the urgency of problems and contingency plans.
- 3.5 Use conflict management strategies to minimise risk to safety and welfare, disruption to the itinerary and escalation of conflict.
- 3.6 Ensure that response to accidents, injuries, damage and incidents maintains the safety, security and welfare of staff, prisoners and the public.
- 3.7 Report incidents promptly according to the nature and urgency of the incident.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- applying organisation's policies and procedures related to escorting prisoners and using transport
- supervising escorts in both routine circumstances and in dealing with emergencies or contingencies
- maintaining and using transport and safety and security equipment and technology used in escorting prisoners
- analysing escort requirements, developing a plan and itinerary, and adapting the requirements of the plan for special needs when necessary
- applying organisation's policies and procedures related to duty of care to prisoners and the public
- providing information to prisoners and team members
- safely and effectively using transport and the safety and security equipment and technology used in escorting prisoners
- dealing with emergencies, breaches of regulations and conflict
- taking action to protect the welfare of prisoners and the public
- dealing with and reporting breakdowns and incidents
- transferring prisoners to receiving agencies.

Required knowledge:

- organisational requirements, including:
- sections of legislation, regulations, procedures and orders that influence the work of escorting prisoners
- range of warrants, movement orders and court requirements relating to escorting prisoners
- roles and responsibilities of team members and representatives of the justice system involved in the transport of prisoners
- code of conduct
- duty of care
- organisation's reporting requirements and information management system
- emergency procedures and first aid
- transport, including:
- road rules
- location of key destinations for escorts

REQUIRED SKILLS AND KNOWLEDGE

- interpretation of maps and timetables
- general vehicle maintenance and mechanical knowledge to perform repairs on common breakdown parts.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to plan and monitor escort processes in a range of (two or more) contexts or occasions, over time.

EVIDENCE GUIDE

Context of and specific resources for assessment

This unit contains a wide range of variables to reflect the diverse nature of escort services provided in and for correctional services. Selection from the range of variables will reflect the specific requirements of the work site and the defined work role.

Valid assessment of this unit requires:

- a license to drive the vehicles used in prison escorts
- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for planning and monitoring escorts as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to planning and monitoring escorts
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities
- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Escort purpose covers a range of reasons an escort may be required and may include:

- prisoner transfers
- attendance at court
- compassionate visits
- interstate transfers
- inter-prison transfers
- inter-agency transfers
- hospitalisation
- special leave
- attendance at special services
- community work programs.

Unit Sector(s)

Unit sector Transport and escort

Competency field

Competency field Not applicable

Co-requisite units

Co-requisite units Not applicable

CUFWRT301A Write content for a range of media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write content for a range of media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>The person applying the skills and knowledge outlined in this unit could be expected to write both original and re-purposed non-narrative content for a range of media.</p> <p>The content could include such things as information for websites; community, news and promotional announcements for radio stations; organisation newsletters and audio or visual presentations.</p> <p>In larger organisations or in the development of e-learning resources, the person would usually be re-purposing material written by other writers or content experts.</p> <p>This work is usually undertaken with some supervision and guidance.</p> <p>The writing of narrative content is covered in:</p> <ul style="list-style-type: none"> • CUFWRT302A Write simple stories. <p>More complex skills associated with writing can be found in:</p> <ul style="list-style-type: none"> • CUFWRT401A Edit texts • CUFWRT403A Write narration and current affairs material.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Prepare to write content	<ol style="list-style-type: none"> 1. Identify <i>production requirements</i> for <i>content</i> with <i>relevant personnel</i> and according to organisational procedures 2. Identify <i>purpose</i> of content and other <i>factors</i> that have implications for the way content will be written 3. Identify <i>text-based content</i> that may be incorporated and referenced, and organise copyright clearances as required 4. Use a range of additional <i>sources</i> to find information where there are perceived gaps in text-based content 5. Identify needs and perspectives of target users and audience with reference to a range of <i>user data</i> 6. Generate a range of ideas relevant to purpose of the content to be written 7. In consultation with relevant personnel, evaluate and select most appropriate content ideas and <i>writing styles</i>
Draft content	<ol style="list-style-type: none"> 8. Classify, structure and sequence content so that it is easy to read or navigate 9. Draft content using <i>writing and communication principles</i> 10. Draft content using <i>writing techniques</i> appropriate to purpose of the content 11. Provide captions or descriptions for <i>media assets</i> as required 12. Apply <i>presentation techniques</i> to enhance readability 13. Refine and redraft content until it meets creative requirements 14. Proofread content and conduct <i>readability tests</i> if appropriate 15. Submit final draft to relevant personnel for consideration and review
Finalise content	<ol style="list-style-type: none"> 16. Incorporate feedback from relevant personnel into final content 17. Submit content by agreed deadline according to organisational procedures 18. Note areas for improvement in own area of responsibility and take action accordingly

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - write content in a style appropriate to target users and audience
 - communicate information to specific audiences
 - structure text-based content effectively for target audiences and delivery format
 - work collaboratively in a team environment - both independently on assignment and under direction
 - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- technical skills sufficient to:
 - proficiently use word processing tools
 - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - source information and reference material in a timely fashion
 - meet deadlines
 - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - issues and challenges that arise when writing content
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • application of the principles of writing and communication to content written for a range of purposes • content written in a way that engages the target audience • sound knowledge of grammar and punctuation • collaborative approach to work • ability to work under pressure and meet deadlines.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • practical demonstration of skills by writing a range of content within timeframes typical in an industry context • access to: <ul style="list-style-type: none"> • word processing software • variety of information sources • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of content written by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE

assessment

industry sector, workplace and job role is recommended, for example:

- CUFPPM301A Plan and prepare programs
- CUFRES201A Collect and organise content for broadcast or publication
- CUFWRT302A Write simple stories.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Production requirements</i> may include:</p>	<ul style="list-style-type: none"> • availability of staff • budget • confidentiality • contractual • copyright • deadlines • duration of items for on-air presentation • editing process • intellectual property • location • number of content items • schedule • specified number of words • station procedures.
<p><i>Content</i> may include:</p>	<ul style="list-style-type: none"> • community service announcements • copy for interactive media products • copy for newsletters or other print media • intros, outros and back announcements • items for wikis • news and current affairs items for community broadcasting • on-air presentation material • sponsorship announcements • surveys: <ul style="list-style-type: none"> • online • print • telephone polling.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • asset creators • authors • broadcasters • clients • content experts

RANGE STATEMENT	
	<ul style="list-style-type: none"> • directors • editors • graphic designers • information architects • other writers • producers • program managers • programmers • volunteers' coordinators • other technical/specialist staff.
<i>Purposes</i> may include:	<ul style="list-style-type: none"> • audio and visual presentations • educational • informational • marketing • networking: <ul style="list-style-type: none"> • social • corporate • promotional.
<i>Factors</i> may include:	<ul style="list-style-type: none"> • delivery platform for interactive media content, including: <ul style="list-style-type: none"> • internet • CD • DVD • games console • kiosk • mobile telephone • personal digital assistant (PDA) • target audience characteristics • type of program or product: <ul style="list-style-type: none"> • lifestyle • chat and interview • talkback • news • current affairs • music • interactive game • website.
<i>Text-based content</i> may include:	<ul style="list-style-type: none"> • actual events • articles

RANGE STATEMENT	
	<ul style="list-style-type: none"> • documents • dramatic material • education and training texts • interviews • manuals • news sources • press releases • publications.
<i>Sources</i> may include:	<ul style="list-style-type: none"> • actual events • colleagues • commercial enterprises • federal, state and local government departments • fiction • imagination • industry associations and organisations • industry practitioners and technical experts • internet • life experience • media outlets • organisational policies and procedures • personal observations and experience • publications: <ul style="list-style-type: none"> • reference books • newsletters and magazines • specialist technical journals • bulletins, press releases and letters • manufacturer handbooks, manuals and promotional material.
<i>User data</i> may include:	<ul style="list-style-type: none"> • audience research compiled by external bodies, such as the Australian Bureau of Statistics • focus groups • personas • profiles • site feedback • site metrics • surveys.
<i>Writing styles</i> may include:	<ul style="list-style-type: none"> • conversational • dialogue • dramatic

RANGE STATEMENT	
	<ul style="list-style-type: none"> • formal • humorous • journalistic • plain English • whimsical.
<i>Writing principles</i> may include:	<ul style="list-style-type: none"> • clear and meaningful • concise • consistent style • correct grammar, punctuation and spelling • factually accurate • logical order.
<i>Communication principles</i> may include:	<ul style="list-style-type: none"> • communicates the message • conveys meaning • encourages feedback and interaction • meets audience requirements • promotes two-way conversation.
<i>Writing techniques</i> may include:	<ul style="list-style-type: none"> • applying the inverted pyramid • avoiding clichés, jargon and slang • choosing appropriate words • crafting paragraphs • crafting sentences • creating relevant hyperlinks by using accessible wording to link internal and external content • cutting verbiage • employing active voice • using plain English • using the 5 Ws: who, what, when, where and why • writing visually for an auditory medium.
<i>Media assets</i> may include:	<ul style="list-style-type: none"> • 2D animations • 3D animations • audio • graphics • photos • video.
<i>Presentation techniques</i> may include:	<ul style="list-style-type: none"> • abstracts • blurbs • bullet and numbered lists • captions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • formatting • headings and subheadings • hyperlinks • typography.
<i>Readability tests</i> include:	<ul style="list-style-type: none"> • Flesch-Kinnaid index • Gunning Fog index • W3C Accessibility standards as they apply to text-based content for interactive media.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - writing
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Co-requisite units

Co-requisite units		

CUFWRT401A Edit texts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to edit written material.</p> <p>People in editorial roles refine and amend text to enhance the clarity of written communication. They may also be involved in making decisions about the placement of visual material in relation to text. When editing text, they take into account the needs of the readership, the author's intention, available resources and the type of publication.</p> <p>A thorough knowledge of grammar, syntax, spelling and punctuation is essential, along with an eye for detail and a systematic approach to work.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit covers the role of editors or subeditors working in contexts such as book publishing, magazines and journals, corporate, online media, government and not-for-profit organisations. It also covers the role of freelance editors.</p> <p>Even though people in this role work with a fair degree of autonomy, they report to a manager or, in the case of freelance editors, to a client.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Prepare to edit written content	<ol style="list-style-type: none"> 1. In consultation with <i>relevant personnel</i> clarify the scope of editing tasks, including timelines 2. Determine style or tone appropriate to the <i>publication</i> or type of <i>communication materials</i> 3. Identify factors that have implications for the way content will be edited
Enhance clarity of written communication	<ol style="list-style-type: none"> 4. Amend text according to the principles of <i>clear language</i> and <i>logical structure</i> 5. Ensure that language level is appropriate to target audience 6. Ensure that <i>tone</i> is consistent with theme and purpose of the communication 7. Review punctuation to ensure clarity of meaning and ease of reading 8. Review written material for correct use of <i>grammar and syntax</i> 9. Monitor text for non-inclusive or potentially offensive language 10. In consultation with relevant personnel, clarify areas where content is unclear and amend accordingly, giving due consideration to preserving the integrity of the author's voice as amendments are made 11. Amend text for consistency where additional information has been incorporated 12. Mark up text according to enterprise procedures
Finalise editing process	<ol style="list-style-type: none"> 13. Check accuracy of <i>references</i> and organise <i>copyright clearances</i> as required 14. In consultation with relevant personnel, finalise the format and placement of <i>visual material</i> as required 15. Submit final edited material to relevant personnel by agreed deadline 16. Evaluate editing process, assessing one's own performance and noting areas for future improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to work as a member of a team in producing communications materials
- initiative and flexibility sufficient to:
 - edit material for purpose and structure
 - negotiate changes to written material aimed at enhancing the quality of final products
- proficient use of word processing and other software tools
- communication and literacy skills sufficient to:
 - interpret and clarify written or verbal instructions
 - apply correct grammar, spelling and punctuation when editing
 - edit communication materials with an understanding of audience or reader needs and expectations
 - apply proofreading skills
 - apply appropriate publishing and presentation formats
 - apply non-discriminatory language
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance as required, e.g. on issues that could lead to legal action

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members
 - issues and challenges that arise when editing text
 - principles involved in the integration of visuals and text
 - principles for writing and editing in plain English
 - rules and conventions for written English, as defined by general and specialist dictionaries and grammar books, and enterprise or government style guides
- effective communication techniques, including effective listening, questioning and non-verbal cues
- legislation, codes of practice and standards sufficient to identify:
 - intellectual property issues
 - copyright and copyright clearance requirements
 - privacy issues
 - editing standards

REQUIRED SKILLS AND KNOWLEDGE

- | |
|--|
| <ul style="list-style-type: none">• discriminatory or potentially offensive language issues• OHS standards as they relate to working for periods of time on computers |
|--|

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • examples of edited written material that: <ul style="list-style-type: none"> • demonstrate correct application of grammatical and punctuation conventions • are free of spelling errors • are coherent and clear to read • are presented in a format appropriate to the stipulated audience and purpose • ability to work to deadlines • collaborative approach to work • attention to detail.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a computer and the internet • access to a range of information, publication and communications material sources as listed in the range statement • provision of workplace sample documents or workplace-oriented simulation case studies or scenarios • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of a range of written material edited by the candidate, which involves comparing the original and final edited copy • case studies and problem-solving exercises to determine ability to correctly apply grammatical and punctuation conventions

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • written or oral questioning to test knowledge of principles for writing and editing in plain English • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBCRT402A Collaborate in a creative process • CUFWRT301A Write content for a range of media • CUFWRT302A Write simple stories • CUFWRT402A Write extended stories • CUFWRT403A Write narration and current affairs material.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant personnel may include:

- author
- client
- editor
- graphic artist
- graphic designer
- manager
- marketing and publicity personnel
- permissions department personnel
- producer
- subeditor
- typesetter.

Publications may include:

- books
- corporate documents:
 - reports
 - newsletters
 - marketing and promotional materials, including online
- print and online publications:
 - literary
 - magazines
 - journals
 - newspapers.

Communication materials may include:

- content written for a range of interactive media, such as:
 - websites
 - e-learning resources
 - games
- essays
- extended non-fiction writing, including biography
- feature articles or profiles
- fiction writing:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • short stories • novels • novellas • information articles and features • life writing or autobiography • literary non-fiction • marketing materials • poetry • reports and memos • scripted material for broadcast: <ul style="list-style-type: none"> • news items • intros • outros • voice-overs and narration • writing for children: <ul style="list-style-type: none"> • stories • picture books • novels • non-fiction.
Principles of <i>clear language</i> may include:	<ul style="list-style-type: none"> • compliance with genre • consistency of tone • language that is free of: <ul style="list-style-type: none"> • verbosity • ambiguity • unnecessary repetition • jargon • non-discriminatory language • use of plain English • use of words appropriate to the context.
Elements of <i>logical structure</i> may include:	<ul style="list-style-type: none"> • connections between phrases, clauses, paragraphs and sections • paragraph structure • sentence structure.
<i>Tone</i> may include:	<ul style="list-style-type: none"> • dramatic • entertaining • formal • humorous • informal or casual • informational.

RANGE STATEMENT	
<i>Grammar and syntax</i> may include application of:	<ul style="list-style-type: none"> • Australian Standards for Editing Practice - Council of Australian Societies of Editors • grammar and punctuation conventions as demonstrated by Australian Government Style Manual and other house style guides.
<i>References</i> may include:	<ul style="list-style-type: none"> • bibliography • footnote or endnote • index • list of references • table of contents.
<i>Copyright clearances</i> may be required for:	<ul style="list-style-type: none"> • fonts • quotations from: <ul style="list-style-type: none"> • literary works • song lyrics • visual material: <ul style="list-style-type: none"> • photos • illustrations • cartoons.
<i>Visual material</i> may include:	<ul style="list-style-type: none"> • cartoons • charts • diagrams • illustrations • logos • photos.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - writing
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Co-requisite units

Co-requisite units		

CULLB002B Obtain information from external and networked sources to meet customer needs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to source and obtain information from external and networked sources to meet customer needs.

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

Application of the Unit

Application of the unit This unit applies to individuals working in a frontline information services role in any industry sector. This may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations. Work relates to information requests which cannot be satisfied from sources within the organisation and requires a good knowledge of other external sources. Work is undertaken within established guidelines under general supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Establish and confirm customer information request/need

- 1.1 Interview *customers* to determine and confirm details of the information need
- 1.2 Discuss options for satisfying the request with the customer including, where relevant, cost and timeframes for delivery
- 1.3 Where appropriate, keep customers informed of progress of delivery and, if necessary, recommend alternative options to fulfil the information need

2 Determine details of required information resources

- 2.1 Determine accurate *bibliographic and other relevant details* of the required information sufficient to locate resources
- 2.2 Keep customers informed of progress or provide accurate advice on alternative document delivery options
- 2.3 Identify and agree delivery requirements taking into

ELEMENT

PERFORMANCE CRITERIA

- account customer needs
- 2.4 Identify any other customer requirements in relation to required information and take appropriate action
- 3 Search external and networked sources**
- 3.1 Complete *information search* based on knowledge of appropriate external and networked sources, including those used for commonly requested material
- 3.2 Develop, maintain and access professional/business networks and links with other information sources to facilitate location of required information/material
- 3.3 Identify and implement appropriate, logical and reasonable search strategies to locate *unusual or difficult to locate information*
- 4 Obtain and return information**
- 4.1 Make accurate and complete requests to *external sources* in accordance with organisational standards and procedures
- 4.2 Monitor requests to external sources and take follow-up action as required
- 4.3 Check information/material received from external sources for its relevance to customer needs and for its condition, and take appropriate follow-up action
- 4.4 Take action to recall material, where required, and return it to provider, in the required condition, in accordance with established procedures or prior arrangements
- 4.5 Inform provider of any difficulties in relation to return of material and take appropriate action

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organisational skills to coordinate processes for potentially difficult to access information in a timely manner
- technology skills to use current information services industry technology
- literacy skills to conduct a wide range of information searches from multiple sources and in a variety of formats.

Required knowledge

- information sources, both standard e.g. other libraries and non-standard e.g. government agencies
- bibliographic records and their components
- techniques for using bibliographic tools effectively
- searching strategies for external and networked sources
- professional and business networks which facilitate access to external sources
- copyright, moral rights and intellectual property legislation and issues that apply when using remote sources
- interlibrary lending policies and standards
- document delivery options, including electronic options.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound understanding and application of customer service skills
- application of well developed information literacy skills
- sound knowledge of external sources and bibliographic tools for different types of information, including electronic sources
- ability to search external sources effectively to meet a range of different information needs.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry reference tools and equipment to access external sources
- access to relevant policies and procedures manuals
- access to external sources of information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of information sourced from remote and networked sources by the candidate in terms of suitability to meet the identified need
- evaluation of candidate's response to problem-solving exercises to assess ability to respond to different information needs
- oral or written questioning to assess knowledge of remote sources.

Holistic assessment with other units relevant to the industry sector, workplace and job role is

EVIDENCE GUIDE

recommended, for example:

- CUECOR03B Provide quality service to customers
- CULLB203C Develop and use information literacy skills.

It is also recommended that this unit be assessed with or after the following unit:

- CULLB401C Assist customers to access information.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may be:

- internal
- external
- members of the public
- other information services providers (local, interstate, international)

Bibliographic and other relevant details may include:

- provenance
- publishing details
- content details

Information search may be conducted:

- electronically
- manually

Unusual or difficult to locate information may include:

- items not held with the collection
- items held in specialist external collections

RANGE STATEMENT

External sources may include:

- remote storage facility
- other information agencies in Australia and overseas
- information sources such as companies, societies, organisations or commercial vendors
- databases to which the organisation subscribes
- CD-ROM databases
- online databases

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Customer Service

CULLB004B Process information resource orders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to process orders for information resources in accordance with organisational acquisition procedures.

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

Application of the Unit

Application of the unit

This unit applies to individuals undertaking straightforward administrative and organisational functions in an information services context. Work would generally be carried out under supervision within established procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Determine ordering requirements

- 1.1 Access details of required *information resources* within required timeframes and check information for completeness
- 1.2 Select *suppliers* in accordance with organisational guidelines
- 1.3 Check *supplier performance* to inform selection, and report any performance problems to appropriate colleagues

2 Order information resources

- 2.1 Accurately complete orders in required format to include all required information in accordance with organisation procedures
- 2.2 Promptly deal with urgent orders and make appropriate arrangements to expedite receipt
- 2.3 Check progress of orders and take appropriate

ELEMENT

PERFORMANCE CRITERIA

follow-up action

- 2.4 Refer problems with processing of orders to appropriate personnel as required
- 2.5 Maintain accurate records of ordered material in accordance with organisation requirements

- 3 Receive information resources**
 - 3.1 Accept materials and complete *checking processes* against invoice and order details
 - 3.2 Recommend invoice for payment or question with suppliers
 - 3.3 Make appropriate claims to suppliers for missing, damaged or incorrect material in accordance with organisational procedures
 - 3.4 Accurately record details of material received in accordance with organisational formats
 - 3.5 Sort material ready for processing and cataloguing and make arrangements for priority material to be processed promptly
 - 3.6 Undertake all processes carefully, make appropriate checks and keep all relevant records up-to-date

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technology skills to use current industry ordering systems
- literacy skills to interpret and complete order documentation
- numeracy skills to interpret orders and invoices, and to calculate payments and complete order documentation.

Required knowledge

- procedures and systems for determining availability of resources
- typical ordering processes and systems used by information services providers.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated accuracy in the completion of ordering processes
- knowledge of bibliographic and catalogue record components
- processing of multiple orders for different types of resources
- presence of industry-realistic time constraints.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry ordering systems and databases
- access to relevant policies and procedures manuals
- access to resource ordering systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of accuracy and completeness of orders completed by the candidate
- oral or written questioning to assess knowledge of cataloguing systems and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBCMN205A Use business technology
- BSBADM305A Create and use databases.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information resources may be:

- print
- electronic
- equipment, e.g. audio-visual hardware and items

RANGE STATEMENT

Suppliers may include:

- local
- interstate
- international

Supplier performance may relate to issues of:

- cost
- time efficiency
- quality

Checking processes may include checking for:

- supply of correct materials, type and quantity
- pagination
- binding
- missing sections
- damaged goods

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

CULLB203C Develop and use information literacy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

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

Application of the Unit

Application of the unit This unit describes the essential foundation information literacy skills required by workers and members of the wider community. It therefore has broad application across all industry and broader life skills contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Source information	<p>1.1 Determine the nature of the information need, in accordance with work requirement and in consultation with relevant colleagues</p> <p>1.2 Accurately define the purpose, or required outcome, of the information search</p> <p>1.3 Identify a range of potentially appropriate sources <i>of information</i></p> <p>1.4 Select and use appropriate information retrieval strategies</p>
2 Assess information	<p>2.1 Review information and select content to suit specific needs</p> <p>2.2 Check the capacity of information retrieved to meet the required purpose, and take action accordingly</p>

ELEMENT	PERFORMANCE CRITERIA
3 Prepare/present information	<p>3.1 Record information in line with organisational or user requirements</p> <p>3.2 Draft text, if required, including all appropriate information</p> <p>3.3 Express information within the text clearly, concisely and accurately</p> <p>3.4 Present information accurately in an appropriate <i>context or format</i> appropriate to the purpose and in accordance with required guidelines</p>
4 Develop information literacy skills	<p>4.1 Assess information literacy needs against work requirements/planned career outcomes</p> <p>4.2 Take <i>actions to develop own information literacy skills</i> based on identified needs</p>

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- basic research skills to:
 - identify appropriate sources
 - use questioning and active listening skills to elicit information
 - take notes
 - sort and process information
- technology skills to source information on an automated system
- literacy skills to convey information clearly, concisely and coherently.

Required knowledge

- types of information resources available on a range of topics relevant to the job role or required outcome
- techniques and procedures for accessing different information sources, including the use of current technology
- relevant protocols or organisational policies and procedures in relation to the presentation or recording of different types of information.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to locate, evaluate and use relevant information in response to an identified need
- ability to present information in a logical, well-organised and appropriate manner
- active development of own information literacy skills
- industry-realistic time lines and conditions for completion of tasks.

Context of and specific resources for assessment

Assessment must ensure:

- use of current information, data and information systems
- access to information sources, including relevant technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- project to research work-related topic and to deliver information sourced in a brief presentation
- review of a simple report prepared by the candidate in response to a specified information need.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- printed references
- media
- internet
- colleagues
- product suppliers
- lectures or presentations

Context or format for information may relate to:

- level of formality
- style of presentation
- nature of audience
- urgency of information need

Actions to develop information literacy skills may include:

- reading current literature, including specialist journals and industry magazines
- participating actively in relevant industry associations
- participating in professional development and other learning opportunities
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals
- enhancing knowledge of current technologies

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Practice

CULLB205C Process and maintain information resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to ensure consistent organisation and maintenance of information, materials and equipment (both print-based and electronic).

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

Application of the Unit

Application of the unit

This unit applies to individuals undertaking straightforward administrative and organisational functions in an information services context. Work would generally be carried out under supervision within established procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Process information resources	1.1 Label and protect <i>information resources</i> appropriately and apply security measures, in accordance with procedures
	1.2 Make suggestions for processing and storage taking into account the expected life, use of, and demand for the material
	1.3 Accurately record and process details of information resources in accordance with organisational procedures and processing systems
	1.4 Promptly identify problems with processing system or procedures and report to relevant personnel
2 Arrange resources to facilitate access	2.1 Check and organise information resources promptly for appropriate arrangement or classification
	2.2 Correctly and tidily shelve printed resources in

ELEMENT

PERFORMANCE CRITERIA

- accordance with the required classification order
- 2.3 Arrange non-printed resources in accordance with the required *classification systems*
 - 2.4 Regularly check resources for correct arrangement and promptly detect missing or *damaged material*
 - 2.5 Undertake *basic maintenance and minor repairs* of resources
 - 2.6 Move and transfer material using correct procedures when required, including electronic material
 - 2.7 Follow safety procedures, including safe manual handling techniques when arranging material

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning and organisational skills to undertake a range of administrative, organisational and maintenance tasks in a logical and timely manner
- technology skills to use current industry systems
- literacy skills to use classification systems
- numeracy skills to count and check information resources.

Required knowledge

- standard methods of organising and arranging materials, equipment and information, including common classification systems, formats and other arrangements designed to facilitate access to materials and information
- basic information technology security procedures
- range of protective and security devices for materials in different formats
- occupational health and safety requirements, including safe manual handling techniques
- types of damage and deterioration for print and electronic information and different protection and storage options.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to correctly process and arrange information resources in accordance with established procedures (both print and electronic)
- broad knowledge of classification systems and techniques for processing and arranging information resources
- practical demonstration of skill to process and arrange information resources (both print and electronic).

Context of and specific resources for assessment

Assessment must ensure:

- use of industry current equipment and classification systems
- access to information resources to be processed/arranged
- access to relevant policies and procedures manuals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate undertaking processing activities
- review of resources processed/arranged by the candidate
- oral or written questioning to assess knowledge of classification systems and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

EVIDENCE GUIDE

- BSBCM108A Develop keyboard skills
- BSBCM205A Use business technology.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information resources may be:

- print
- electronic, e.g. CD-ROMs, toys, videos, cassettes
- equipment, e.g. audio-visual hardware and items, computers and printers
- displays

Classification systems used may include:

- standard classification schemes, e.g. Dewey, Library of Congress
- standard book numbering schemes, e.g. Cutter-Sanborn or author/title marks
- other common arrangements, e.g. by size, format, class, genre
- specialist classifications or arrangements

Damaged material may relate to:

- wear and tear
- vandalism
- water
- smoke
- pest infestation damage
- desensitisation

RANGE STATEMENT

Basic maintenance and minor repairs may include:

- replacing pages
- repairing pages
- strengthening spines

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

CULLB206C Assist with circulation services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to process loan transactions and assist customers with circulation/lending enquiries.

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

Application of the Unit

Application of the unit

This unit applies to people working in a frontline information services role such as a public or corporate library. Work is carried out under supervision within established policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Provide information to customers in relation to circulation/lending

- 1.1 Provide current and accurate information to customers based on sound knowledge of *circulation/lending systems* in the relevant context
- 1.2 Deal with *customer inquiries* promptly or refer to appropriate person/s

2 Process loan transactions

- 2.1 Check and process customer registration details in accordance with organisational procedures
- 2.2 Complete transactions in accordance with *lending policies and procedures* and customer service standards
- 2.3 Deal with competing demands for service tactfully and helpfully
- 2.4 Complete *checking and processing of material* in accordance with organisational requirements

ELEMENT	PERFORMANCE CRITERIA
3 Process financial transactions	<p>3.1 Handle <i>financial transactions</i>, including cash, in accordance with organisational procedures and within prescribed limits</p> <p>3.2 Handle credit card and electronic funds transfer transactions correctly and in accordance with the organisation's procedures</p> <p>3.3 Accurately balance income to receipts</p> <p>3.4 Accurately note irregularities and take appropriate action promptly</p>

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide effective customer service
- literacy skills to use loan processing and other circulation systems
- basic numeracy skills to handle cash transactions.

Required knowledge

- features of circulation systems and technology in different industry contexts
- relevant policies, rules and regulations in relation to lending, interlibrary loans, handling money and security, and customer relations
- principles underpinning the operation of manual and automated circulation systems, including self-charging systems.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of loan processing and other circulation services procedures
- ability to process loans within required time constraints and in accordance with procedures
- courteous customer communication.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry systems and equipment for loan processing
- interaction with others to reflect the customer service skills in this unit
- access to relevant policies and procedures manuals and loan processing systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate processing loan transactions and answering customer enquiries
- oral or written questioning to assess knowledge of circulation procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUECOR03B Provide quality service to customers.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Circulation/lending systems may be:

- automated
- manual

Customer inquiries may be:

- face-to-face
- by phone
- by email
- by fax

Lending policies and procedures may relate to:

- loan periods and their provisions
- overdue items
- damaged or missing items
- customer access
- effects on customer access of particular behaviour
- financial matters

Checking and processing of material may relate to:

- checking for damage, missing pages/pieces or need for repair
- processing
- dispatch
- collection for reservations
- removal from access

Financial transactions will relate to lending activities such as:

- fines
- reservation charges

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Customer Service

CULLB302C Use cataloguing tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use established cataloguing tools and rules at an introductory level.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in an information services context who require a general understanding of the concept of bibliographic control. As such the unit underpins other cataloguing units. Work is generally undertaken under supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Select cataloguing tools

- 1.1 Identify and access sources of cataloguing rules and tools in consultation with colleagues
- 1.2 Correctly interpret cataloguing rules and tools and their application
- 1.3 Evaluate the relevance of different *cataloguing tools* to particular areas of work
- 1.4 Select appropriate cataloguing tools to complete *specific work activities*

2 Apply cataloguing tools

- 2.1 Follow cataloguing rules correctly in the creation of entries/records
- 2.2 Check records/entries for accuracy

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technology skills to use current industry systems
- literacy skills to interpret cataloguing rules
- numeracy skills to use numerical aspects of cataloguing systems.

Required knowledge

- cataloguing tools used in libraries/information services in Australia, including USMARC, MARC 21, LCSH, AACR2 and ISBD
- application of tools to different areas of work
- rationale behind cataloguing tools and systems in the broad library/information services context.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge and accurate application of cataloguing tools and rules
- knowledge of cataloguing entries and their components
- practical demonstration of skills using current industry systems/technologies/conventions.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to current cataloguing rules, technologies and systems
- access to relevant policies and procedures manuals.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of entries/records constructed by the candidate
- oral or written questioning to assess knowledge of cataloguing rules and procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB401C Assist customers to access information
- CULLB203C Develop and use information literacy skills.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Cataloguing tools used must include:

- ISBD
- AACR2
- USMARC

Specific work activities may include:

- basic copy cataloguing
- searching catalogues
- construction of basic ISBD entry
- basic MARC coding

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

CULLB307C Use multimedia

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of multimedia equipment/programs at a non-specialist level.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in any industry context who need a general understanding of different multimedia equipment and software. The unit is general and introductory in nature and does not include detailed operational knowledge of technologies required by audio-visual technicians or multimedia specialists.

Work is undertaken autonomously within overall guidelines where the individual is working in an organisational context.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability Skills This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Use multimedia

- 1.1 Select appropriate multimedia for a given purpose based on knowledge of options available
- 1.2 Correctly and safely set up ***multimedia equipment/programs*** in accordance with organisation procedures
- 1.3 Use ***general features and functions of multimedia*** safely and appropriately
- 1.4 Identify ***occupational health and safety(OHS) issues*** associated with multimedia and take appropriate action to prevent mishaps or accidents
- 1.5 Where appropriate, assist others to use multimedia equipment/programs safely and in accordance with organisation procedures

2 Maintain multimedia equipment/programs

- 2.1 Identify and correct minor operational faults in accordance with organisation procedures
- 2.2 Implement routine preventative maintenance, including making arrangement for repairs
- 2.3 Identify situations where specialist assistance is

ELEMENT	PERFORMANCE CRITERIA
	required and take action accordingly
3 Evaluate multimedia options	<p>3.1 Assemble current information on multimedia technologies, programs, products and services to inform decisions on use, purchase and maintenance</p> <p>3.2 Review technologies and programs based on intended use in the relevant work context</p> <p>3.3 Where appropriate, make substantiated proposals for the purchase of new or replacement items</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to seek assistance from multimedia specialists
- technology skills to use the general features of multiple types of programs/equipment
- literacy skills to interpret equipment information manual 'help' instructions.

Required knowledge

- range of current multimedia options used in the relevant work context at a generalist level
- features and general operating functions of different multimedia options
- common faults and ways of rectifying these in multimedia equipment/programs used
- scope of repair and maintenance activities which can be undertaken without specialist assistance
- sources of information on multimedia equipment and programs.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- knowledge of the current range of multimedia options commonly used in the relevant work context
- safe and correct operation of equipment and programs
- demonstration of skills using multiple types of equipment/programs.

Context of and specific resources for assessment

Assessment must ensure:

- access to a current range of multimedia equipment/programs, associated software and audiovisual equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate using multimedia
- oral or written questioning to assess knowledge of OHS issues or equipment/program features.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULLB401C Assist customers to access information
- BSBCMN205A Use business technology.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Multimedia

equipment/programs are constantly changing, and the range used will depend on the workplace. It may include both hardware and software:

- personal computers and laptops
- software programs e.g. Adobe, Powerpoint
- TVs and videos
- microphones/amplifiers
- audio cassettes
- compact discs
- DVDs
- projectors
- CD burners
- Scanners
- digital cameras

Occupational health and safety issues may relate to:

- use of safety clothing/equipment
- manual/material handling
- storing chemicals/harmful substances
- ergonomic working arrangements

General features and functions of multimedia equipment are those which are:

- frequently used by the non-specialist
- accessible to the general user without a high level of specialist knowledge

Unit Sector(s)

Not applicable.

Competency field

Competency field Multimedia

CULLB401C Assist customers to access information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to assist customers in obtaining information relevant to their needs.

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

Application of the Unit

Application of the unit

This unit applies to individuals working in a frontline information services role in any industry sector. This may include public, corporate or institutional libraries, record management units, government departments or community advisory organisations.

The unit requires basic research and searching skills plus a sound knowledge of the scope of information sources available within the organisation. Work relates to information which can be found in readily and easily accessed sources, and is undertaken within established guidelines under general supervision.

More complex and challenging information needs are covered in the unit CULLB504C Research and analyse information to meet customer needs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Determine customers information requirements

- 1.1 Determine the nature of information requirement using appropriate questioning and listening techniques during *customer contact*
- 1.2 Assess the likely availability of the required information from *readily accessed sources*, and the level and nature of assistance required

2 Advise customers on independent access opportunities

- 2.1 Take all appropriate opportunities to support the customer in developing and applying information literacy skills independently
- 2.2 Correctly demonstrate the use of *reference tools and*

ELEMENT

PERFORMANCE CRITERIA

equipment in a language and at a level and pace appropriate to the customer

2.3 Accurately advise customers on other access arrangements including interlibrary loans

2.4 Inform customers of relevant *constraints regarding access to information* or use of reference tools or equipment

3 Source and provide information

3.1 Source appropriate customer information from easily and readily accessed sources

3.2 Provide information in an *appropriate format* and language to the customers and confirm that information need has been met

3.3 Take appropriate action to resolve remaining issues and/or refer customers appropriately

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to respond to customer needs and to provide information literacy support and basic coaching, including active listening and questioning
- technology skills to access information using automated systems
- literacy skills to interrogate references and to interpret and write a broad range of information.

Required knowledge

- organisational policies in relation to customer assistance, such as interlibrary lending
- common customer requests and sources for answering such requests
- use of bibliographic tools and technology
- techniques for using standard reference resources and tools, including searching strategies
- features of an information network and how it impacts on the scope of information which can be provided
- interlibrary loan processes
- copyright, moral rights and intellectual property legislation and issues that impact on information services providers
- cultural considerations when working with customers and potentially sensitive material.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound understanding and application of customer service skills
- application of well developed information literacy skills
- sound knowledge of the information services reference resources
- sound knowledge of bibliographic tools
- demonstration of skills (working with an established collection) in response to a range of different information requests.

Context of and specific resources for assessment

Assessment must ensure:

- use of current industry reference tools and equipment
- access to relevant policies and procedures manuals
- access to a library/information collection.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate working with customers and responding to different information requests
- case studies/problem-solving exercises to assess ability to respond to different information needs
- oral or written questioning to assess knowledge of reference tools and equipment procedures.

Holistic assessment with other units relevant to the industry sector, workplace and job role is

EVIDENCE GUIDE

recommended, for example:

- CULLB203C Develop and use information literacy skills
- CUECOR03B Provide quality service to customers.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer contact may be:

- in person
- by phone
- in writing
- electronically

Readily accessed sources would generally include:

- organisation's collection or remote sources of information that are routinely accessed in the organisation, through standard search processes for which there are well established and clear cut procedures, e.g. searching for known items
- catalogues
- online and other databases
- remote sources

Reference tools and equipment may include:

- automated catalogues
- manual catalogues

RANGE STATEMENT

- Constraints regarding access to information* may include:
- cost
 - organisational policy
 - restrictions on access to required information
 - availability of other assistance
 - competing demands
 - ethical considerations

- Within this unit the nature of *customer information* would be quite simple in nature and may include:
- current or topical information for a customer group e.g. school assignments
 - frequently requested information
 - simple ready reference queries
 - community information

- Appropriate format* for information may depend on factors such as:
- the preferred format
 - age e.g. pre-schoolers, adolescents
 - educational background or general knowledge
 - cultural and language background
 - language, literacy and numeracy needs
 - disabilities both physical and intellectual

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Customer Service

CULLB412C Undertake cataloguing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to complete original descriptive cataloguing and catalogue maintenance activities.

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

Application of the Unit

Application of the unit

This unit applies to individuals who undertake cataloguing activities in information services organisations and who have a sound knowledge of cataloguing standards and systems. This work is carried out in accordance with established procedures and guidelines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Construct bibliographic descriptions

- 1.1 Identify relevant national and international standards and accepted variations which apply to *cataloguing* of material
- 1.2 Use standards to construct descriptions which conform to the International Standard Bibliographic Description (ISBD) format for the *material to be catalogued*
- 1.3 Construct descriptions in accordance with specific needs and organisational procedures
- 1.4 Determine and record *access conditions* in accordance with organisational and national standards

2 Locate, retrieve and transfer bibliographic information/records

- 2.1 Determine appropriate search strategy for use in catalogues and databases
- 2.2 Use bibliographic and communication standards to

ELEMENT

PERFORMANCE CRITERIA

- locate information/records
- 2.3 Use correct techniques and procedures to download/upload bibliographic records
- 3 Provide cataloguing support**
- 3.1 Undertake appropriate *catalogue maintenance* to preserve integrity of local database, to conform to national *systems and standards* and to facilitate database searching and future *cataloguing*
- 3.2 Accurately record statistics of information catalogued in accordance with organisational procedures
- 3.3 Record *item maintenance* requirements in accordance with organisational procedures
- 3.4 Identify and discuss difficulties or uncertainties with *relevant colleagues* and take action accordingly

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technology skills to use current industry cataloguing systems
- problem-solving skills to review and respond to database maintenance issues
- literacy skills to interpret and construct cataloguing entries
- numeracy skills to work with numerical features of cataloguing systems.

Required knowledge

- cataloguing standards and systems used in Australian libraries, e.g. AACR, USMARC/Metadata, DDC, LCC, LCSH and SCIS
- organisation's cataloguing system/s, and use of national network and organisation's computer system, including command languages and procedures
- principles of bibliographic description and access
- ways of preparing basic descriptive cataloguing records
- typical cataloguing problems
- procedures for maintaining cataloguing records
- copyright, moral rights and intellectual property issues and legislation that impact on cataloguing.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstrated accuracy in the creation and amendment of catalogue records
- sound knowledge of bibliographic and catalogue record components
- knowledge and understanding of cataloguing conventions
- practical demonstration of skills using current industry systems to undertake cataloguing activities
- completion of activities within realistic workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- access to relevant policies and procedures manuals
- access to current industry cataloguing tools and systems.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of records created by the candidate in relation to accuracy
- review of catalogues for which the candidate is responsible for maintaining
- oral or written questioning to assess knowledge of cataloguing procedures and systems.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

EVIDENCE GUIDE

- CULLB506C Catalogue and classify material.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

In this unit, *cataloguing* will be in accordance with established procedures. It may include:

- basic descriptive cataloguing
- record flagged as being from a source known to be normally complete and reliable
- apparently complete existing records found in the national database from a source which may be less complete or reliable but acceptable to the library

Material to be catalogued may include:

- books
- journals
- audio-visual items
- CD-ROMs
- music
- maps
- toys
- games
- material in English or languages other than English
- computer files and software
- electronic documents and journals
- network resources
- microforms

Access conditions may include:

- not for loan
- shelved in specific areas of the organisation
- housed on- or off-site
- restrictions on loan periods

RANGE STATEMENT

Catalogue maintenance may include:

- relocating items
- re-cataloguing items, e.g. from manual to computerised format
- updating of files
- correcting holdings information

Systems and standards may include:

- USMARC/Metadata
- AACR (latest edition and amendments)
- SCIS Subject Headings
- Dewey Decimal Classification
- Library of Congress Subject Headings
- local protocols
- ISBD

Item maintenance may include:

- checking disks for viruses on a regular basis
- checking special material to ensure all components are correct, e.g. pictorial materials, slides

Relevant colleagues may be:

- more experienced staff
- supervisor
- other experts

Unit Sector(s)

Not applicable.

Competency field

Competency field Information Organisation and Management

CULMS207C Assist with the presentation of public activities and events

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to complete a range of tasks under supervision for the set up and operation of activities and events. As such the unit includes a general knowledge of the issues to be considered in staging any type of activity or event.

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

Application of the Unit

Application of the unit

This unit applies to individuals who provide very basic assistance at any type of event and who work under direct supervision. Events take place across the spectrum of business and community activity, but the unit has particular application in the cultural, hospitality, sporting and tourism sectors.

The skills required for more complex event support roles are covered in other Event Management units in the THT02 Tourism Training Package and THH02 Hospitality Training Package.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Make preparations for activities or events	<p>1.1 Clarify and confirm details of <i>activities and events</i>, including necessary <i>resources</i>, roles, responsibilities and timelines with supervisor</p> <p>1.2 Extract key information from work plans or other documentation and <i>confirm specific work requirements</i> with supervisor</p> <p>1.3 Obtain or organise resources and set up in accordance with work instructions, ensuring all safety requirements are met</p>

ELEMENT

PERFORMANCE CRITERIA

2 Complete tasks for activity/event presentation

- 2.1 Follow agreed plans and procedures for the activity or event in consultation with supervisor and *other work colleagues*
- 2.2 Follow health, safety and security procedures during completion of all work tasks
- 2.3 Communicate appropriately with colleagues and customers during completion of work tasks
- 2.4 Identify problems promptly and resolve within scope of individual responsibility or refer to supervisor
- 2.5 Accurately complete *required documentation* and submit to relevant personnel

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with other team members and supervisors on routine work issues
- problem solving skills to identify and resolve very simple problems
- literacy skills to interpret work instructions.

Required knowledge

- different types of activities/events and their components in the relevant work context
- roles and responsibilities of different personnel in the set up and operation of an activity/event in the relevant work context
- typical procedures and practices for the set up and operation of public activities and events in the relevant work context
- safety and security requirements and legislation relevant to the work context
- safe manual handling procedures relevant to the work context
- emergency procedures relevant to the work context.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- general knowledge of activity/event components and different roles and responsibilities in the relevant work context
- ability to complete tasks safely and follow work instructions
- practical demonstration of skills through the provision of assistance with an activity or event.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the communication aspects of the unit
- access to a location in which events or activities take place
- access to an activity or event on which the candidate can work.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate completing tasks during set up or operation of an activity/event
- oral or written questioning to assess knowledge of event components, typical procedures, safety issues.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFSAF01B Follow health, safety and security procedures.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Activities and events may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances e.g. theatre, film, music, craft demonstrations, workshops
- scientific experiments
- excavations, field trips, site visits
- open days
- ceremonies
- school programs

Resources may include:

- lighting
- audiovisual equipment and recordings
- other equipment
- handouts
- props
- transportation
- furniture
- space
- catering
- security
- support materials

RANGE STATEMENT

Specific work requirements within this unit would generally be quite simple in nature and may relate to:

- assistance with set up of displays
- assistance with bump-in/bump-out
- assistance with equipment set up
- venue preparation
- customer service tasks

Other work colleagues may include:

- supervisor
- peers
- technical specialists
- guides
- education officers
- director/producer
- talent
- curator
- collection management staff
- marketing staff
- security staff

Required documentation may include:

- running sheets
- equipment lists
- attendance sheets
- activity sheets

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Programs

Modification History

Not Available

INTRODUCTION

Unit Descriptor	<p>This unit covers the competency to maintain the taxation accounting records and process lodgements and returns in accordance with Australian Taxation Office (ATO) requirements, excluding income tax.</p> <p>This unit replaces FNBACC22A.</p>
Application of the Unit	<p>This unit requires the application of skills and knowledge required to process business taxation requirements. The unit encompasses maintaining accounting records for taxation purposes, establishing and maintaining a process for managing business tax returns and processing business tax returns and lodgements. The unit has application across the different sectors of the financial services industry and applies to those job functions that have responsibility for processing business tax returns such as taxation specialists and accountants.</p>
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Maintain accounting records for taxation purposes	<p>1.1 The accounting system for taxation is determined</p> <p>1.2 Adequate records to support the taxation accounting system are maintained</p> <p>1.3 Specific taxation requirements of business documents are complied with</p>
2. Establish and maintain a process for managing business tax returns	<p>2.1 An accounting system is established to manage taxation lodgement process</p> <p>2.2 Sufficient and current records are maintained to comply with lodgement requirements</p> <p>2.3 Lodgement schedule requirements are established</p>
3. Process business tax returns and lodgements	<p>3.1 Required returns and lodgements are identified</p> <p>3.2 Accounting data is processed to comply with taxation reporting requirements</p>

3.3 Returns and lodgements are drafted for review by authorised personnel

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements include:

- Australian Taxation Office (ATO) requirements
- accounting terminology

Skills requirements include:

- recording, processing, summarising and reporting financial accounting information

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Specific taxation requirements for business documents may include:

- format of invoices
- dating
- Goods and Services Tax (GST) inclusive or separate
- adequate documentation

Lodgement schedules may include:

- withholdings
- instalments
- Tax File Numbers
- Higher Education Contribution Scheme (HECS)
- Fringe Benefits Tax (FBT)
- GST
- payroll tax reconciliation
- Superannuation Guarantee Levy
- State taxes

Required returns and lodgements may include:

- business activity statement
- instalment activity statement
- payment advice

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

Overview of assessment requirements	<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none"> • knowledge of specific taxation requirements for business purposes • knowledge of taxation parameters • knowledge of accounting terminology • knowledge of Australian taxation requirements • ability to maintain accounting records for taxation purposes • ability to establish and maintain a process for managing business tax returns • ability to process business tax returns and lodgements
Evidence required for demonstration of consistent performance:	<ul style="list-style-type: none"> • Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	<ul style="list-style-type: none"> • This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge. • Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.
Method of assessment:	<ul style="list-style-type: none"> • For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	<ul style="list-style-type: none"> • Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility

and accountability.

- Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

- Assessment of this unit of competence requires access to suitable resources to demonstrate competence.
- Assessment instruments, including personal planner and assessment record book.
- Access to registered provider of assessment services.

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Performance Level 1 - at this level, the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level, the candidate is required to manage tasks. Performance

Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Level	Example of Application
Communicating ideas and information	2	Communication of ideas and information will be applied when presenting returns and lodgements for approval to the relevant authorising authority.
Collecting analysing and organising information	2	Adequate accounting records and information are collected to support the taxation system. The information is analysed against taxation specification to determine lodgement processes.
Planning and organising activities	2	Accounting data is planned and organised according to taxation documentation requirements.
Working with others and in teams	2	Teamwork will be required when presenting draft returns and lodgements for authorisation.
Using mathematical ideas and techniques	2	Mathematical ideas and solutions will be applied when processing accounting data according to taxation requirements.
Solving problems	2	The process of identifying and complying with taxation lodgement requirements will involve the application of problem solving skills.
Using technology	2	Technology will be applied through the utilisation of computers, organisational accounting systems, spreadsheet applications and telecommunication devices.

FNSACCT403B Prepare operational budgets

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to produce operational budgets.
This unit covers the competency to produce operational budgets.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare operational budgets. The unit encompasses preparing budgets and documenting budgets. The unit can be applied across all sectors of the financial services industry. The unit has application to those job functions that have responsibility for preparing budgets, these may include accountant and divisional managers.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare budget	<p>1.1 Cash, expenditure and revenue items are clearly defined and relevant to identified objectives of the budget</p> <p>1.2 Budget objectives are clear and consistent with organisational aims and projects and with forecasts</p> <p>1.3 Discussions and negotiations with stakeholders are conducted in a manner that promotes goodwill and ongoing cooperation</p> <p>1.4 Milestones and performance indicators are identified and included in budgets</p> <p>1.5 Annual budgets are broken down into seasonal periods in accordance with operating trends</p>
2 Document budget	<p>2.1 Data is presented in a format that is easily understood and appropriate to budget reporting</p> <p>2.2 Reports are completed within timelines and distributed for specified periods and projects</p>

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of budgetary control
forecasting techniques
principles of double entry bookkeeping
principles of statistical analysis and measures of variance
organisational procedures and policies

Skills requirements include:

interpersonal skills and communications (eg liaising, listening, consulting)
information technology use for the set up and analysis of spreadsheets
estimating, forecasting and analysis skills
reading, interpreting financial statements and reports
writing skills for reports and recommendations
numeracy for financial calculations and analysis
recording, gathering and classifying financial information
adjusting budgets in response to changing operational requirements
managing own time and organisational priorities

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures

knowledge of established milestones and performance indicators

ability to prepare budgets

ability to document budgets

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Expenditure and revenue items may include:

sales
 revenue producing expenditures
 other expenditures
 client and supplier payments (eg sales and commissions)
 fees and charges
 capital expenditure
 Goods and Services Tax (GST) and other taxes
 Pay As You Go (PAYG)

Budget objectives may include:

annual planning
 rolling forecasts (next period, monthly, next year)
 cost reduction

Stakeholders may include:

clients
 financial institutions
 suppliers
 directors
 chief executive officers

Milestones and performance indicators may include:

reports (quarterly, half yearly, annual)
 compliance with scheduled payment dates
 profits and losses

Datamay include:

cash flow projections
 fixed costs
 variable business costs
 sales records and projections

Presentation methods and formats may include:

tables

graphics
estimates and projections
calculations
explanatory notes
sales budgets
purchase budgets
statement of financial performance
statement of financial position
cash budgets

Reports may include:

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT403A.

This unit replaces FNSACCT403A.

FNSACCT405B Prepare financial statements

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to identify skills and outcomes associated with the development of financial reports.

This unit covers the competency to identify skills and outcomes associated with the development of financial reports.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare financial statements. The unit encompasses compiling data and preparing reports. The unit can be applied across all sectors of the financial services sector.

This unit requires the application of skills and knowledge required to prepare financial statements. The unit encompasses compiling data and preparing reports. The unit can be applied across all sectors of the financial services sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Compile data	1.1 Data is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies and procedures
	1.2 Internal and external financial data is checked to ensure consistency and accuracy
2 Prepare reports	2.1 Charts, diagrams and supporting data are presented in an appropriate manner
	2.2 Reports are prepared following a clear and appropriate structure and format and conform to organisation requirements
	2.3 Statements and data are error free and comprehensive
	2.4 Report is cross checked against original data and accounting standards
	2.5 Any necessary corrections are made
	2.6 Corrections are verified and authorised by relevant persons

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

options, methods and practices for deductions, benefits and depreciations
organisational guidelines and procedures
principles of double entry bookkeeping and accrual accounting
forecasting and analysis techniques
methods of presenting financial data
financial legislation (eg taxable transactions, reporting requirements)
ethical considerations for the handling of financial matters (eg conflict of interests)

Skills requirements include:

interpersonal skills and communications (eg liaising, listening, consulting)
report writing, preparation and formatting
numeracy skills for calculating data
identifying and solving discrepancies in data
researching for data testing and collection
working with others to prepare reports
managing own time and workplace priorities
information technology skills for set up and use of spreadsheets and preparation of documents

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures

ability to compile data

ability to prepare report and financial statements

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

People with disabilities may use assistive technologies to demonstrate interview skills and /or receive and respond to oral and or

written questioning.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Data may include:

budgets and forecasts
financial/operational statements and reports
(eg expenditures and receipts, statements of financial performance)

Organisational policies and procedures
may include:

reporting requirements
recording and filing systems
standard financial analysis techniques
financial management manuals

Report formats may include:

cash statements
financial year reports
statements of financial position
operating statements (statements of financial performance)
spreadsheets
electronic forms

Organisations may include:

sole traders
partnerships
not for profit

Relevant persons may include, **but is not limited to:**

tax agents

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT405A.

This unit replaces FNSACCT405A.

FNSACCT406B Maintain asset and inventory records

Modification History

Not applicable.

Unit Descriptor

This unit describes those functions associated with the maintenance of records for fixed assets and inventory.

This unit describes those functions associated with the maintenance of records for fixed assets and inventory.

Application of the Unit

This unit requires the application of skills and knowledge required to maintain asset and inventory records. The unit encompasses complying with organisational asset acquisition procedures, reconciling assets register and inventory records to general ledgers, recording inventory flows, recognising new assets and asset categories, preparing schedules and ad hoc reports and recording disposal of fixed assets. The unit can be applied across all sectors within the financial services sector.

This unit requires the application of skills and knowledge required to maintain asset and inventory records. The unit encompasses complying with organisational asset acquisition procedures, reconciling assets register and inventory records to general ledgers, recording inventory flows, recognising new assets and asset categories, preparing schedules and ad hoc reports and recording disposal of fixed assets. The unit can be applied across all sectors within the financial services sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Comply with organisational asset acquisition procedures	1.1 Approval and authorisation for purchase of assets is obtained
	1.2 Quotes are obtained and other organisational purchase procedures are followed
	1.3 All asset purchases documentation and invoices are reconciled
	1.4 Assets received are checked for compliance with the quantity and quality as per documentation
2 Reconcile asset register and inventory records to general ledgers	2.1 All asset expenditures are reconciled in accordance with organisation's policies, procedures and practices to the accounting records
	2.2 Discrepancies are identified and actioned according to organisation's policies, procedures and practices
3 Record inventory flows	3.1 Purchase of inventory is recorded in subsidiary ledger
	3.2 Asset register is established and maintained
	3.3 Periodic and perpetual records are maintained
	3.4 Inventory flow assumptions are applied as appropriate
	3.5 Inventory is valued using appropriate valuation rules

- | | | | |
|---|---|-----|--|
| 4 | Recognise new assets and asset categories | 4.1 | New asset categories are identified where appropriate |
| | | 4.2 | Proforma for input of asset details is prepared and processed accurately and in a timely fashion |
| 5 | Prepare schedules and ad hoc reports | 5.1 | Spreadsheets/ ad hoc reports are prepared as requested |
| 6 | Record disposal of fixed assets | 6.1 | Assets are disposed of in accordance with organisational procedures, relevant legislative requirements and under supervision of appropriate persons |
| | | 6.2 | Disposal price data is obtained and entered into accounting records |
| | | 6.3 | Accounting procedures are followed for the removal of assets from ledger and asset register |

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

organisational procedures for asset acquisition
fixed asset register software - this may include adjusted software or equipment for use by people with disabilities
depreciation schedules
reconciliation process
banking processes
general ledgers
information systems including spreadsheets

Skills requirements include:

organising and planning own work schedule to meet organisational priorities
communicating effectively to gain approval and authorisation for the purchase of assets
developing schedules and ad hoc reports
solving discrepancies in data
reconciling inventory records and general ledgers
using computers, organisational accounting software systems, spreadsheet applications and telecommunication devices

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures

knowledge of inventory valuation rules

knowledge of inventory flow assumptions

knowledge of relevant legislation

ability to comply with organisational asset acquisition procedures

ability to reconcile asset register and inventory records to general ledgers

ability to record inventory flows

ability to recognise new assets and asset categories

ability to prepare schedules and ad hoc reports

ability to record disposal of fixed assets

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range

of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

People with disabilities may use assistive technologies to demonstrate interview skills and /or receive and respond to oral and or written questioning.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

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Documentation may include:	purchase requisitions purchase orders quotes delivery reports invoice from suppliers
Asset expenditures may include:	inventory materials equipment land and buildings freight in insurance in transit installation and testing costs
Organisation's policies, procedures and practices may include:	maintenance of capital expenditure items preparation of reconciliation reports stock takes inventory management
Inventory valuation rules may include:	first in - first out weighted average specific identification
Inventory flow assumptions may include:	cost net realisable value calculations based on gross margins
Ad hoc reports may include:	depreciation schedule asset register total purchase and disposals for a period spreadsheets output from dedicated fixed asset software

Relevant legislation may include:

inventory turnover analysis

Consumer Credit Code

Privacy Act

Secrecy Laws

Australian Consumer and Competition Commission (ACCC)

Financial Institutions (FI) Code

Credit Reference Association of Australia (CRAA)

Electronic Funds Transfer (EFT)

Code of Conduct

Financial Transaction Reports Act

Cheques and Payment Orders Act

Corporate Law

Commercial Tenancies Act

Land Tax Assessment Act

Prescribed Payments Act

Payroll Tax Assessment Act

Australian Accounting Standards

Stamp Duties Act

Taxation Assessment Act

Bills of Exchange Act

Disposal price data may include:

cash

cost of removal

restoration expenses

trade-in amount

other costs associated with disposal

Unit Sector(s)

Not applicable.

FNSACCT501B Provide financial and business performance information

Modification History

Not applicable.

Unit Descriptor

The unit covers the competency to analysis and report a broad range of financial and business performance information.

The unit covers the competency to analysis and report a broad range of financial and business performance information.

Application of the Unit

This unit requires the application of skills and knowledge required to provide financial and business performance information. The unit encompasses assessing clients needs, analysing data and preparing advice.

The unit can apply to a variety of financial services industry sectors and has application to a variety of job functions such as accountant and financial planner.

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The unit can apply to a variety of financial services industry sectors and has application to a variety of job functions such as accountant and financial planner.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess client needs	<p>1.1 Expectations and objectives of client are clarified and confirmed to ensure mutual understanding of client goals</p> <p>1.2 The client's specific legal and financial requirements are identified when establishing, structuring and financing a business</p> <p>1.3 Financial options and processes are discussed with client to develop suitable plans for the provision of information for the achievement of client goals</p> <p>1.4 Progress of plans is reviewed regularly against agreed criteria and results communicated to client</p> <p>1.5 Client objectives are monitored to identify changes in client needs</p> <p>1.6 Feedback on service is regularly obtained, analysed and incorporated into services to client</p> <p>1.7 Shortfalls in customer service are investigated and proposals for overcoming them are formulated and implemented</p>
2 Analyse data	<p>2.1 Advice on reliability and accuracy of data is sought from appropriate authorities and sources in accordance with organisational procedures</p> <p>2.2 Data is compiled in accordance with standard financial reporting requirements</p>

- 2.3 Revenues and costs are analysed in accordance to standard accounting techniques and consistent with the organisation's objectives
 - 2.4 All data and reports are analysed in accordance with **standard financial analysis techniques**
 - 2.5 Data is reconciled to ensure statements are accurate and comply with organisational procedures and statutory requirements
 - 2.6 Information is evaluated in relation to the financial performance of a business, specifically profitability, efficiency and financial stability
 - 2.7 Further analysis is undertaken to ensure consistency of analysis with client's business and personal objectives
 - 2.8 Further evaluation is undertaken to assess the financial potential of the business, its future funding requirements and its statutory obligations
- 3 Prepare advice
- 3.1 Advice provides client with a realistic view of financial performance and compliance, including **significant taxation issues** and comparisons of alternative options
 - 3.2 Suitable **methods of presentation**, language and forms of documentation are used to convey information to client
 - 3.3 Advice identifies how **risks, contingencies** and future cash flows may be identified and quantified
 - 3.4 Client is advised of **risk management options**
 - 3.5 Client is advised of **rights and obligations**
 - 3.6 Client is advised on alternative sources and features of short and long term finance

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

financial legislation (eg deductions and allowance in taxation legislation)
basic knowledge of corporations and consumer legislation
state and territory charges and taxes
sources of information on financial products and markets (eg banks, financial advisers)
principles of cash flow and budgetary control
forecasting techniques
methods of presenting financial data
government financial policies (secretary's financial management instructions)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, interviewing, listening, consulting)
report writing and preparation
numeracy skills for calculation of data
researching for data testing and management
estimating, forecasting and analysis skills
information technology skills for set up and use of spreadsheets

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of state/territory and federal taxation and charges

knowledge of financial legislation

knowledge of accounting practices and principles

ability to access clients needs

ability to analyse financial data

ability to prepare advice

knowledge of taxation issues faced by clients

knowledge of risk management options and practices

knowledge of clients rights and obligations

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent

performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

- Expectations and objectives** may include:
- reduction in tax liabilities
 - financial consolidation
 - higher levels of investment returns
 - asset development
 - wealth accumulation
 - administrative efficiency
 - improved cash flows
 - improved quality of life
- Clients** may include:
- shareholders
 - in line management
 - company officers and board of management
 - businesses (small and large)
 - private individuals
 - financial institutions
 - statutory authorities
 - government departments
 - partnerships, trusts (incorporated and unincorporated organisations)
 - sole traders
- Financial options** may include:
- sources of finance
 - cost of capital
 - funding alternatives
 - debt and equity
 - cost recoveries
 - dividends
 - purchases
 - adjustment of borrowings
 - asset liquidation

Plans may include:

long term investments
review of financial systems
long term and short term financial requirements
personal investments
cash flow development
working capital needs
personal financial needs/position
suitable business structure
business registration
alternate forms of finance
accounts receivable management
insurance needs
business plans
tax issues
regulations, permits and licences
adequate funding structure

Agreed criteria may include:

net present values
capital budgeting
working capital management
budgeting
periodic reports
decision making authorities
strategic priorities
forecasted returns
business turnover
profitability and financial stability
costing, pricing and budgeting
asset management

Shortfalls in customer service may include:	response time accuracy of advice consideration of relevant factors presentation of advice maintenance of records
Appropriate authorities and sources may include:	ministers company officers and board of management program managers organisational procedures and policies statutory returns and guidelines chief executive officer
Standard financial analysis techniques may include:	cost-benefit analysis financial statement analysis including ratios cash flow analysis benchmarking
Significant taxation issues may include:	reporting and lodgement dates compliance advice Pay As You Go (PAYG) obligations Business Activity Statement (BAS) reporting requirements State tax obligations
Methods of presentation and formats may include:	tables graphics estimates and projections calculations explanatory notes
Risks and contingencies may include:	insurable risks debtor default operating costs business forecasts funding costs hedging arrangements

	opportunity costs
Risk management options may include:	insurance products internal control procedures
Rights and obligations may include:	legislative protection for consumers corporation law contract law employment law privacy law taxation legislation

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT501A.

This unit replaces FNSACCT501A.

FNSACCT503B Manage budgets and forecasts

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to prepare and manage budgets and forecasts.

This unit covers the competency to prepare and manage budgets and forecasts.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare and manage budgets and forecasts. The unit encompasses preparing budgets, forecasting estimates and documenting budgets and monitoring budgeted outcomes.

The unit has application to those job functions that have responsibility for managing budgets and forecasts such as accountants and chief financial officers.

This unit requires the application of skills and knowledge required to prepare and manage budgets and forecasts. The unit encompasses preparing budgets, forecasting estimates and documenting budgets and monitoring budgeted outcomes.

The unit has application to those job functions that have responsibility for managing budgets and forecasts such as accountants and chief financial officers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare budgets	<p>1.1 Cash, expenditure and revenue items are clearly defined and relevant to identified objectives of the budget</p> <p>1.2 Budget objectives are clear and consistent with organisational aims and projects</p> <p>1.3 Discussions and negotiations with stakeholders are conducted in a manner that promotes understanding, goodwill and ongoing cooperation</p> <p>1.4 Milestones and performance indicators are identified and included in budgets to monitor financial performance</p> <p>1.5 Annual budgets are broken down into seasonal periods in accordance with operating trends</p>
2 Forecast estimates	<p>2.1 Estimates of future cash flow, costs and revenues are realistic and attainable and supported by verifiable evidence and source documentation</p> <p>2.2 Relevant data for forecasts are identified and changes in circumstances anticipated</p> <p>2.3 Assumptions and parameters are established and reviewed for accuracy, relevance and compliance with organisational procedures and policies</p> <p>2.4 Financial risks are identified and protection strategies initiated in accordance with</p>

- organisational procedures and policies
- 3 Document budget
- 3.1 Data is presented in a format that is easily understood and appropriate to budget reporting
- 3.2 Reports are completed within timelines and distributed for specified periods and projects
- 3.3 Trends, issues and comparisons are identified and reported in a structured format to ensure transparency and validity of analysis
- 3.4 Data is presented in a format that is easily understood and appropriate to budget reporting
- Reports are completed within timelines and distributed for specified periods and projects
- Trends, issues and comparisons are identified and reported in a structured format to ensure transparency and validity of analysis
- Feasibility is identified by comparison of projections with market growth and development
- 4 Monitor budget outcomes
- 4.1 Budget variances are prepared in accordance with organisational procedures
- 4.2 Budget variances are analysed
- 4.3 Recommendations based on the analysis are made to client/designated person
- 4.4 Budget processes are reviewed and implemented as required

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of budgetary control

forecasting techniques

principles of double entry bookkeeping

principles of statistical analysis and measures of variance

organisational procedures and policies

principles and practices of accrual accounting

ethical considerations for budgetary forecasting and projections (eg strength of assumptions, forecast reliabilities)

principles of corporate governance

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

information technology use for the set up and analysis of spreadsheets

estimating, forecasting and analysis skills

reading and interpreting financial statements and reports

writing skills for reports and recommendations

numeracy for financial calculations and analysis

recording, gathering and classifying financial information

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

- ability to prepare budgets
- ability to forecast estimates
- ability to document budget
- ability to monitor budget outcomes
- knowledge of accounting principles and practices
- knowledge of organisational policies and procedures
- knowledge of organisational chart of accounts

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and

procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Expenditure and revenue items may include:

- revenue producing expenditures
- occasional expenditures
- discretionary expenditure
- client and supplier payments (eg sales and commissions)
- fees and charges
- capital expenditure
- community service obligation expenditure
- sales
- service fees
- other revenues

Budgets may include:

- sales budgets
- purchase budgets
- labour budgets
- production budgets
- manufacturing budgets
- statement of financial performance
- statement of financial position
- cash budgets

Budget objectives may include:

- annual planning
- rolling forecasts (next period, monthly, next year)
- strategic review (long term)
- debt reduction
- business expansion and growth
- cost reduction
- solvency

Stakeholders may include:

- employees

	clients
	managers and company officers (eg company directors and board of management)
	financial institutions
	suppliers
	ministers
	chief executive officers
Milestones and performance indicators may include:	reports (quarterly, half yearly, annual)
	compliance with scheduled payment dates
	profits and losses
	debt reduction targets
	unit costs
Verifiable evidence and source documentation may include:	order and supplier documentation
	invoices/receipts
	financial institution statements
	taxation and statutory returns
Data may include:	cash flow projections
	fixed costs
	variable business costs
	sales records and projections
Assumptions and parameters may include:	expenditure limits
	productivity levels
	cash and business returns
	market share growth
	competitors' behaviour
	regulatory stability

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT503A.

This unit replaces FNSACCT503A.

FNSACCT505B Establish and maintain accounting information systems

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to establish and maintain accounting information systems.
This unit covers the competency to establish and maintain accounting information systems.

Application of the Unit

This unit requires the application of skills and knowledge required to establish and maintain accounting information systems. The unit encompasses identifying record and system requirements, evaluation of alternative systems, acceptance testing systems, preparing system documentation, implementing reporting systems and records, monitoring reporting systems and reviewing reporting procedures.

The unit can be applied across the financial services sector and applies to those positions that are responsible for the selection of accounting information systems.

This unit requires the application of skills and knowledge required to establish and maintain accounting information systems. The unit encompasses identifying record and system requirements, evaluation of alternative systems, acceptance testing systems, preparing system documentation, implementing reporting systems and records, monitoring reporting systems and reviewing reporting procedures.

The unit can be applied across the financial services sector and applies to those positions that are responsible for the selection of accounting information systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify record and system requirements	<p>1.1 Comprehensive specifications are prepared based on requirements of potential users</p> <p>1.2 Conflicting requirements are identified and solutions are negotiated prior to and during development process</p> <p>1.3 Objectives are defined and specifications documented to establish the expected inputs, outputs and means of delivery</p> <p>1.4 System and record requirements are prioritised according to importance and urgency of user needs</p> <p>1.5 Security requirements to maintain system integrity are identified and incorporated into the system design</p> <p>1.6 Features of existing system (if any) and records are reviewed to establish their suitability and usability</p>

- 1.7 Recording processes are established according to accepted practice and in accordance with **legislation and codes of practice**
- 2 Evaluate alternative systems
 - 2.1 Features of various systems are compared and measured against user requirements to enable identification of alternative systems and solutions
 - 2.2 Cost-benefit analysis on alternative systems and solutions is carried out and subsequent recommendations are documented
- 3 Acceptance test system
 - 3.1 **System is tested** in an operational environment to ensure compliance with user requirements, system specifications and with relevant legislation or industry codes of practice
 - 3.2 Formal confirmation from all users is obtained on acceptability of new system/system changes against all criteria and **system specifications**
- 4 Prepare system documentation
 - 4.1 System documentation is prepared thoroughly and accurately using clear and simple language and in a clear format to enable system implementation and training
 - 4.2 Users are consulted to ensure clarity, accuracy, thoroughness and usability of system documentation
 - 4.3 System documentation is made easily accessible and is constantly reviewed and updated to ensure currency and accuracy
- 5 Implement reporting systems and records
 - 5.1 Implementation is carried out in accordance with specified guidelines and timelines
 - 5.2 Contingency plans are established to deal with potential delays or problems
 - 5.3 Effective training schedules and programs are established to support implementation
 - 5.4 All data is transferred from existing to new/modified system and records without error or loss
 - 5.5 Systems and records are updated regularly to identify ongoing benefits and threats to the

organisation

- 5.6 Files are maintained within **organisational and statutory requirements** and **discrepancies** identified and remedied
 - 5.7 Integrity of systems and records complies with organisational and statutory requirements
 - 5.8 **Transactions** are monitored to identify **taxation and other liabilities**
- 6 Monitor reporting systems
- 6.1 Transactions are analysed and accounted for completely and are correctly related to accounting period
 - 6.2 Processes for recording and classifying transactions are communicated and promoted to support internal verification of records
 - 6.3 Sources of input data and documentation are standardised in structured formats to minimise errors
 - 6.4 Back-ups are maintained in accessible location to safeguard data in accordance with organisational and audit requirements
- 7 Review reporting procedures
- 7.1 Sources of input data and documentation records are systematically checked for accuracy and reliability
 - 7.2 Reporting requirements are established and analysed regularly to identify variations and compliance with established processes for recording and classifying transactions
 - 7.3 Written reports, explanatory notes and financial results are maintained to support source documentation

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

common routines for recording and storing data

principles of internal control (including statutory reporting)

methods of data protection including back ups and security

principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)

financial legislation (eg taxable transactions, reporting requirements)

ethical considerations for the handling of financial reconstruction (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

research skills for tracing use of financial data

writing skills for report preparation of procedures

planning skills for evaluating routines for handling data

working with others to establish, maintain and review accounting information systems

interpersonal skills for problem solving

information technology use for the set up and analysis of spreadsheets

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational and statutory requirements

knowledge of organisational policies and procedures

knowledge of taxation and other liabilities

knowledge of relevant legislation and industry codes of practice

ability to identify record and systems requirements

ability to evaluate alternative systems

ability to acceptance test systems

ability to prepare systems documentation

ability to implement reporting systems and records

ability to monitor reporting systems

ability to review reporting procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit,

evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

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Systems and records may include:

- software packages
- user manuals
- proformas and other documents
- management information systems

Records may include:

- asset management accounts
- loan accounts
- expense accounts
- cash and trading accounts
- credit balances
- electronic formats (eg forms, spreadsheets)
- master files
- client histories

System testing may include:

running current system in parallel with new/modified system for defined periods of time

ensuring operational capability matches system specifications and user requirements

Company policy and guidelines may include:

accounts and records

auditing practices and procedures

client service

clerical and administrative systems

information technology

corporate governance

Legislation and industry codes of practice may include:

Australian Accounting Standards

Australian Auditing Standards

Taxation Law

Privacy Act

Corporations Law

Contracts Law

Trade Practices Law

Trust Law

Consumer Affairs Law

relevant industry codes of practice

Australian Institute of Company Directors policies

corporate governance

System specifications and features may include:

cost

compliance and reporting requirements

technical, functional and operational features

integration with existing/other systems, data and records

company policies and guidelines

applicable to large, medium or small organisations

Organisational and statutory requirements may include:

reporting requirements (eg financial reporting cycles)

financial analysis assessments (eg growth prospects against prior and current periods)

electronic forms

overdue accounts and debt recovery procedures

exception reports

Discrepancies may include:

expenditure report mismatches

incorrect payments

absence of audit trails

inappropriate authorisations

variances from budget and phasings

unreconciled cash flows and operating statements

incorrect report formats

Transactions may include:

purchases

payments

journal entries

receipting

financial adjustments (eg write-offs, revaluations)

Taxation and other liabilities may include:

State Government charges (eg Payroll Taxes)

Goods and Services Tax (GST)

Corporate Tax

Capital Gains Tax (CGT)

Fringe Benefits Tax (FBT)

superannuation requirements

wine equalisation tax

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT505A.

This unit replaces FNSACCT505A.

FNSACCT506B Implement and maintain internal control procedures

Modification History

Not applicable.

Unit Descriptor

This unit covers the implementation and maintenance of internal control procedures for corporate governance.

This unit covers the implementation and maintenance of internal control procedures for corporate governance.

Application of the Unit

This unit requires the application of skills and knowledge required to implement and maintain internal control procedures for corporate governance. The unit encompasses reviewing corporate governance requirements, implementing operating procedures and monitoring policy.

The unit has application across all sectors of the financial services sector.

This unit requires the application of skills and knowledge required to implement and maintain internal control procedures for corporate governance. The unit encompasses reviewing corporate governance requirements, implementing operating procedures and monitoring policy.

The unit has application across all sectors of the financial services sector.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Review corporate governance requirements	1.1 Corporate governance requirements are identified and analysed to determine application to operations
	1.2 Clarifications on application of corporate governance requirements are accessed from authoritative and recognised sources
	1.3 Internal control procedures are reviewed and developed reflecting the application of corporate governance requirements to internal operations
2 Implement operating procedures	2.1 Financial delegations and accountabilities are maintained and reviewed to ensure consistency and compliance with internal control procedures
	2.2 Required reports are produced, reviewed and distributed within agreed timelines
	2.3 Timetables for the implementation of corporate governance requirements are developed in consultation with stakeholders
	2.4 Internal control procedures are detailed and documented in standardised formats to promote consistency of use

- 3 Monitor policy
 - 3.1 Applications of corporate governance requirements are developed from published sources or recognised practices
 - 3.2 **Performance indicators** are developed and reported on to evaluate compliance with internal control procedures
 - 3.3 Variations in adoption of corporate governance requirements in operations are identified and evaluated to determine causes
 - 3.4 Modifications to procedures are developed and implemented to facilitate compliance with internal control

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

financial legislation (eg taxable transactions, reporting requirements)
methods of work practices and routines
principles of internal control and auditing
organisational guidelines and procedures
ethical considerations for management and handling of files and records (eg confidentiality)

Skills requirements include:

writing skills for preparation of reports and documenting procedures
setting up and maintaining records and files
research skills for assessing application of corporate governance requirements
consulting staff on internal control procedures
administrative procedures for timetabling and scheduling
interpretation of legislation
information technology skills for set up and use of spreadsheets

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of corporate governance requirements

knowledge of organisational financial delegations and accountabilities

ability to review corporate governance requirements

ability to implement operating procedures

ability to monitor policy

knowledge of relevant financial legislation

knowledge of organisational policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and

procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Corporate governance requirements may include:

- reporting periods
- taxation payment timings
- delegated authorities
- legislation (eg corporation's and tax law)
- common law

Authoritative and recognised sources may include:

- Australian Securities and Investments Commission (ASIC)
- Australian Tax Office (ATO)
- professional associations
- financial information systems
- personnel information systems
- asset registers
- laws and regulations
- pronouncements
- ethical considerations

Internal control procedures may include:	identification, measurement and recording of income, assets, expenditure, liabilities and equity safeguarding and insurance of assets decision making authorities accuracy in valuations adequate disclosure in financial reporting risk management strategies electronic commerce security
Financial delegations and accountabilities may include:	loan and lending approvals expenditure and investment approvals sign off authorities employment delegations corporate governance requirements
Required reports may include:	balance sheets operating statements cash flow statements capital statements internal management reports transaction and auditable trails
Stakeholders may include:	employees clients managers and company officers (eg company directors and board of management) financial institutions suppliers
Performance indicators may include:	reporting deadlines (monthly, quarterly, half yearly, annual) accuracy in costings profits and losses auditable trails use of formats recurrence of errors

solvency

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT506A.

This unit replaces FNSACCT506A.

FNSACCT507B Provide management accounting information

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to calculate and record the costs of products and services.
This unit covers the competency to calculate and record the costs of products and services.

Application of the Unit

This unit requires the application of skills and knowledge required to provide management accounting information. The unit encompasses gathering and recording operating and cost data, analysing data, preparing budgeted reports and reviewing costing systems integrity.
This unit requires the application of skills and knowledge required to provide management accounting information. The unit encompasses gathering and recording operating and cost data, analysing data, preparing budgeted reports and reviewing costing systems integrity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.
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Elements and Performance Criteria Pre-Content

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Gather and record operating and cost data	1.1 Systems to generate data are established
	1.2 Data is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies and procedures
2 Analyse data	2.1 Costs are assigned to specified products, services and organisational units
	2.2 Data is reconciled to ensure calculations are accurate and comply with organisational procedures
	2.3 Interpretation of revenues and costs is supported by valid analysis and is consistent with the organisation's business performance objectives
3 Prepare budgeted reports	3.1 Cost information advice is sought from all sections of the organisation when formulating budgets
	3.2 Structure and format of budgets and reports are clear and conform to management information requirements
	3.3 Variances against budget are identified and prioritised for review and decision making
	3.4 Reports are error free, comprehensive and comply with management requirements and organisational practices

- 4 Review costing system integrity
 - 4.1 The variance between actual and applied overheads costs is analysed
 - 4.2 Variance analysis is used to review the effectiveness of the cost assignment process

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of costing

organisational operating procedures

common routines for recording and storing data

principles of costing system integrity

methods of data protection including back ups and security

principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)

ethical considerations for the handling of financial reconstruction (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

information technology use for the set up and analysis of spreadsheets

estimating, forecasting and analysis skills

reading, interpreting financial statements and reports

writing skills for reports and recommendations

numeracy for financial calculations and analysis

recording, gathering and classifying financial information

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of management information requirements

ability to gather and record operating and cost data

ability to analyse data

ability to prepare budgeted reports

ability to review costing systems integrity

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Data may include:	inventory, materials and finished product records consumables records records of purchases and associated costs sales information labour utilisation records materials used payroll records manufacturing and general overhead costs service charge out rates
Costs assignments may include:	direct and indirect costs fixed and variable costs labour, materials and overheads manufacturing costs service costs
Budgets may include:	production budgets materials purchases materials usage labour usage manufacturing overhead costing budgets relationship with master budgets
Management information requirements may include:	costs of products and services and business units causes of and reasons for variances
Reports may include:	manufacturing statements variance analysis reports

job and service profitability reports
cost volume profit report
manufacturing statements
job cost records
spreadsheets
service cost analysis
performance reports

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT507A.
This unit replaces FNSACCT507A.

Modification History

Not Available

INTRODUCTION

Unit Descriptor	This unit covers the competency to analyse taxation related data and prepare complex taxation returns and lodgements. This unit replaces FNBACC07B.
Prerequisite Unit(s)	FNSACCT502A Prepare income tax returns
Application of the Unit	This unit requires the application of skills and knowledge required to prepare complex tax returns and lodgements. The unit encompasses identifying taxation requirements for complex lodgements and returns, gathering and analysing taxation related data, processing data and preparing taxation returns and lodgements, and reviewing taxation lodgement compliance. The unit applies to those positions that are responsible for preparing complex tax returns such as accountants and tax specialists.
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Identify taxation requirements for complex lodgements and returns	1.1 Organisational structure of the taxation entity is identified 1.2 Taxation parameters of the organisation are determined 1.3 Lodgement schedule requirements are established
2. Gather and analyse taxation related data	2.1 Accounting reports relevant to taxation requirements are identified and collected 2.2 Accounting information is analysed to determine relevant taxation elements
3. Process data and prepare tax returns and lodgements	3.1 Data is processed to comply with the relevant taxation format 3.2 Returns and lodgements are prepared in accordance with Australian Taxation Office (ATO) requirements

4. Review taxation lodgement compliance
- 4.1 Lodgements and returns are submitted for authorisation by an approved person within the stated deadlines
 - 4.2 Taxation preparation procedures are reviewed to determine their efficiency and effectiveness
 - 4.3 Recommendations arising from the review are made to enable more efficient organisational structures and procedures for taxation purposes
 - 4.4 Tax office enquiries and taxation audit requirements are met

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements include:

- NOTE: As stipulated by the Tax Agents Registration Board, the taxation knowledge components only of this accounting unit of competency must be tested through written examination. All other components can be assessed as advised in the Assessment Guidelines section of this Training Package.
- income tax legislation
- State and Federal Government taxes and charges
- options, methods and practices for deductions, benefits and depreciation
- ethical considerations for the handling of returns (eg conflict of interests, confidentiality, disclosure requirements)
- financial legislation (eg taxable transactions, reporting requirements)
- range of acceptable practices required to obtain deductions under relevant tax legislation (eg Capital Gains Tax (CGT), income tax)
- principles of internal control (including statutory requirements)
- principles of valuation and common methods of depreciation
- detailed knowledge of formats required for submission of statutory returns
- methods and principles of accrual accounting

Skills requirements include:

- prepare non-complex tax returns
- analyse accounting information

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Organisational structures may include:

- partnerships
- companies
- trusts
- non-complex superannuation funds

Taxation parameters may include:

- lodgement schedules
- cash or non-cash accounting
- tables, calculations and schedules
- tax rates

Lodgement schedules may include:

- withholdings
- instalments
- Goods and Services Tax (GST)
- Fringe Benefits Tax (FBT)
- wine equalisation tax
- luxury car tax
- payroll tax

Accounting reports relevant to taxation requirements may include:

- depreciation schedules
- payroll
- financial expenses
- capital expenditure
- statement of financial performance
- statement of financial position
- cash flow statements

Returns and lodgements may include:

- Business Activity Statement

(BAS)

- annual returns
- payroll tax
- FBT

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

Overview of assessment requirements	<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none">• knowledge of ATO requirements• knowledge of organisational structures• ability to identify taxation requirements for complex lodgements and returns• ability to gather and analyse taxation related data• ability to process data and prepare tax returns and lodgements• ability to review taxation lodgement compliance
Evidence required for demonstration of consistent performance:	<ul style="list-style-type: none">• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.
Delivery/assessment relationship to other units:	<ul style="list-style-type: none">• Prerequisite units:• FNSACCT502A Prepare income tax returns.
Method of assessment:	<ul style="list-style-type: none">• For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	<ul style="list-style-type: none">• Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.• Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other

appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

- Assessment of this unit of competence requires access to suitable resources to demonstrate competence.
- Assessment instruments, including personal planner and assessment record book.
- Access to registered provider of assessment services.

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Performance Level 1 - at this level, the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level, the candidate is required to manage tasks. Performance

Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Level	Example of Application
Communicating ideas and information	3	Obtaining authorisation from the approved person before the return is lodged will require the communication of ideas and information.
Collecting analysing and organising information	3	Organisational accounting information is collected and analysed according to ATO requirements.
Planning and organising activities	3	Taxation lodgements and returns are planned and lodged according to ATO requirements.
Working with others and in teams	3	Teamwork is required to obtain the necessary authorisation from the approval person.
Using mathematical ideas and techniques	3	Mathematical ideas and techniques will be applied when preparing returns and lodgements.
Solving problems	3	Problem solving skills will be applied when accounting information is reviewed/analysed to determine relevant taxation requirements.
Using technology	3	Technology can be applied through the application of computers, organisational accounting software systems, taxation lodgement devices and telecommunication devices.

FNSACCT602B Audit and report on financial systems and records

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to supervise an audit of financial systems and prepare the appropriate reports.

This unit covers the competency to supervise an audit of financial systems and prepare the appropriate reports.

Application of the Unit

This unit requires the application of skills and knowledge requires to audit and report of financial systems and records. The unit encompasses assessing options, identifying information sources, determining audit strategies, scheduling resources and timelines and monitoring progress, reviewing data, verifying statements and determining reporting formats. The auditing and reporting of financial systems and records can be applied to all sections of the financial services industry.

This unit requires the application of skills and knowledge requires to audit and report of financial systems and records. The unit encompasses assessing options, identifying information sources, determining audit strategies, scheduling resources and timelines and monitoring progress, reviewing data, verifying statements and determining reporting formats. The auditing and reporting of financial systems and records can be applied to all sections of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess options	1.1 Statutory requirements are identified from assessment of terms of reference and client objectives and obligations
	1.2 Client activities and procedures are reviewed and analysed to establish familiarity with systems and guide the selection of appropriate audit methodologies
	1.3 Audit methodologies are developed to identify significant features of the audit and establish criteria for conducting the audit in accordance with professional auditing standards
2 Identify information sources	2.1 Audit data sources are identified from evaluation of organisation's information systems
	2.2 Audit lines of inquiry are created to support audit objectives and reduce audit risk to an acceptable level

- 3 Determine audit strategies
 - 3.1 Knowledge of the client is established from the economy, the industry and the client's business
 - 3.2 Client's inherent risk is assessed through value chain risk analysis
 - 3.3 **Internal control procedures** are identified through discussion with the client and **established professional standards**
 - 3.4 Audit methodologies use established sampling and selection techniques in a manner consistent with the internal control procedures and substantive testing
- 4 Schedule resources and timelines and monitor progress
 - 4.1 Timeframes are established and personnel allocated to functions and tasks based on audit lines of inquiry
 - 4.2 Resource use is reviewed regularly and intermittent reports developed and monitored
 - 4.3 Resource allocations and timeframes are adjusted through discussion and agreement with the client and in accordance with professional accounting standards
 - 4.4 Resourcing needs and the allocation of personnel, time and equipment are assessed and identified within the scope of the audit methodology
- 5 Review data
 - 5.1 Significant strengths and weaknesses are identified in the controls and ranked in accordance to audit objectives
 - 5.2 Evidence on systems and controls under review is obtained and evaluated using established **testing procedures** and in accordance with criteria identified in audit methodology
 - 5.3 Management assertions are tested to achieve audit objectives
- 6 Verify statements
 - 6.1 Sufficient appropriate audit evidence has been gathered as a basis for an opinion
 - 6.2 Financial statements are verified as materially misstated or not

- 7 Determine reporting formats
- 7.1 Operational functions, services and **systems** are identified and documented in accordance with standard formats
 - 7.2 Format is consistent with documentation requirements of the auditor and professional auditing standards
 - 7.3 Audit opinions, including recommendations, are formulated and provided to the client in an established and acceptable format

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

testing procedures and methods of inquiry

principles of internal control (including statutory requirements)

current financial legislation (eg taxable transactions, reporting requirements)

duties and responsibilities of auditors

principles of auditing

current knowledge of relevant professional accounting standards

ethical considerations for management and handling of files and records (eg confidentiality, disclosure)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

report writing and preparation

capacity to maintain confidences and operate with discretion

diagnostic skills for identifying problems and solutions

interpretation of legislation

recording, gathering and consolidating financial information

use computers, organisational accounting software systems, spreadsheet software systems and telecommunication devices

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures

knowledge of relevant professional standards

knowledge of internal control procedures

ability to access options

ability to identify information sources

ability to determine audit strategies

ability to schedule resources and timelines and monitor progress

ability to review data

ability to verify statements

ability to determine reporting formats

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:

FNSACCT506B Implement and maintain internal control procedures.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and

procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Statutory requirements may include:	reporting periods taxation payment timings delegated authorities internal control procedures taxable transactions
Client objectives may include:	reduction in tax liabilities financial consolidation compliance adherence asset development administrative efficiency
Audit methodologies may include:	gathering and evaluating data compliance and substantive testing interpretation of compliance with statutory requirements application of criteria from recognised authorities examination of processes and procedures of internal control analysis of documentation assessment of commercial viability valuation of assets
Data sources may include:	budgets and forecasts financial statements and reports market valuations Australian Bureau of Statistics (ABS) economic data financial markets monitoring services (eg Reuters) credit ratings

	cash flow
Audit lines of inquiry may include:	evaluation of achievement of accounting system objectives assessment of objectives of internal control accounting staff management specialist and expert advice company officers operation and strategic plans
Internal control procedures may include:	identification, measurement and recording of income, assets, expenditure, liabilities and equity safeguarding and insurance of assets decision making authorities accuracy in valuations transparency in financial reporting risk management strategies
Established professional standards may include:	Australian Accounting Standards Board (AASB) Australian Accounting Standards Australian Auditing Standards Auditing Guidance Statements ethical requirements Superannuation Industry (Supervision) (SIS) Act 1993
Testing procedures may include:	interviews with personnel concerning the performance of duties observation of personnel inspection of documentation for evidence of control procedures reconstruction of accounting routines achievement of debt repayment schedules submission of statutory returns
Systems may include:	financial information systems

personal information systems
recording and filing systems
communication and distribution systems
data bases
decision making authorities

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT602A.

This unit replaces FNSACCT602A.

FNSACCT603B Implement tax plans and evaluate tax compliance

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to implement tax plans and evaluate tax compliance.
This unit covers the competency to implement tax plans and evaluate tax compliance.

Application of the Unit

This unit requires the application of skills and knowledge required to implement tax plans and to evaluate organisations taxation compliance. The unit encompasses assessing taxation liabilities, optimising tax position, establishing processes and plans, evaluating tax policies and reviewing taxation compliance.

The unit can be applied across the financial services sector, and is appropriate for a person with suitable qualifications and experience such as an accountant and taxation specialist that is responsible for implementing tax plans and evaluating compliance with taxation requirements.

This unit requires the application of skills and knowledge required to implement tax plans and to evaluate organisations taxation compliance. The unit encompasses assessing taxation liabilities, optimising tax position, establishing processes and plans, evaluating tax policies and reviewing taxation compliance.

The unit can be applied across the financial services sector, and is appropriate for a person with suitable qualifications and experience such as an accountant and taxation specialist that is responsible for implementing tax plans and evaluating compliance with taxation requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess tax liabilities	1.1 Organisational and operational tax liabilities are identified by analysis of external and internal taxable transactions
	1.2 History and trends in obligations arising from organisational transactions are quantified using standard accounting techniques
	1.3 Data from transactions are analysed to resolve ambiguities and determine the nature of taxation options
	1.4 Effects of taxes are analysed and scheduled by assessing methods of determination, tax bases and timing of incidence
2 Optimise tax positions	2.1 Implications of obligations on operations and structures are assessed to develop a range of treatments and responses
	2.2 Financial management strategies are developed to ensure the alignment of cash flow with incidence

- and schedules of tax payments
- 2.3 Trends in tax liabilities are analysed and monitored to develop a history of obligations and compliance
- 3 Establish processes and plans
- 3.1 Management plans and **record keeping systems** are developed to implement financial management strategies and ensure the maintenance of an audit trail
- 3.2 **Management processes** are documented to ensure they promote standard application of compliance requirements
- 3.3 Taxation liabilities are derived from income and expenditure estimates using standard accounting techniques
- 3.4 Budgets are prepared in accordance with estimates and reviewed to ensure ongoing relevance of liability estimates
- 4 Evaluate tax policies
- 4.1 **Variiances** between liabilities and taxation plans are analysed to identify errors in tax strategies
- 4.2 Performance of tax liabilities in similar or related organisations and operations are monitored and evaluated to measure tax effectiveness and prepare benchmarks and standards
- 4.3 Data is reviewed for accuracy, completeness and reliability of **assumptions** in liability projections
- 5 Review tax compliance
- 5.1 The achievement of performance indicators is assessed and reviewed against key result areas
- 5.2 Taxation preparation processes are monitored and reviewed in line with professional taxation and accounting standards requirements
- 5.3 Failures in compliance are analysed to diagnose shortcomings and to remedy processes in line with taxation authorities' requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

NOTE: As stipulated by the Tax Agents Registration Board, the taxation knowledge components only of this accounting unit of competency must be tested through written examination. All other components can be assessed as advised in the Assessment Guidelines section of this package.

current financial legislation (eg taxable transactions, reporting requirements)

range of acceptable practices required to obtain deductions under relevant tax legislation (eg Capital Gains Tax (CGT), income tax)

principles of internal control (including statutory requirements)

principles of valuation and common methods of depreciation

detailed knowledge of formats required for submission of statutory returns

methods and principles of accrual accounting

ethical considerations for preparation of returns (eg disclosure)

Skills requirements include:

forecasting techniques

interpersonal skills and communication skills (eg liaising, listening, consulting)

report writing and preparation

numeracy skills for calculation of revenues and payments

research skills to identify valuations and applicable professional standards

capacity to troubleshoot information technology systems

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

- knowledge of standard accounting techniques
- knowledge of organisational policies and procedures
- ability to assess tax liabilities
- ability to optimise tax position
- ability to establish processes and plans
- ability to evaluate tax policies
- ability to review tax compliance

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:
FNSACCT502B Prepare income tax returns.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in

this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Tax liabilities may include:

- State Government charges (eg payroll taxes)
- income tax (including corporate tax and Capital Gains Tax)
- Fringe Benefits Tax (FBT)
- superannuation requirements
- instalments
- withholdings
- luxury car tax
- wine equalisation tax

Taxable transactions may include:

- income
- purchases
- payments
- capital gains
- superannuation payments
- financial adjustments (eg write-offs, revaluations)
- allowable deductions

Obligations may include:

- lodgement dates
- supporting documentation
- explanatory statements
- repayment schedules

Standard accounting techniques may include:

- discounted cash flows
- deprival asset valuations
- rates of return
- pay back periods
- impact statements
- pro-rata and percentage apportionment
- direct allocation

	forecasting techniques
Data may include:	budgets and forecasts
	financial statements and reports
	market valuations
	Australian Bureau of Statistics (ABS) economic data
	financial markets monitoring services (eg Reuters)
	credit ratings
	revenue and sales
Methods of determination may include:	income assessment
	forecasted income
	superannuation contributions
	fringe benefits assessments
	sales receipts
	investment income
Tax bases may include:	employees
	revenue gathering practices
	superannuation
	salaries
Financial management strategies may include:	cost recoveries
	budget absorption
	purchases
	adjustment of borrowings
	asset liquidation
	long term investments
Record keeping systems may include:	invoices
	purchase orders
	requisitions
	receipts
	periodic updates (eg daily, transaction based, monthly)
	centralised and decentralised recording

	classification by account type
	classification by account performance
	recording authorities
Management processes may include:	decision making authorities
	expenditure authorities
	signature approvals
	program responsibilities
	lending approvals
Variations may include:	budget expenditures
	profits and losses
	rate of investment returns
	unit costs
Assumptions may include:	expenditure limits
	productivity levels
	cash and business returns
	market share growth
	competitors' behaviour
	regulatory stability

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT603A.

This unit replaces FNSACCT603A.

FNSACCT604B Monitor corporate governance activities

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to develop and implement processes and procedures for meeting corporate governance obligations.

This unit covers the competency to develop and implement processes and procedures for meeting corporate governance obligations.

Application of the Unit

This unit requires the application of skills and knowledge required to monitor corporate governance activities within an organisation. The unit encompasses researching corporate governance reporting trends, determining processes for corporate governance adherence, examining corporate governance standards and practices and reviewing corporate governance compliance.

This unit requires the application of skills and knowledge required to monitor corporate governance activities within an organisation. The unit encompasses researching corporate governance reporting trends, determining processes for corporate governance adherence, examining corporate governance standards and practices and reviewing corporate governance compliance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Research corporate governance reporting trends	1.1 Organisational practices are analysed to identify corporate governance obligations and performance
	1.2 Queries from statutory and other regulatory authorities for corporate governance failure are examined to assess the change effects on internal control procedures
	1.3 Content and structure of reports, returns and processes for review are assessed to evaluate policies being followed by the organisation
2 Determine processes for corporate governance adherence	2.1 Internal control procedures are analysed and monitored to determine performance indicators for compliance with corporate governance requirements
	2.2 Information technology systems are evaluated to determine their use and suitability for recording data from operations and transactions for corporate governance obligations
	2.3 Management processes to support corporate governance are established
	2.4 Reporting plans are established to ensure completion of compliance requirements within scheduled timeframes

- | | | | |
|---|--|-----|--|
| 3 | Examine corporate governance standards and practices | 3.1 | Application of, and adherence to, professional and legal accounting standards are monitored to identify emerging trends and interpretations of statutory and other regulatory requirements |
| | | 3.2 | Audit reports and practices are researched to assess methodologies and recommendations |
| 4 | Review corporate governance compliance | 4.1 | The achievement of performance indicators is assessed and reviewed against key result areas |
| | | 4.2 | Compliance preparation processes are monitored and reviewed in line with corporate governance requirements |
| | | 4.3 | Failures in compliance are analysed to diagnose shortcomings and to remedy processes in line with corporate governance requirements |

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of internal control (including statutory requirements)

principles of valuation and common methods of depreciation

detailed current knowledge of formats required for submission of statutory returns

forms and functions of employee records

current financial legislation (eg taxable transactions, reporting requirements)

ethical considerations for compliance

Skills requirements include:

planning skills for timetabling and scheduling reports and lodgements

recording, gathering and consolidating financial information

researching and identifying applicable accounting standards and decisions

interpersonal skills and communication skills (eg liaising, listening, consulting)

report writing and preparation

numeracy skills for calculation of data

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of statutory and regulatory authorities

knowledge of professional accounting standards

knowledge of organisational policies and procedures

ability to research corporate governance reporting trends

ability to determine processes for corporate governance adherence

ability to examine corporate governance standards and practices

ability to review corporate governance compliance

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and

procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Obligations may include:

- lodgement dates
- supporting documentation
- explanatory statements
- repayment schedules
- directors' duties, rights and responsibilities
- Australian Securities and Investments Commission (ASIC)
- regulatory influence of the Corporations Act

Internal control procedures may include:

- identification, measurement and recording of income, assets, expenditure, liabilities and equity
- safeguarding and insurance of assets
- decision making authorities
- accuracy in valuations
- transparency in financial reporting
- risk management strategies

Policies may include:

- expenditure authorities
- submission dates
- expenditure limits
- decision making authorities
- documenting and receipting requirements
- eligible expenditures
- financial analysis techniques

Information technology systems may include:

- databases
- spreadsheet software
- local area networks
- internet
- electronic master files

Management processes may include:	internal reporting sign-off authorities program responsibilities lending approvals
Professional accounting standards may include:	Australian Accounting Standards Board (AASB) Australian Accounting Standards ethical requirements
Statutory and other regulatory authorities may include:	ASIC professional associations Australian Consumer and Competition Commission (ACCC) Australian Institute of Company Directors Australian Accounting Standards Board (AASB) Australian Stock Exchange (ASX)
Performance indicators may include:	reports (quarterly, half yearly, annual) compliance with scheduled payment dates profits and losses debt reduction targets unqualified audits
Key result areas may include:	accuracy of data consistency of application of procedures compliance with statutory requirements completion of documentation continuity of records administrative efficiency

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT604A.

This unit replaces FNSACCT604A.

FNSACCT605B Implement organisational improvement programs

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to analyse and promote organisational improvements in resources management.

This unit covers the competency to analyse and promote organisational improvements in resources management.

Application of the Unit

This unit requires the application of skills and knowledge required to implement organisational improvement programs. The unit encompasses reviewing current improvement programs, contributing to strategic development, developing options for improvement and establishing systems to support changes.

The unit has application across all sectors of the financial services sectors and can be applicable to those job positions such as quality assurance officers and project managers.

This unit requires the application of skills and knowledge required to implement organisational improvement programs. The unit encompasses reviewing current improvement programs, contributing to strategic development, developing options for improvement and establishing systems to support changes.

The unit has application across all sectors of the financial services sectors and can be applicable to those job positions such as quality assurance officers and project managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Review programs	<p>1.1 Program costs and estimates are compared with budget allocations and financial projections</p> <p>1.2 Impact of revenue, cost and operational changes on program together with project completion costs plus program objectives are analysed and estimated using standard financial analysis and resource management techniques</p> <p>1.3 Program outcomes and performance are evaluated against objectives to identify variations, contingencies, and scope for review and development</p> <p>1.4 Financing options, including costs and timeframes and expected returns are assessed against program goals and objectives</p>

- 2 Contribute to strategic development
 - 2.1 **Long term financial objectives** and resource management objectives are developed to support organisational goals and aims
 - 2.2 Trends and **environmental factors** are identified through consultation and using **standard financial analysis** and resource management techniques
 - 2.3 Realistic assessments are made of financial and resource management implications of external influencing factors on future objectives and present position
 - 2.4 **Organisational strengths and weaknesses** are evaluated against external relationships and environmental factors
- 3 Develop options for improvement
 - 3.1 Causes of **variations in projected organisational outcomes** are identified and appropriate contingency plans are developed and implemented to minimise losses
 - 3.2 Organisational plans are regularly reviewed to encompass changes to operational environment and assess factors influencing achievement of objectives
 - 3.3 **Improvement options** are identified and evaluated against organisational weaknesses
- 4 Establish systems to support change
 - 4.1 Strategic reviews monitor program allocations including analysis of resource management needs, information technology needs and **management processes**
 - 4.2 **Expenditure and revenue items** are monitored to ensure compliance with budget and variations identified
 - 4.3 Aims and goals of identified changes are communicated systematically to staff and personnel using **recognised communication processes and techniques**
 - 4.4 Information on changes is readily available and procedures and guidelines are developed to promote absorption of changes into organisational practices

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of cost-benefit analysis
principles of internal control (including statutory requirements)
principles of resource management
knowledge of recording and information management systems
knowledge of planning techniques (eg SWOT analysis techniques)
financial legislation (eg taxable transactions, reporting requirements)
sound knowledge of financing options
ethical considerations for compliance

Skills requirements include:

recording, gathering and consolidating financial and resource information
planning skills for scheduling and timetabling implementation
capacity to maintain confidences and operate with discretion
interpersonal skills and communication skills (eg liaising, listening, consulting)
report writing and preparation
numeracy skills for calculation of data

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of standard financial analysis management techniques

ability to review programs

ability to contribute to strategic development

ability to develop options for improvement

ability to establish systems to support change

knowledge of organisational policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and

other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Financial projections may include:	forecasts (eg annual, quarterly) sales and revenues tax liabilities employee costs profits and losses rates of returns
Resource management techniques may include:	process analysis activity analysis material resource planning and programming scenario planning business process re-engineering benchmarking value added management
Long term financial objectives may include:	debt retirement self financing downsizing expansion unit cost reduction sales targets
Environmental factors may include:	inflation competitors' behaviour market share consumer demand skills shortages technology trends
Standard financial analysis techniques may include:	cost-benefit analysis 'what if' analysis

	time series
	bivariate and multivariate analysis
Organisational strengths and weaknesses may include:	recording systems
	work practices
	attitudes to risk
	market profile
	decision making authorities
	skills profiles
	debt to equity ratio
Variations in projected organisational outcomes may include:	budget expenditures
	profits and losses
	rate of investment returns
	unit costs
	sales and revenues
	throughput times
	response times
	quality measures
Improvement options may include:	technical change
	organisational change
	process redesign
	total quality management
	debt rescheduling
	cash flow monitoring
	recruitment
	cost-benefit analysis
	external advice
Management processes may include:	internal reporting
	sign-off authorities
	program responsibilities
	lending approvals
Expenditure and revenue items may include:	revenue producing expenditures
	discretionary expenditures

'stay in business' expenditure

supplier payments

sales

commissions

fees

Recognised communication processes and techniques may include:

staff meetings

newsletters

memos

documented procedures and staff manuals

workshops

task forces

cross functional teams

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT605A.

This unit replaces FNSACCT605A.

FNSACCT606B Conduct internal audit

Modification History

Not applicable.

Unit Descriptor

This unit covers the evaluation of information systems and assessment of an organisations risks as part of an internal audit process.

This unit covers the evaluation of information systems and assessment of an organisations risks as part of an internal audit process.

Application of the Unit

This unit requires the application of skills and knowledge required to conduct an internal audit. The unit encompasses evaluating information systems, developing implementation plans, reviewing resources and monitoring plans.

The unit can be applied across a variety of financial services sectors and has application to those job functions that have responsibility to conduct internal audits such as accountants and quality assurance managers.

This unit requires the application of skills and knowledge required to conduct an internal audit. The unit encompasses evaluating information systems, developing implementation plans, reviewing resources and monitoring plans.

The unit can be applied across a variety of financial services sectors and has application to those job functions that have responsibility to conduct internal audits such as accountants and quality assurance managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Evaluate information systems	<p>1.1 System specifications are evaluated against user requirements and feedback to identify redundancies and constraints, and capacities of information technology</p> <p>1.2 Hardware and software needs are identified from assessment of available products and services</p> <p>1.3 Possible uses and handling of accounting data are evaluated in consultation with users to determine security requirements</p> <p>1.4 Organisational procedures and policies are analysed to evaluate scope of strategies for risk management, internal control of expenditure and compliance with statutory requirements</p> <p>1.5 Enquiries regarding use of systems are monitored and recorded to ensure ongoing evaluation</p>

- 2 Develop implementation plans
 - 2.1 Principles, procedures and processes arising from internal control systems are examined to determine implementation issues relevant to organisational processes
 - 2.2 **Strengths and weaknesses of organisational processes**, including present and future capacities, are analysed and incorporated in the implementation plan
 - 2.3 **Implementation** is designed to cover outcomes, resource use, costs and the achievement and maintenance of **professional accounting standards**
 - 2.4 Schedules are realistic and feasible in the context of the organisation's **short and long term objectives**
- 3 Review resource use
 - 3.1 **Sources of data input** are monitored to identify influences and variations in returns and costs
 - 3.2 Estimates of stock levels are monitored and reviewed to ensure appropriate stocking and ordering of materials and inventory items
 - 3.3 Records of resource use are compared with unit cost estimates to evaluate projected costs
 - 3.4 Factors influencing resource use in the future are analysed to assess impact on operations and objectives
- 4 Monitor plans
 - 4.1 Implementation is adjusted to take account of emerging external influences and the establishment of alternative targets
 - 4.2 Costs of plans are monitored and controlled by evaluating net benefits to operations from the allocation of resources
 - 4.3 Internal control systems are adjusted to ensure the maintenance and achievement of accounting standards

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of internal control (including statutory requirements)

wide knowledge of recording and information management systems and software applicable to financial recording

financial legislation (eg taxable transactions, reporting requirements)

ethical considerations for records and file management (eg confidentiality)

Skills requirements include:

research skills for tracing use of financial data

planning skills for evaluating routines for handling data

capacity to troubleshoot information technology systems

timetabling skills for overseeing the introduction of new systems and processes

capacity to identify repeating errors and diagnose problems in financial recording

writing skills for reporting and documenting procedures

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of internal control systems

knowledge of organisational policies and procedures

knowledge of professional accounting standards

ability to identify strengths and weakness within organisational policies and procedures

ability to evaluate information systems

ability to develop implementation plans

ability to review resources

ability to monitor plans

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:

FNSACCT506B Implement and maintain internal control procedures.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and

other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

System specifications may include:

- logical data models (eg data base design)
- software (upgrades and legacies)
- changing needs
- client compatibilities
- financial analysis functions
- processing capacities (eg system size, speed)
- networking capacities

Security requirements may include:

- limited personnel access
- passwords
- encrypted data
- read only files requirements
- virus scanning
- data storage requirements

Risk management strategies may include:

- quantification of risks
- periodic reporting
- decision making authorities
- policy statements
- forecasting
- comparative analysis

Internal control systems and procedures may include:

- identification, measurement and recording of income, assets, expenditure, liabilities and equity
- safeguarding and insurance of assets
- decision making authorities
- accuracy in valuations
- transparency in financial reporting
- risk management strategies
- compliance testing

Strengths and weakness of organisational processes may include:

computer literacy (eg skills profiles)
compliance with internal procedures
documented procedures

recording systems
work practices
attitudes to change
decision making authorities

Implementation may include:	testing feedback consultation staged introduction evaluation documentation and guidelines budgeting
Professional accounting standards may include:	Australian Accounting Standards Board (AASB) Australian Accounting Standards Australian Auditing Standards Auditing Guidance Statements ethical requirements Superannuation Industry (Supervision) (SIS) Act 1993
Short and long term objectives may include:	budgetary targets (eg quarterly, half yearly, annual) sales and revenues targets monthly cash flows investment realisations client development profit growth
Sources of input data and documentation may include:	invoices purchase orders requisitions receipts system reports

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT606A.

This unit replaces FNSACCT606A.

FNSACCT607B Evaluate business performance

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to determine the performance of an organisations business operations.

This unit covers the competency to determine the performance of an organisations business operations.

Application of the Unit

This unit requires the application of skills and knowledge required to evaluate business performance using standard accounting techniques. The unit encompasses analysing trends in performance, developing performance indicators and identifying options for improvement.

The unit has application across all sectors of the financial services sectors and could be used by business analysts, accountants and project managers.

This unit requires the application of skills and knowledge required to evaluate business performance using standard accounting techniques. The unit encompasses analysing trends in performance, developing performance indicators and identifying options for improvement.

The unit has application across all sectors of the financial services sectors and could be used by business analysts, accountants and project managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

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Elements and Performance Criteria Pre-Content

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Analyse trends in performance	<p>1.1 Data relating to program and organisational performance is gathered and analysed using standard accounting techniques to identify past, current and future performance</p> <p>1.2 Variations from targets and divergences from trends are researched and evaluated to determine margins of errors and/or repeating patterns</p> <p>1.3 Trends in performance are assessed in terms of organisational short and long term objectives</p>
2 Develop performance indicators	<p>2.1 Performance indicators are developed that link organisational processes, resource uses and organisational objectives to environmental factors</p> <p>2.2 Performance indicators are developed using processes that are planned, inclusive and realistic within available timeframes and resources</p> <p>2.3 Components of performance indicators are regularly reviewed for relevance against performance trends and organisational capacities</p>
3 Identify options for improvement	<p>3.1 Factors inhibiting performance are identified, minimised or eliminated</p> <p>3.2 Organisational programs are reviewed to include factors that promote performance in line with available resources</p>

- 3.3 Value is added through the use of standard financial management techniques such as capital budgeting
- 3.4 **Communication strategies** are developed and implemented to facilitate the extension of improvement options in line with operational goals and needs

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of cost-benefit analysis and use of forecasting techniques
principles of capital budgeting analysis and investment analysis
options, methods and practices for deductions, benefits and depreciations
ethical considerations (eg conflict of interests, confidentiality, disclosure requirements)
principles and methods of valuation

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)
report writing and preparation
numeracy and statistical skills for calculation of data
organisational structures and lines of management authority
estimating, forecasting and assessment skills
reading, interpreting financial statements and reports

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

- knowledge of standard accounting techniques
- ability to analyse trends in performance
- ability to develop performance indicators
- identify options for improvements
- knowledge of organisational objectives
- knowledge of organisational policies and procedures

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:
FNSACCT503B Manage budgets and forecasts.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in

this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Data may include:

- budgets and forecasts
- financial statements and reports
- market valuations
- Australian Bureau of Statistics (ABS) economic data
- financial markets monitoring services (eg Reuters)
- credit ratings
- investment plans
- capital equipment and development plans

Standard accounting techniques may include:

- discounted cash flows
- deprival asset valuations
- rates of return
- pay back periods
- impact statements
- pro-rata and percentage apportionment
- direct allocation
- ratio analysis
- working capital management
- capital budgeting

Targets may include:

- budgeted expenditures
- profits and losses
- rate of investment returns
- sales
- budgeted revenue
- working capital levels
- asset turnover
- capital expenditure management

	cost of capital
Short and long term objectives may include:	budgetary targets (eg quarterly, half yearly, annual) sales and revenues targets monthly cash flows investment realisations client development profit growth investment levels and returns asset management
Performance indicators may include:	reports (daily, weekly, monthly, quarterly, half yearly, annual) compliance with scheduled payment dates profits and losses debt reduction targets investment levels debt to equity ratios target cost of capital
Environmental factors may include:	inflation competitors' behaviour market share consumer demand cost of debt skills shortages government financial policies community service obligations
Factors inhibiting performance may include:	financial monitoring internal procedures staff skills information management systems financial management techniques and tools client opinions and interface market share

Communication strategies may include:

- staff meetings
- newsletters
- memos
- documented procedures and staff manuals
- workshops

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT607A.
This unit replaces FNSACCT607A.

FNSACCT608B Evaluate organisation's financial performance

Modification History

Not applicable.

Unit Descriptor

This unit covers the analysis and estimation process required to determine an organisations financial position and performance.

This unit covers the analysis and estimation process required to determine an organisations financial position and performance.

Application of the Unit

This unit requires the application of skills and knowledge required to evaluate an organisations financial performance. The unit encompasses evaluating returns to operations, determining long and short term needs and reviewing performance.

This unit can be applied to all sectors with the financial services industry and has application to those job functions that have responsibility for determining the organisations financial performance such as an accountant.

This unit requires the application of skills and knowledge required to evaluate an organisations financial performance. The unit encompasses evaluating returns to operations, determining long and short term needs and reviewing performance.

This unit can be applied to all sectors with the financial services industry and has application to those job functions that have responsibility for determining the organisations financial performance such as an accountant.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Evaluate returns to operations	1.1 Cash flow and profitability patterns are trended to identify current position and expected returns from investments and projected operations
	1.2 Averaged returns are disaggregated to assess strengths and weaknesses in organisational performance
	1.3 Investment returns are evaluated against risk, profit and capital budget requirements
2 Determine short and long term needs	2.1 Resources required by organisation to meet short and long term obligations are identified and costed using standard financial analysis techniques
	2.2 Financial priorities are established and reviewed based on reported performance and identified trends, organisational objectives and expected returns to operations and investments

- 2.3 **Financial options** review and analyse a range of possible **assets and liabilities** to optimise the capital mix required to support operations and trading need
 - 2.4 **Organisational policies and procedures** for expenditures and investments are evaluated to ensure relevance to changing personnel profiles
 - 2.5 Debt to equity targets are analysed in terms of organisation's expected performance and established in line with organisational objectives using **standard accounting techniques**
- 3 Review performance
- 3.1 Forecasts are justifiable given observed trends, information, events and assumptions
 - 3.2 Standard errors are calculated to produce levels of accuracy suitable for planning purposes
 - 3.3 Forecasts are reviewed regularly in line with actual performance and alternative sources of information
 - 3.4 **Risk strategies** are assessed for long term viability and harmonised with short term goals and obligations

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of cash flow and budgetary control
principles of cost-benefit analysis and use of forecasting techniques
principles of internal control (including statutory requirements)
capacity to establish long and short term plans (eg SWOT analysis)
principles of risk management
duties of auditors
financial legislation (eg taxable transactions, reporting requirements)
ethical considerations for compliance
understanding of organisational structures and lines of management authority

Skills requirements include:

planning skills for timetabling and scheduling reports and lodgements
recording, gathering and consolidating financial information
researching and identifying applicable accounting standards and decisions
interpersonal skills and communication skills (eg liaising, listening, consulting)
report writing and preparation
numeracy skills for calculation of data
statistics

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of standard financial analysis techniques

knowledge of standard accounting techniques

knowledge of organisational policies and procedures

ability to evaluate returns to operations

ability to determine long and short term needs

ability to review performance

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:
FNSACCT503B Manage budgets and forecasts.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the

financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Strengths and weaknesses may include:	cash flow schedules budget estimates financial monitoring unit costs revenue forecasts internal control compliance
Short and long term obligations may include:	debt retirement salaries periodic payments (eg leases, loans) taxation payments superannuation dividends capital structure decisions
Standard financial analysis techniques may include:	cost-benefit analysis 'what if' analysis time series bivariate and multivariate analysis break even analysis
Financial priorities may include:	sales targets revenue estimates rates of returns cost minimisation (capital and recurrent costs) periodic monitoring and transparency of expenditure
Investments may include:	property shares and securities, preference shares

	debentures
	plant and equipment
	interest bearing accounts
Financial options may include:	cost recoveries
	budget absorption
	purchases
	adjustment of borrowings
	asset liquidation
	long term investments
	expenditure re-prioritisation
	equity injections
Assets and liabilities may include:	property investments
	shares, bonds, securities
	loans, leases, debts
	plant and equipment
	personnel
	cash
	investments
Organisational policies and procedures may include:	price and exchange parameters
	reporting requirements
	financial analysis assessments
	recording and filing systems
	standard financial analysis techniques
	financial management manuals
Standard accounting techniques may include:	discounted cash flows
	deprival asset valuations
	rates of return
	pay back periods
	impact statements
	pro-rata and percentage apportionment
	direct allocation
	break-even analysis

Risk strategies may include:

quantification of risks
periodic reporting
decision making authorities
policy statements
forecasting
comparative analysis
capital structure

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT608A.

This unit replaces FNSACCT608A.

FNSACCT609B Evaluate financial risk

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to identify, assess and manage the risks associated with an organisations cash flow or assets and securities.

This unit covers the competency to identify, assess and manage the risks associated with an organisations cash flow or assets and securities.

Application of the Unit

This unit requires the application of skills and knowledge required to evaluate financial risk.

The unit encompasses assessing financial risk and exposure, developing risk management processes, analysing financial histories and establishing processes to minimise risks.

The unit has application across all sectors of financial services industry and can be applied to those job functions such as accountants that have responsibility for determining the organisations exposure to financial risk.

This unit requires the application of skills and knowledge required to evaluate financial risk.

The unit encompasses assessing financial risk and exposure, developing risk management processes, analysing financial histories and establishing processes to minimise risks.

The unit has application across all sectors of financial services industry and can be applied to those job functions such as accountants that have responsibility for determining the organisations exposure to financial risk.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess financial risk exposure	<p>1.1 Magnitude and volatility of risks are measured to determine the extent of risk exposure and the implications for financial strategies</p> <p>1.2 Key factors supporting or driving risk exposure are identified and timeframes established to monitor and improve performance</p> <p>1.3 Short and long term financial outcomes and projections are compared with actual cash flows using standard financial analysis techniques to determine effects on liquidity and budget adjustments</p>
2 Develop risk management processes	<p>2.1 Risk management options include assessments of alternatives, criteria for success, and estimates of long and short term effects</p> <p>2.2 Strategies are developed using standard financial analysis techniques to identify financial flows, trends in returns and adjustments in asset values</p>

- 2.3 **Financial recording systems** are established to monitor and evaluate changes in market conditions and business needs using a range of **data sources**
 - 2.4 Risk management strategy optimises the mix of **asset structures and liabilities** in operations and ensures flexibility to meet changing environments
- 3 Analyse financial histories
 - 3.1 Financial performance is evaluated using trends and patterns that identify the magnitude and volatility of financial exposures
 - 3.2 Long and short term financial outcomes are compared with forecasted outcomes to assess **variances and parameters** in performance and the reliability of financial advice
 - 3.3 Incidents and factors increasing or diminishing financial performance are identified and analysed using standard financial analysis techniques
- 4 Establish processes to minimise risks
 - 4.1 Recording systems to monitor financial outcomes are developed and reviewed to guide and document decision making
 - 4.2 **Inventories** are maintained and established to ensure up-to-date records on the value of assets and liabilities
 - 4.3 The contribution of **organisational attitudes** to risk taking is assessed and incorporated in risk analysis process
 - 4.4 Parameters for variances in financial outcomes are developed, reviewed and communicated to support financial decision making

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of risk management and budgetary control
methods of storing, recording and updating financial information
principles of internal control (including statutory reporting)
financial legislation (eg taxable transactions, reporting requirements)
ethical considerations for compliance
understanding of organisational structures and lines of management authority

Skills requirements include:

recording, gathering and consolidating financial information
researching and identifying applicable accounting standards and decisions
interpersonal skills and communication skills (eg liaising, listening, consulting)
report writing and preparation
numeracy skills for calculation of data
use computers, organisational accounting software systems, spreadsheet software programs and telecommunication devices to achieve workplace outcomes

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of standard financial analysis techniques

knowledge of organisation's attitude to risk

ability to identify financial risk

ability to develop risk management processes

ability to analyse financial histories

ability to establish processes to minimise risks

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:
FNSACCT503B Manage budgets and forecasts.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the

financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Risk exposure may include:

- credit risks
- interest rate risks
- contractual risks
- currency risks
- environmental and operational risk

Factors supporting or driving risk may include:

- organisational program costs
- employment costs
- lending and repayment criteria
- payment and billing schedules
- lending and borrowing environments

Standard financial analysis techniques may include:

- capital budgeting
- cost-benefit analysis
- 'what if' analysis
- time series
- bivariate and multivariate analyses

Risk management options may include:

- quantification of risks
- periodic reporting
- decision making authorities
- policy statements
- forecasting
- comparative analysis

Financial recording systems may include:

- accrual accounting reporting
- transaction recording
- operating procedures and manuals
- comparative costings
- budget reviews
- organisational communication processes

Data sources may include:	budgets and forecasts financial statements and reports market valuations Australian Bureau of Statistics (ABS) economic data financial markets monitoring services (eg Reuters) credit ratings
Asset structures and liabilities may include:	property investments shares, bonds, securities loans, leases, debts plant and equipment personnel cash accounts
Variations and parameters may include:	budget expenditures profits and losses rate of investment returns unit costs
Inventories may include:	assets and liabilities repayment and payment schedules compliance and completion timetables cost structures returns and performance over time
Organisational attitudes may include:	risk aversion risk taking risk minimisation proportional risk management

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT609A.

This unit replaces FNSACCT609A.

FNSACCT610B Develop and implement financial strategies

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to develop and implement long term plans for the optimisation of financial outcomes for an organisation.

This unit covers the competency to develop and implement long term plans for the optimisation of financial outcomes for an organisation.

Application of the Unit

This unit requires the application of skills and knowledge required to develop and implement financial strategies. The unit encompasses reviewing data, determining options, implementing strategies and evaluating outcomes.

The unit has application to all sectors of the financial services industry.

This unit requires the application of skills and knowledge required to develop and implement financial strategies. The unit encompasses reviewing data, determining options, implementing strategies and evaluating outcomes.

The unit has application to all sectors of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Review data	<p>1.1 Costs of, and returns from, assets and liabilities are analysed using standard accounting techniques to identify extent of debt and equity financing</p> <p>1.2 Data identifies costs of different forms of capital to the organisation</p> <p>1.3 Asset and liability estimates and valuation criteria are standardised and regularly adjusted in line with changes to environmental factors</p>
2 Determine options	<p>2.1 Long and short term periods are established for the organisation by reference to strategic goals, cash flow requirements and operational objectives</p> <p>2.2 Long term financing requirements are identified and costed in line with the organisation's expected revenue returns, cash flows and asset base</p> <p>2.3 Sources of financing are researched and evaluated to determine compatibility with the organisation's finance strategy</p> <p>2.4 Investment analysis and financial planning requirements are identified and analysed</p>
3 Implement strategies	<p>3.1 Financial plans are structured to meet strategic goals and provide returns within long and short term operational objectives</p> <p>3.2 Short and long term objectives for organisation's capital structure are developed in line with</p>

- operational and strategic plans
- 3.3 **Internal control procedures** are established in consultation with stakeholders to support implementation and to meet possible emergencies
- 3.4 Portfolio management techniques are applied
- 4 Evaluate outcomes
 - 4.1 Interrelationships between long and short term objectives are monitored to ensure consistency of returns between operational and investment plans
 - 4.2 Costs and returns are assessed to determine ongoing viability of strategy
 - 4.3 Tax efficiency of financial strategy is regularly reviewed to maintain optimal returns from assets

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of risk management and budgetary control
methods of storing, recording and updating financial information
financial legislation (eg taxable transactions, reporting requirements)
ethical considerations for compliance
understanding of organisational structures and lines of management authority
principles of cost-benefit analysis and use of forecasting techniques
principles of internal control (including statutory requirements)
methods of financial evaluation

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)
report writing, preparation and formatting
reading and interpreting financial statements and reports
planning skills for timetabling and scheduling reports and lodgements
research skills to identify valuations and applicable professional standards

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of standard accounting techniques

knowledge of internal control procedures

knowledge of organisation's strategic goals

knowledge of environmental factors

ability to review data

ability to determine options

ability to implement strategic strategies

ability to evaluate outcomes

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:

FNSACCT503B Manage budgets and forecasts.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and

other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Standard accounting techniques may include:

discounted cash flows
Internal Rate of Return, Net Present Value
deprival asset valuations
rates of return
pay back break even periods
impact statements
pro-rata and percentage apportionment
direct and indirect allocation

Datamay include:

budgets and forecasts
financial statements and reports
market valuations
Australian Bureau of Statistics (ABS)
economic data
financial markets monitoring services (eg Reuters)
credit ratings
reserve bank of Australia long term bond rates

Assets and liabilities may include:

property investments
shares, debentures, securities
loans, leases, debts
plant and equipment
employee liabilities (eg long service leave)
cash
computer software
stock and account receivable

Valuation criteria may include:

depreciation rate
market estimates

purchase prices

repayment costs

director's valuation

asset backing

earning capacity

past profits

expected future profits

receiver's valuation

Environmental factors may include:	economic conditions and trends external risks competitors' behaviour market share consumer demand cost of capital skills shortages government financial policies factor markets
Long and short term periods may include:	monthly accounting quarterly reports half yearly budgets annual reporting tri-annual funding five year plans
Strategic goals may include:	survival short term profit long term profit liquidity solvency growth market share
Sources of financing may include:	'plough back' money market asset sales bank borrowing (long and short term) franchising venture capital new share releases government equity injections debentures
Short and long term objectives may	debt retirement

include:

- salaries and other employee obligations
- periodic payments (eg leases, loans)
- taxation payments
- superannuation
- dividends

Internal control procedures may include:

- identification, measurement and recording of revenue, assets, expenditure, liabilities and equity
- safeguarding and insurance of assets
- decision making authorities
- accuracy in valuations
- transparency in financial reporting
- risk management strategies
- corporate governance requirements
- control of cash

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT610B.

This unit replaces FNSACCT610B.

FNSACCT613B Prepare and analyse management accounting information

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to calculate, record and analyse the costs of products, services and other organisational activities.

This unit covers the competency to calculate, record and analyse the costs of products, services and other organisational activities.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare and analyse management accounting information. The unit encompasses gathering and recording operating costs and data, analysing data, preparing cost reports and budgets and analysing cost reports and budgets. The unit has application to those job positions such as accountants and analysts.

This unit requires the application of skills and knowledge required to prepare and analyse management accounting information. The unit encompasses gathering and recording operating costs and data, analysing data, preparing cost reports and budgets and analysing cost reports and budgets. The unit has application to those job positions such as accountants and analysts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Gather and record operating and cost data	1.1 Systems to generate cost and operating data are established
	1.2 Systems to determine cost and operating standards are established
	1.3 Data is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies and procedures
2 Analyse data	2.1 Costs are assigned to specified products, services, projects, organisational units, customers, distribution channel, market segments and other cost objects
	2.2 Data is reconciled to ensure calculations are accurate and comply with organisational procedures
	2.3 Variance analysis is used to review the effectiveness of the cost assignment process
	2.4 Interpretation of revenues and costs is supported by valid analysis and is consistent with the organisation's objectives
3 Prepare cost reports and budgets	3.1 Cost information and organisational activities advice is sought from all sections of the organization when formulating reports and budgets
	3.2 Structure and format of reports and budgets are clear and conform to routine and ad hoc

management information requirements

- 3.3 Comprehensive variances against budget and standards are identified, and prioritised for review and decision making
- 3.4 **Reports** are error free, comprehensive and comply with routine and ad hoc management requirements and organisational practices
- 4 Analyse cost reports and budgets
 - 4.1 Variances against budget are interpreted and discussed in consultation with relevant sections of the organisation
 - 4.2 Outcomes from variance reviews are assessed and recommendations made for further actions where required, including revisions to cost and activity standards
 - 4.3 Cost and process information is reviewed for value adding and non-value adding activities, and recommendations made for further actions
 - 4.4 Reports and budgets on specified products, services, projects, organisational units, customers, market segments and other cost objects are assessed against the organisation's objectives, and recommendations made for further actions

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

principles of costing

organisational operating procedures

common routines for recording and storing data

principles of costing system integrity

methods of data protection including back ups and security

principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)

ethical considerations for the handling of financial and operating information (eg conflict of interests, confidentiality, disclosure requirements)

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)

information technology used for the set up and analysis of spreadsheets

estimating, forecasting and analysis skills

reading and interpreting financial statements and reports

writing skills for reports and recommendations

numeracy for financial calculations and analysis

recording, gathering and classifying financial information

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of standards accounting techniques and principles

ability to gather and record operating and cost data

ability to analyse data

ability to prepare cost reports and budgets

ability to analyse cost reports and budgets

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:

FNSACCT507B Provide management accounting information.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and

should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Systems may include:

- standard costing
- activity-based costing
- process costing
- direct and absorption costing
- operations costing
- joint and by-products costing

Data may include:

- inventory, materials and finished product records
- marketing, distribution and customer records
- consumables records
- records of purchases and associated costs
- sales information
- labour utilisation records
- materials used
- payroll records
- manufacturing and general overhead costs
- service charge out rates
- marketing, distribution, logistics and other support areas activity records
- standards for labour, materials and overheads usage and costs

Cost assignments may include:

- direct and indirect costs
- fixed and variable costs
- absorption costs
- labour, materials and overheads
- manufacturing costs
- service costs
- activity-based costs

project costs
product, service, market segment,
distribution channel and customer costs

Reports and budgets may include:

production reports and budgets
materials purchases
materials usage
labour usage
manufacturing overhead
costing budgets
relationship with master budgets
activity-based reports and budgets
project reports and budgets

Management information requirements
may include:

costs and profitability of products and
services and business units
costs and profitability of market segments,
distribution channels and customers
causes of and reasons for variances
identification of value adding and non-value
adding activities
improvement of cost and resource
management

Reports may include:

manufacturing statements
variance analysis reports
job, process and service profitability reports
cost volume profit report
manufacturing statements
job cost records
spreadsheets
service cost analysis
project cost analysis
market segment, distribution channel and
customer cost analysis
performance reports

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT613A.

This unit replaces FNSACCT613A.

FNSACCT614B Prepare complex corporate financial reports

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to develop and prepare financial reports for complex reporting entities.

This unit covers the competency to develop and prepare financial reports for complex reporting entities.

Application of the Unit

This unit requires the application of skills and knowledge required to prepare complex corporate financial reports. The unit encompasses complying data, identifying appropriate reporting entities, preparing reports and analysing reports. This unit has application to job functions such as accountants.

This unit requires the application of skills and knowledge required to prepare complex corporate financial reports. The unit encompasses complying data, identifying appropriate reporting entities, preparing reports and analysing reports. This unit has application to job functions such as accountants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Compile data	1.1 Data is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies, procedures and accounting standards
	1.2 Conversion and consolidation procedures are used to compile data in accordance with organisational policies and procedures
	1.3 Valuations in compliance with relevant accounting standards are recorded
	1.4 Effects of taxation are identified and recorded
2 Identify appropriate entities reporting	2.1 Partially owned subsidiaries and controlled entities are identified
	2.2 Joint ventures and other entities to be included in reports are identified
	2.3 Appropriate accounting treatments for reporting entities are identified and applied
3 Prepare reports	3.1 Charts, diagrams and supporting data are presented in an appropriate format
	3.2 Structure and format of reports are clear and conform to statutory and other regulatory requirements and organisational procedures
	3.3 Statements and data are error free, comprehensive and comply with statutory and other regulatory

requirements and organisational procedures

- 3.4 **Reports** are prepared in accordance with the corporations law, accounting standards, stock exchange listing requirements and GAAP
 - 3.5 Disclosure requirements are complied with
- 4 Analyse reports
- 4.1 **Significant issues** in statements including comparative financial performances are identified
 - 4.2 Implications of analysis are reported to appropriate levels of management and external bodies

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

options, methods and practices for deductions, benefits and depreciations
organisational guidelines and procedures
principles of double entry book-keeping and accrual accounting
relevant business legal requirements
methods of presenting financial data
financial legislation (eg taxable transactions, reporting requirements)
ethical considerations (eg conflict of interests, confidentiality, disclosure requirements)
accounting computerised systems
business taxation requirements

Skills requirements include:

interpersonal skills and communication skills (eg liaising, listening, consulting)
working effectively with a range of stakeholders
report writing, preparation and formatting
numeracy skills for calculation of data
researching for data testing and collection
estimating, forecasting and analysis skills
information technology skills for set up and use of spreadsheets and preparation of documents

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

knowledge of organisational policies and procedures

knowledge of statutory requirements

knowledge of accounting standards

ability to comply data

ability to identify appropriate entities reporting

ability to prepare reports

ability to analyse reports

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

Prerequisite units:

FNSACCT504B Prepare financial reports for a reporting entity.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Assessment of this unit of competence requires access to suitable resources to demonstrate competence.

Assessment instruments, including personal planner and assessment record book.

Access to registered provider of assessment services.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Data may include:	share and debenture issues financial/operational statements and reports (eg expenditures and receipts, statements of financial performance, cash flow statements, statements of financial position, consolidated financial statements and notes to the accounts) market valuations
Accounting standards may include:	Australian Accounting Standards Board (AASB) Australian Accounting Standards
Conversion and consolidation procedures may include:	purchase of the business by a company consolidation of a wholly and partially owned subsidiaries consolidation of controlled entities
Organisational policies and procedures may include:	accounting procedures manuals ethical requirements reporting requirements
Reporting entities may include:	wholly owned subsidiaries partially owned subsidiaries significant influence over joint ventures other joint corporate arrangements
Statutory requirements may include:	reporting periods taxation payment timings delegated authorities disclosure requirements
Report may include:	cash flow statements

statutory forms
financial year reports
statement of financial position
receiver/liquidator reports
statement of financial performance
spreadsheets
electronic forms
consolidated financial statements

Significant issues may include:

profitability
liquidity
company restructuring
company liquidation
losses and returns
cost structures
errors and anomalies
statutory obligations

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSACCT614A.

This unit replaces FNSACCT614A.

FNSICACC305B Process payment documentation

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in processing financial payment documents.
This unit describes the functions involved in processing financial payment documents.

Application of the Unit

This unit requires the application of skills and knowledge required to process payment documentation. The unit has application across a variety of financial industry sectors ranging from the insurance sector, retail banking sector and credit and friendly societies.

The unit may apply to any related job positions where the job function has responsibility for processing payment documentation.

This unit requires the application of skills and knowledge required to process payment documentation. The unit has application across a variety of financial industry sectors ranging from the insurance sector, retail banking sector and credit and friendly societies.

The unit may apply to any related job positions where the job function has responsibility for processing payment documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Enter data to system	1.1 Data is entered into systems without error and within time requirements as specified in relevant company policy and procedures
	1.2 Data is allocated to correct systems and accounts
	1.3 Related systems are updated
	1.4 Data entry is undertaken in accordance with relevant health and safety requirements
	1.5 System controls are maintained to ensure the integrity and security of client/payee database
2 Create payment facility	2.1 Payment facility is processed accurately in accordance with company policy and procedures
	2.2 Documentation is maintained in a secure manner to protect the privacy and interests of all parties
3 Verify payments against documentation	3.1 Authorisation for payment is confirmed
	3.2 Information on payment facility matches approved documentation
	3.3 Discrepancies are identified and followed up promptly

- 4 Effect payment
 - 4.1 Payments are made within agreed credit arrangements in accordance with company policy and procedures and **industry and legislative requirements**
 - 4.2 Payment instruments are signed in accordance with relevant authority levels
 - 4.3 Related systems are updated promptly to ensure that the integrity of accounting systems are maintained
 - 4.4 Primary documentation associated with payment is cancelled, or noted, to ensure multiple payments are not made
- 5 File documentation
 - 5.1 Documentation is filed promptly in accordance with company policy and procedures
 - 5.2 Location of filed documentation is traceable

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

company policy and procedures
knowledge or awareness of relevant acts and regulations
legal systems and procedures
industry codes of practice
computer systems
procedure writing

Skills requirements include:

computerised spreadsheet and database
data analysis and interpretation
evaluative and general analytical
negotiation and interpersonal

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

- knowledge of industry and legislative requirements for processing payment documentation
- knowledge of organisational policies and procedures for processing payment documentation
- ability to enter data in organisational systems
- ability to create payment facilities
- ability to verify payments against documentation
- ability make payments
- ability to file necessary documentation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and

procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Company policy and procedures may include:

- operations manuals
- internal control guidelines
- computer system documentation

Related systems may include:

- assets system
- commissions and fees
- receivables
- reinsurance
- holding/suspense accounts
- tax related
- claims

Systems controls:

protect against the corruption of payee name,
address and/or bank account details

Payment documentation/facilities may include:

invoices
confirmation of receipt
stop payments
payment requests
delivery dockets
cheque cancellations
batch records
periodic approvals
authorisation slips
signature verifications

Industry and legislative requirements may cover:

Australian Accounting Standards
relevant Insurance Act
industry codes of practice
Consumer Credit legislation
Privacy Act
Taxation Act
Australian Securities and Investments
Commission (ASIC) Code
Trade Practices Act
Stamp Duties Act
occupational health and safety (OH&S) acts
and guidelines

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICACC305A.
This unit replaces FNSICACC305A.

Modification History

Not Available

INTRODUCTION

Unit Descriptor	This unit describes the functions involved in processing financial journal entries. This unit replaces FNBFIN65A.
Application of the Unit	This unit requires the application of skills and knowledge required to process journal entries according to organisational, industry and legislative requirements. The unit can be applied to all sectors of the financial services sector where the entering of journal entries is required. The unit has application to any job function where accounting or bookkeeping is an aspect of the job function.
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Check and verify supporting documentation	1.1 Supporting documentation is examined to establish accuracy and completeness 1.2 Supporting documentation is examined to ensure authorisation by appropriate level
2. Prepare journal	2.1 Journal is accurate, complete and prepared within company timelines
3. Authorise journal	3.1 Journal is authorised in accordance with company policy and procedure
4. Enter data into system	4.1 Data is entered into system accurately and in accordance with company input standards 4.2 Transaction is correctly allocated to system and account 4.3 Related systems are updated to maintain integrity of relationships between financial systems 4.4 Data entry is undertaken in accordance with relevant health and safety requirements

5. Check journal processing report
- 5.1 Where appropriate, processing report is examined for accuracy and reconciled in accordance with relevant company policy and procedures, accounting principles and practices
 - 5.2 Entries requiring alteration are identified and adjusting entries processed accurately in accordance with company policy and procedures
6. File documentation
- 6.1 Documentation is filed promptly and in accordance with company policy and procedures, industry and legislative requirements
 - 6.2 Filed documentation is easily accessible and traceable

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements include:

- company policy and procedures
- knowledge or awareness of relevant acts and regulations
- legal systems and procedures
- industry codes of practice
- computer systems
- procedure writing

Skills requirements include:

- computerised spreadsheet and database
- data analysis and interpretation
- evaluative and general analytical skills
- negotiation and interpersonal skills

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Supporting documentation may include information that supports the transaction such as:

- suspense reports
- reconciliations

Accurate and complete may mean:

- meaningful notation
- effective date specified
- correct allocation
- balanced transaction

Company policy and procedures may include:

- operations manuals
- internal control guidelines
- computer system documentation

Input standards may include:

- speed requirements

Industry and legislative requirements may cover:

- Australian Accounting Standards
- relevant Insurance Act
- Consumer Credit legislation
- Privacy Act
- Taxation Act
- industry codes of practice
- Australian Securities and Investments Commission (ASIC) Code
- Trade Practices Act
- Stamp Duties Act
- occupational health and safety (OH&S) acts and guidelines

EVIDENCE STATEMENT

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

Overview of assessment requirements	<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none">• knowledge of organisational policies and procedures for processing journal entries• knowledge of industry and legislative requirements for processing journal entries• ability to check and verify supporting documentation• ability to prepare journals ability to authorise journals• ability to enter data into organisational accounting systems• ability to check journal processing reports• ability to file documentation
Evidence required for demonstration of consistent performance:	<ul style="list-style-type: none">• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.
Delivery/relationship to other units:	<ul style="list-style-type: none">• This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.
Method of assessment:	<ul style="list-style-type: none">• For valid and reliable assessment of this unit, evidence must be gathered through a range of methods to indicate consistent performance.• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	<ul style="list-style-type: none">• Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility

and accountability.

- Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

- Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Performance Level 1 - at this level, the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level, the candidate is required to manage tasks. Performance

Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping

Key Competency Level Example of Application

Communicating ideas and information	2	Communication of ideas and information will be applied through the integrity of journal entries recorded into the organisational accounting system.
Collecting analysing and organising information	3	Verifying journal entry information will require information and documentation to be collected, analysed and organised.
Planning and organising activities	2	Activities for filing journal documentation and information will be filed in accordance with organisational policies and procedures.
Working with others and in teams	2	The process of both verifying journal entries and the process of altering journal entries according to organisational policies and procedures will require the involvement of other colleagues, thus requiring the application of teamwork.
Using mathematical ideas and techniques	3	Mathematical ideas and techniques will be applied during the verification phase where journal entries, payment amounts are checked against supporting documentation and authority limits.
Solving problems	3	The process of checking journal processing reports for discrepancies and errors will require problem solving skills to be applied.
Using technology	2	Technology will be applied through the utilisation of computers, organisational accounting software systems, office equipment and telecommunication devices.

Modification History

Not Available

INTRODUCTION

Unit Descriptor	<p>This unit describes the functions involved in reconciling and monitoring a financial accounts receivable system.</p> <p>This unit replaces FNBFIN66A</p>
Application of the Unit	<p>This unit requires the application of skills and knowledge required to reconcile and monitor accounts receivables. The unit encompasses reviewing accounts receivable processes, identifying bad and doubtful debts, reviewing compliance terms and conditions, planning a recovery action and preparing reports and filing documentation.</p> <p>This unit may be applied to a range of financial services sectors and can be utilised by job positions with an accounts receivable function.</p>
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---------------------------------------|--|
| 1. Review accounts receivable process | <p>1.1 Receipts entered into accounts receivable system are checked for accuracy, consistency and thoroughness</p> <p>1.2 Incorrect entries are identified and accurately recorded according to type and source of receipt</p> <p>1.3 Discrepancies between monies owed and monies paid are identified and investigated according to company policy and established procedures</p> <p>1.4 Receipts entered into accounts receivable system are amended according to established procedures</p> |
| 2. Identify bad and doubtful debts | <p>2.1 Debtor's ledger is regularly reviewed in accordance with company policy and guidelines to identify outstanding monies</p> <p>2.2 Further information required is sought from relevant sources</p> <p>2.3 Bad or doubtful debt status is verified through liaison with debtors</p> <p>2.4 Reporting procedures and appropriate documentation for bad and doubtful debts is completed in accordance with company policy and guidelines</p> |
| 3. Review compliance | <p>3.1 Clients in default of trading terms are correctly identified</p> |

- with terms and conditions
- according to company operating procedures
- 3.2 Clients in default are contacted promptly and courteously to make satisfactory arrangements to pay monies outstanding
- 3.3 Monies owing that constitute breaches of company credit policy are actioned in accordance with company policy and procedures
4. Plan recovery action
- 4.1 Previous activities and communication with clients are thoroughly reviewed to establish adequacy of follow-up procedures, and whether all usual company recovery avenues have been exhausted
- 4.2 Plans to pursue debt recovery or to initiate legal action are developed in accordance with company policy and guidelines
- 4.3 Measures to collect monies are completed within company guidelines and timelines
5. Prepare reports and file documentation
- 5.1 Reports are prepared which document accounts receivable debt recovery type, cause and recovery plan
- 5.2 Reports are distributed to supervisors, managers and other relevant parties
- 5.3 Documentation is filed promptly in accordance with company policy and procedures

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Knowledge requirements include:
- company policy, guidelines and procedures
 - information technology and communication systems
 - industry compliance requirements
 - industry codes of practice
 - knowledge or awareness of legal systems and procedures and relevant acts or regulations

- Skills requirements include:
- computing, including spreadsheets and databases
 - literacy and numeracy skills
 - analytical skills
 - attention to detail
 - interpersonal and customer relations

- telephone skills
- letter writing
- report writing
- record keeping

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Receipts may include:

- cheques (personal, bank)
- credit cards (direct, mail, telephone)
- postal order
- bankers orders
- cash
- direct debits
- direct drawing
- cash journal entry

Discrepancies between monies owed and monies paid may occur as a result of:

- part payments
- under payments
- deduction of brokers/agents commissions
- key stroke errors
- over payments
- termination of policies
- incorrect account allocation
- system errors

Bad or doubtful debts are identified through:

- dishonoured cheques
- Australian Securities and Investments Commission (ASIC) action
- banks foregoing overdrafts
- closure of business
- notices of administration
- returned mail
- letters from solicitors/accountants
- sheriff notices/advertisements
- utilities being cut off
- gazette listings

Clients may include:

- policy holders

- agents
 - customers
 - solicitors
 - brokers
 - intermediaries
 - accountants
- Company policy, procedures and guidelines may include:
- overall company goals and objectives
 - internal control guidelines
 - trading terms and credit limits
 - suspension of credit facilities
 - operations manuals
 - computer system documentation
 - legal obligations
- Recovery action and measures to collect monies may include:
- liaison with clients
 - letters of notice
 - advice to supervisors/managers/legal officers
 - return of goods
 - legal action
 - plaint
 - dunning letters
 - letters of demand without prejudice
 - third party intervention
 - summons
 - write-offs
- Reports may be periodic or on demand, manual or computer generated, and may include:
- consumer statements
 - statistical/financial or management reports
 - user reports
 - legislative requirements

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

Overview of assessment requirements	<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none">• knowledge of company policies and procedures for monitoring accounts receivable• knowledge of industry compliance requirements• knowledge of relevant legislation• ability to review accounts receivable process• ability to identify bad and doubtful debts• ability to review compliance with terms and conditions• ability to plan recovery actions• ability to prepare reports and file documentation
Evidence required for demonstration of consistent performance:	<ul style="list-style-type: none">• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.
Delivery/relationship to other units:	<ul style="list-style-type: none">• This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.• Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.
Method of assessment:	<ul style="list-style-type: none">• For valid and reliable assessment of this unit, evidence must be gathered through a range of methods to indicate consistent performance.• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	<ul style="list-style-type: none">• Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.• Aspects of competency, including the attainment of relevant

knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

- Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Performance Level 1 - at this level, the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level, the candidate is required to manage tasks. Performance

Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping

Key Competency	Performance Level	Example of Application
Communicating ideas and information	3	The process of obtaining additional information and clarification on debts to determine if they should be classified as a doubtful or bad debt will require the communication and liaison with other team members and debtors.
Collecting analysing and organising information	3	During the recovery action phase previous activities and communication with clients will be reviewed and followed-up, and then reviewed and organised to determine which course of action will be taken.
Planning and organising activities	2	The process of identifying possible and doubtful debts will be completed in accordance with company policy and guidelines. The process of planning the recovery of debts will be planned in accordance with legal advice and company policies.
Working with others and in teams	2	The process of seeking further information to determine if a debt can be classified as a doubtful debt or bad debt will require teamwork with other colleagues and debtors.
Using mathematical ideas and techniques	3	The process of calculating and determining if an outstanding debt is a bad or doubtful debt will require the application of mathematical ideas and techniques.
Solving problems	3	Reviewing the debtor's ledgers in accordance with company guidelines to identify outstanding monies, as bad or doubtful debts, will require the application of problem solving skills.
Using technology	2	Technology can be applied through the utilisation of computers, organisational accounting software

		systems and telecommunication devices.
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Modification History

Not Available

INTRODUCTION

Unit Descriptor	<p>This unit describes the functions involved in evaluating and authorising payment requests.</p> <p>This unit replaces FNBFIN62A.</p>
Application of the Unit	<p>This unit requires the application of skills and knowledge required to evaluate and authorise payment requests.</p> <p>The unit encompasses verifying validity and accuracy of payment requests, preparing payment documentation and authorising payments.</p> <p>The unit has application to those job functions that have responsibility of evaluating and authorising payment requests.</p> <p>The unit has application across the wider financial services sector ranging from the insurance sector, retail banking sector and credit unions etc.</p>
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Verify validity and accuracy of payment request	<p>1.1 Payment requests are matched to order or other supporting information to ensure validity of payment and to comply with internal control requirements</p> <p>1.2 Supporting documentation is checked to ensure it is correct and complete</p> <p>1.3 Authorisation of request is confirmed in accordance with company policy and procedures</p> <p>1.4 Discrepancies are followed up without delay</p> <p>1.5 Confirmation of goods and/or services supply is obtained where required to validate request for payment</p>
2. Prepare payment documentation	<p>2.1 All payments are coded and allocated to accounts accurately</p> <p>2.2 All payments are matched against invoice or other relevant documentation</p> <p>2.3 All documentation is completed in accordance with company policy and procedures</p>

3. Authorise payment
- 3.1 All payments are authorised accurately and according to company policy and procedures
 - 3.2 Funds are not released prior to authorisation of payment in accordance with company procedures
 - 3.3 Payment authorisations are within relevant authority levels and follow relevant company policy and procedures and industry and legislative requirements

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge requirements include:

- company policy and procedures
- knowledge or awareness of relevant acts and regulations
- legal systems and procedures
- industry codes of practice
- computer systems
- procedure writing

Skills requirements include:

- computerised spreadsheet and database
- data analysis and interpretation
- evaluative and general analytical skills
- negotiation and interpersonal skills

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Payment requests may be:

- claims
- commissions
- return of premium and reinsurance premium
- management expenses
- periodic payments
- sundry expenses

Supporting documentation may include:

- invoice
- cheque requisitions

Coded and allocated to accounts may include:

- company or system chart of accounts
- cost centres
- product or service allocation

Company policy and procedures may include:

- operations manuals
- internal control guidelines
- computer system documentation

Industry and legislative requirements may cover:

- Australian Accounting Standards
- relevant Insurance Act
- Consumer Credit legislation
- Privacy Act
- Taxation Act
- industry code of practice
- Australian Securities and Investments Commission (ASIC) Code
- Trade Practices Act
- Stamp Duties Act

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

Overview of assessment requirements	<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none">• knowledge of organisational policies and procedures for evaluating and authorising payment requests• knowledge of industry and legislative requirements for evaluating and authorising payment requests• ability to verify and validate the accuracy of payment request• ability to prepare payment documentation• ability to authorise payments
Evidence required for demonstration of consistent performance:	<ul style="list-style-type: none">• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range of Variables and contexts applicable to the work environment.
Delivery/relationship to other units:	<ul style="list-style-type: none">• This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.• Evidence is most relevant when provided through an integrated activity, which combines the elements of competency for the unit, or a cluster of units of competency.
Method of assessment:	<ul style="list-style-type: none">• For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.
Context of assessment:	<ul style="list-style-type: none">• Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability.• Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant

workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

- Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Performance Level 1 - at this level, the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level, the candidate is required to manage tasks. Performance

Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Performance Level	Example of Application
Communicating ideas and information	2	Communication of ideas and information during the authorisation of payment requests will be made in writing. Payment request information is verified and then authorisation is granted.
Collecting analysing and organising information	3	The process of verifying and validating payment requests will required information to be collected, such as invoices and cheque requisitions, this information will be analysed in order to support the validity of the payment.
Planning and organising activities	2	Payment request activities are planned and organised according to organisational policies and industry and legislative requirements.
Working with others and in teams	2	The process of confirming authorisation requests and following up discrepancies will require teamwork with other departments and team members.
Using mathematical ideas and techniques	3	The process of preparing payment documentation and matching amounts against invoiced amounts will require the application of mathematical ideas and techniques.
Solving problems	2	The process of following up discrepancies prior to authorising payment will require the application of problem solving skills.
Using technology	2	The use of technology will be applied through the utilisation of computers, organisational accounting and payment software systems and telecommunication devices.

FNSICGEN501B Produce research reports and make presentations

Modification History

Not applicable.

Unit Descriptor

This unit covers the skills and knowledge required for producing workplace research reports and presenting these reports to appropriate personnel.

This unit covers the skills and knowledge required for producing workplace research reports and presenting these reports to appropriate personnel.

Application of the Unit

This unit requires the application of the skills and knowledge needed to collect information on which the report is based, the organisation and analysis of the material collected and the ability to write the report using effective and appropriate language, make recommendations based on the information collected and present the results.

The unit has application across all sectors of the financial services industry. The unit does not apply to computer generated reports that do not require individual research. Computer generated reports may be used to contribute to the wider research activity described in this unit.

This unit requires the application of the skills and knowledge needed to collect information on which the report is based, the organisation and analysis of the material collected and the ability to write the report using effective and appropriate language, make recommendations based on the information collected and present the results.

The unit has application across all sectors of the financial services industry. The unit does not apply to computer generated reports that do not require individual research. Computer generated reports may be used to contribute to the wider research activity described in this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Clarify the purpose of the report	<p>1.1 The purpose of the report is clarified with the person requesting the report</p> <p>1.2 The audience for the report is determined</p> <p>1.3 The scope of the report is determined and time allowed for the research and production of the report are discussed and established</p> <p>1.4 Format, style and deadline for delivery of the report are agreed</p>
2 Collect information	<p>2.1 Sources of information are identified and strategies for obtaining the information established</p> <p>2.2 Information is collected from a range of sources using appropriate techniques</p> <p>2.3 Accurate records of information and sources are maintained</p>

- 3 Analyse research findings
 - 3.1 Data is analysed and interpreted
 - 3.2 Accuracy and completeness of information is checked
 - 3.3 Key issues for further research or discussion are identified
 - 3.4 Conclusions and recommendations are developed
- 4 Report on research findings
 - 4.1 Information on which the conclusions are based is organised in a clear and logical format in line within report writing conventions
 - 4.2 Draft report is prepared for discussion and review
 - 4.3 Draft report is edited in light of comments and is presented to appropriate personnel
 - 4.4 Deadlines for provision of materials are met
- 5 Make presentations
 - 5.1 Presentations are relevant and appropriately researched
 - 5.2 Sources of information are acknowledged
 - 5.3 Presentations are clear and sequential and delivered within a predetermined time, using appropriate **methods and equipment** to enhance the presentation
 - 5.4 Questions from the audience are responded to in a manner consistent with organisation standards

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

research techniques
conventions of report writing
presentation approaches and principles

Skills requirements include:

time management skills
research skills
organisation and analysis skills
communication skills
ability to organise materials and to write clearly and logically
presentation skills

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

the ability to carry out all phases of the report writing process from defining the purpose and scope, collecting and analysing the information and producing the final product and presenting the results in a formal situation

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

This unit may be assessed in the workplace, in an educational institution or in a combination of these two settings.

Resources required for assessment:

Assessment of this unit of competence requires access to company documents and information systems, research tools such as computers and libraries, and access to relevant personnel as required by the topic of the report.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Purpose may include:

statements to investors
statistical reports
reports to management
contributions to annual reports
reports covering legislative requirements
reports to investors

Audience may include:	management shareholders consumers government bodies customers
Scope of the report may include:	limited scope or more global as defined in discussion with person requiring the report
Format, style may include:	formal or informal following report writing conventions summary report or more detailed acknowledgement of sources
Range of sources may be:	company documents and databases Australian Bureau of Standards (ABS) data libraries internet industry and professional organisations
Appropriate techniques may include:	library research Internet searching accessing company data discussions with experts (internal, external)
Methods and equipment may include:	data projector (power point presentation) overhead transparencies slides sets of notes exhibits

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICGEN501A.

This unit replaces FNSICGEN501A.

FNSICORG302A Prepare reports for management

Modification History

Not Applicable

Unit Descriptor

Not Applicable

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

FNSICORG506B Develop and monitor policy and procedures

Modification History

Not applicable.

Unit Descriptor

This unit describes the functions involved in developing and maintaining policy and procedures in line with best practice.

This unit describes the functions involved in developing and maintaining policy and procedures in line with best practice.

Application of the Unit

This unit requires the application of a wide range of management and organisational skills to the development of the organisations policies and operating procedures. It includes research, development, trialing, implementation and monitoring and review. It may be applied to any sector of the financial services industry.

This unit requires the application of a wide range of management and organisational skills to the development of the organisations policies and operating procedures. It includes research, development, trialing, implementation and monitoring and review. It may be applied to any sector of the financial services industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements. The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements define the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. **Bold, italicised** terms are elaborated in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify business and industry issues that require policy and procedure documentation	1.1 Issues are identified based on information on business processes, industry indicators and statutory and legislative requirements
	1.2 Vulnerable areas are identified to enable the impact of financial loss and non-compliance to be assessed
	1.3 New activities are evaluated to gauge the impact on policy and procedures
	1.4 Existing activities are monitored to establish their impact on policy and procedures
2 Research requirements for policy and operating procedures	2.1 Research is conducted thoroughly, including if necessary seeking advice from external legal personnel and consultants, to ensure that all statutory and legal obligations are met
	2.2 All relevant company personnel are consulted as appropriate to compile a clear picture of policy needs and perspectives
	2.3 Issues for policy and procedures are ranked in order of priority relative to business performance and compliance requirements
3 Formulate and document policy and procedures	3.1 Policy documentation is written in plain English, without unnecessary jargon and documented in an objective manner
	3.2 Verification of policy and procedures is thoroughly completed with company staff to ensure quality of

outcomes against established needs

- 4 Implement policy and procedures
 - 4.1 Policy documents are disseminated to all relevant staff in **an appropriate form**
 - 4.2 Relevant training is provided to ensure consistent implementation of new or amended policy and procedures
 - 4.3 Timetable is established to ensure policy and procedures are implemented in an orderly and coordinated way
- 5 Monitor and review compliance with policy statement and operating procedures
 - 5.1 Processes are established for regular monitoring of policy and procedures to ensure company and industry requirements are met
 - 5.2 Policy is monitored against Key Performance Indicators (KPIs) and company targets to evaluate currency and ongoing validity in terms of agreed company policy needs
 - 5.3 Required changes are implemented following comprehensive **testing** in a programmed way to ensure expected outcome is delivered

Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

existing company policy and procedures
knowledge or awareness of relevant acts and regulations
legal systems and procedures
industry best practice
industry codes of practice
computer systems
procedure writing

Skills requirements include:

organisational skills
research skills
basic administration methods
negotiation skills
writing
strong interpersonal skills

Evidence Guide

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range Statement applicable to the workplace.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

a comprehensive understanding and ability to implement company policy

sound policy and procedures development skills

ability to identify lack of compliance and areas of mismanagement

strong communication skills to clarify and disseminate information

Critical aspects of evidence

Evidence required for demonstration of consistent performance:

Competence in this unit must be assessed over a period of time to ensure consistency of performance over the Range Statement and contexts applicable to the work environment.

Delivery/assessment relationship to other units:

This unit may be assessed on its own or it may be assessed with other units that cover related skills and knowledge.

Evidence is most relevant when provided through an integrated activity that combines the elements of competency for the unit, or a cluster of units of competency.

Assessment requirements

Method of assessment:

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

Context of assessment:

Assessment of performance requirements in this unit should be undertaken within the financial services industry context.

Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.

Resources required for assessment:

Unless otherwise specified, there are no significant resource implications for assessment of this unit, apart from access to a relevant workplace or closely simulated office environment and the use of a range of office equipment, technology and consumables. These may include standard commercial computer hardware, software, telephones, facsimiles, and other relevant office equipment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Industry indicators may include, **but are not limited to:**

changing trading conditions
new methods and equipment available
changing trading and paying habits of customers
changing legislation governing business
economic, statistical and other information obtained from external bodies including industry bodies

Statutory and legislative requirements may cover:

Australian Accounting Standards
relevant Insurance Act
Consumer Credit legislation
industry codes of practice
Australian Securities and Companies Code
Trade Practices Act
Privacy Act
Credit Act/Code
Fair Trading Act
Companies and Securities Code
Partnership Act
Corporations Law
Magistrate's Court Act
Small Debts Court Act or equivalent
Evidence Reproduction Act or equivalent
Bills of Sale and Other Instruments Act
Cheques and Payment Orders Act
equal opportunities
Criminal Act
Sales Tax Legislation
appropriate Sections of the Taxation Act

	Stamp Duties Act
	Sales of Goods Act
	relevant occupational health and safety (OH&S) Act
Policy and procedures may cover:	overall company goals and objectives
	operating procedures
	operations manuals
	computer system documentation
	internal control guidelines
	legal obligations and framework
	information on liaison, information dissemination and marketing
	trading terms
	training, development and supervision of staff
	procedure and guidelines for daily functions such as maintenance of files
	gathering and evaluation of information
Methods by which personnel are Consulted may include, but are not limited to:	personal interviews
	written surveys
	informal or formal meetings
	feedback received via email or fax
An appropriate form may include, but is not limited to:	schedules
	manuals
	training materials
	administrative guidelines
Testing can include:	running current system and new/changed system in parallel for a defined period

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICORG506A.

This unit replaces FNSICORG506A.

Modification History

Not Available

INTRODUCTION

Unit Descriptor	This unit describes those functions associated with the maintenance of accounting systems, including the general ledger. This unit replaces FNARFS27A and FNBFIN64A.
Prerequisite Unit(s)	FNSICACC301A Administer accounts payable FNSICORG301A Administer fixed asset register FNSRETA310A Maintain main bank account FNSRETA309A Balance cash holdings
Application of the Unit	This unit requires the application of general accounting knowledge and reporting skills. It may be applied within the accounts or back office section of most financial institutions.
Unit Sector	No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Reconcile general ledger accounts	<p>1.1 General ledger is reconciled accurately and regularly to subsidiary ledgers as determined by organisation's policies and procedures</p> <p>1.2 Outstanding items on reconciliation are resolved and corrections are made to the relevant accounts to ensure the integrity of the financial systems</p> <p>1.3 Bank accounts are reconciled and suspense accounts are cleared to ensure reliability of the general ledger</p> <p>1.4 Completed reconciliation is authorised by appropriate personnel according to organisation's policies and procedures</p>
2. Reconcile general ledger to related systems	<p>2.1 Related system entries are processed promptly</p> <p>2.2 Interfaces from related systems are reconciled accurately in accordance with organisation's policies and procedures</p> <p>2.3 Validity and accuracy of related systems is verified to maintain integrity of accounting systems</p>
3. Back-up systems	3.1 System back-up follows organisation schedule precisely

- 3.2 Back-ups are verified and stored in accessible location to protect integrity of system information and in accordance with audit and security requirements
4. Monitor and review integrity of financial systems
- 4.1 Processes are established to regularly monitor financial systems to ensure reliability, integrity and compliance with relevant regulations
- 4.2 Variations from organisation's policies and procedures are identified and assessed to determine impact on financial system and actions required
- 4.3 User feedback is encouraged and reviewed to determine impact on financial system and actions required
5. Update systems for management requirements and regulations
- 5.1 Estimates of costs associated with changes are made in order to assess cost effectiveness
- 5.2 System updates are tested to ensure they reflect changed requirements
- 5.3 Update is comprehensive and maintains integrity of accounting systems
- 5.4 Changes are applied consistently to all affected systems to ensure report information remains valid
- 5.5 Changed or updated documentation is circulated without delay to ensure all relevant parties are fully informed of variations

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Knowledge requirements include:
- accounting principles and practices
 - use of financial spreadsheets
 - systems knowledge and familiarity
 - introductory knowledge of the finance industry, accounting principles, business communication, business law and business accounting
 - knowledge of working environment
 - information technology
- Skills requirements include:
- accounting and financial management skills
 - skills in using financial spreadsheets

- reporting skills
- system back-up skills
- financial modelling skills
- written and verbal communication skills
- analytical skills
- problem solving skills
- numeracy skills
- planning and organising skills
- monitoring skills

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

- | | |
|--|---|
| Organisation policies and procedures may include: | <ul style="list-style-type: none">• operations manuals• internal control guidelines• computer system documentation |
| Appropriate personnel may include: | <ul style="list-style-type: none">• accounting personnel• business unit or departmental managers |
| Related systems may include: | <ul style="list-style-type: none">• suspense accounts• cost centre accounts• investments register |
| Back-up schedules may be: | <ul style="list-style-type: none">• daily, weekly or monthly• usually prescribed in organisation's procedures/system operational procedures |
| Management requirements and regulations may include: | <ul style="list-style-type: none">• authority levels, classification systems, cost centre definitions, new expenditure accounts, reinsurance returns, audit trails |
| Feedback may be obtained from: | <ul style="list-style-type: none">• other accounting personnel• managers and organisational staff using financial systems |
| Relevant parties may include: | <ul style="list-style-type: none">• management• other accounting personnel and organisational staff |
| Relevant legislation may include: | <ul style="list-style-type: none">• Consumer<ul style="list-style-type: none">• Consumer Credit Code• Privacy Act• Secrecy Laws• codes of practice |

- Competition
- Australian Competition and Consumer Commission (ACCC)
- Prudential
 - Financial Institutions (FI) Code of Conduct
 - Credit Reference Association of Australia (CRAA)
 - Electronic Funds Transfer (EFT) Code of Conduct
 - Financial Transaction reports Act
 - Cheques and Payment Orders act
 - Corporate Law
 - Commercial Tenancies Act
 - Land Tax Assessment Act
 - Prescribed Payments Act
 - Payroll Tax Assessment Act
 - Stamp Duties Act
 - Taxation Assessment Act
 - Bills of Exchange Act

EVIDENCE GUIDE

Assessment of performance requirements in the unit should be undertaken in an industry context. The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for the unit. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

Overview of assessment requirements	<p>To achieve competency in this unit, a person must be able to demonstrate:</p> <ul style="list-style-type: none">• thorough checking of reconciliation items with related system entries detailed knowledge of relevant legislation• comprehensive knowledge of accounting procedures and practices• sound communication skills in liaising with departmental managers and creditors/ suppliers• thorough understanding of bank account reconciliation process• ability to back-up and update financial systems• ability to use relevant data entry and office equipment•
Evidence required for demonstration of consistent performance:	<ul style="list-style-type: none">• Assessment of performance requirements in the unit should be undertaken in an industry context. Competency is demonstrated by performance of all stated criteria according to the Range of Variables applicable to the workplace.
Delivery/assessment relationship to other units:	<ul style="list-style-type: none">• This unit should be assessed after competency has been demonstrated in units:<ul style="list-style-type: none">• FNSRETA309A Balance cash holdings• FNSRETA310A Maintain main bank account• FNSICORG301A Administer fixed asset register• FNSICACC301A Administer accounts payable.
Method of assessment:	<ul style="list-style-type: none">• For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and other methods as required.

- Context of assessment:
- This unit may be assessed in the workplace or in a simulated environment.
- Resources required for assessment:
- Assessment of this unit of competence requires access to company policies and practices, relevant IT systems and the databases of the financial services company.

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Performance Level 1 - at this level, the candidate is required to undertake tasks effectively.
 Performance Level 2 - at this level, the candidate is required to manage tasks.
 Performance Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Performance Level	Example of Application
Communicating ideas and information	3	Liaising with management and other relevant personnel as appropriate will require the ability to communicate ideas and information.
Collecting analysing and organising information	2	Collecting and assessing user feedback will require information to be collected, analysed and organised.
Planning and organising activities	3	Establishing processes to regularly monitor financial systems and completing all associated tasks in accordance with relevant procedures will require activities to be planned and organised.
Working with others and in teams	2	Establishing processes to monitor financial systems may require the ability to work in and across teams.
Using mathematical ideas and techniques	3	Reconciling bank, general ledger and suspense accounts, calculating and rectifying errors and estimating costs associated with changes will require the use of mathematical ideas and techniques.
Solving problems	3	Resolving outstanding items, correcting relevant accounts and identifying and resolving discrepancies will require problem solving skills.
Using technology	3	Conducting system back-ups and verifying the validity and accuracy of financial systems will require the ability to use technology.

Modification History

Not Available

INTRODUCTION

Unit Descriptor	This unit describes the outcomes required to carry out the routine maintenance of both engine and electrically operated hand-held chainsaws This unit replaces FPIC2007A Maintain chainsaws
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a production worker level. These skills and knowledge are to be used within the scope of the person's job and authority
Unit Sector	Common Technical

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Plan and prepare | <p>1.1 Applicable Occupational Health and Safety (OHS), legislative and organisational requirements relevant to the maintenance of chainsaws are identified and complied with</p> <p>1.2 Suitable personal protective equipment and/or clothing is selected, used and maintained</p> <p>1.3 Work order is reviewed and clarified with appropriate personnel</p> <p>1.4 Tools, equipment and materials are selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer's recommendations</p> <p>1.5 Potential and existing risks and hazards in the work area are identified and controlled</p> |
| 2. Clean and check chainsaw components | <p>2.1 Routine checks and maintenance procedures are conducted in accordance with manufacturer's recommendations</p> <p>2.2 Chainsaw and chainsaw body are cleaned, inspected and condition determined</p> <p>2.3 Air filter and spark plug are removed, cleaned, checked and replaced or reinserted</p> <p>2.4 Chain is checked for wear and condition, and sharpened, adjusted</p> |

- or replaced as required
- 2.5 Serviced chainsaw components are reassembled and checked for operational effectiveness
3. Complete maintenance
- 3.1 Records and reports are accurately completed, processed and maintained in accordance with workplace procedures
 - 3.2 Chainsaw faults, malfunctions or irregular operation are identified, tagged and reported for repair
 - 3.3 Malfunctions, faults, wear or damage to tools and equipment are reported for repair or replacement
 - 3.4 Tools and equipment are cleaned, maintained and stored in accordance with manufacturer's recommendations and workplace procedures
 - 3.5 Work area is cleared and waste materials disposed of or recycled in accordance with organisational environmental policies and procedures

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Required skills include:
- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for maintaining chainsaws
 - review and accurately identify work requirements
 - use and maintain relevant tools, machinery and equipment
 - identify problems and equipment faults and demonstrate appropriate response procedures
 - use appropriate communication and interpersonal techniques with colleagues and others
 - conduct and complete routine maintenance procedures
 - read and interpret maintenance plans and specifications
 - accurately locate, record and report information

- Required knowledge and understanding includes:
- basic knowledge and understanding of applicable Commonwealth, State or Territory legislation, regulations, standards and codes of practice relevant to the full range of processes for maintaining chainsaws
 - organisational and site standards, requirements, policies and procedures for maintaining chainsaws
 - established communication channels and protocols
 - environmental protection requirements, including the safe disposal of waste material
 - principles of cultural diversity and access and equity
 - problem identification and resolution
 - types of tools and equipment and procedures for their use, operation and maintenance
 - types, functions, specifications and operational principles of chainsaws
 - chainsaw routine maintenance procedures
 - common fault finding techniques
 - hazards and risks when maintaining chainsaws
 - appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks
 - procedures for recording and reporting workplace records and information

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

- the use of personal protective equipment and clothing
- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- elimination of hazardous materials and substances
- safe forest practices including required actions relating to forest fire
- manual handling including shifting, lifting and carrying

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care
- and heritage and traditional land owner issues

Organisational requirements

- may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)

- Chainsaws
 - may be engine or electrically operated hand-held
- Appropriate personnel
 - may include supervisors, clients, colleagues, line management
- Hazards
 - may include exposure to loud noise and exhaust fumes, mechanical vibration, vibration injury, hazardous substances (fuel), cuts and hot surfaces
- Routine checks and maintenance procedures
 - may include pre-start checks, inspections of chainsaw body, checking or replacement of worn chain and/or sprocket, chain guards and chain sprockets, checks of air filters and spark plugs, checks and adjustments of chain tension, oil and fuel, replacement of worn or faulty parts, assessment of saw sharpness, cutter bar, starter cord inspection and replacement, basic cleaning, exhaust system for fire safety
- Chain checks
 - may include checks and adjustments to chain (loosening/removal of guards/bards to provide access to adjustment, adjustment of tension, replacement of guards/bars), replacement of worn chain/depth gauges (each tooth of chain is checked for condition, replacement of worn sprockets/chain), sharpening of chain (chain is sharpened using grinder or hand filing methods)
- Records and reports
 - may detail maintenance outcomes, faults, malfunctions and damage, hazards and incidents
 - may be manual, using a computer-based system or another appropriate organisational communication system

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

Overview of Assessment	<ul style="list-style-type: none">• A person who demonstrates competency in this unit must be able to provide evidence that they can carry out safely and efficiently a routine maintenance service and adjustment of chainsaws
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<ul style="list-style-type: none">• Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to maintaining chainsaws• Conduct efficient routine maintenance and adjustment procedures of chainsaws• Select and use appropriate tools, equipment and materials• Identify and diagnose chainsaw faults, malfunctions or irregular operation• Maintain effective communication with others in the workplace
Context of and specific resources for assessment	<ul style="list-style-type: none">• Competency is to be assessed in the workplace or realistically simulated workplace• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context• Assessment is to comply with relevant regulatory or Australian Standards requirements• The following resources should be made available:<ul style="list-style-type: none">• workplace location or simulated workplace• materials and equipment relevant to maintaining chainsaws• specifications and work instructions
Method of assessment	<ul style="list-style-type: none">• Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package• Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge• Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies• Assessment methods must confirm the ability to access and

correctly interpret and apply the essential underpinning knowledge

- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

KEY COMPETENCY LEVELS

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace. Performance Level 1 at this level, the candidate is required to undertake tasks effectively. Performance Level 2 at this level, the candidate is required to manage tasks. Performance Level 3 at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Performance Level	Example of Application
Communicating ideas and information	1	By communicating in simple language to confirm work requirements, convey information and requests to colleagues, and report and record work outcomes
Collecting analysing and organising information	1	By collecting, organising and understanding information required to undertake the maintenance of chainsaws
Planning and organising activities	1	By organising work activities in the correct sequence and complete within designated timeframes
Working with others and in teams	1	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence, satisfaction and productivity in the workplace
Using mathematical ideas and techniques	1	By calculating time to complete tasks and estimating tools, equipment and material requirements
Solving problems	1	By establishing safe and effective work processes which anticipate likely problems to avoid wastage and downtime
Using technology	1	By selecting and using business equipment/technology to prepare and maintain

		workplace documentation
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FPICOT2206A Cross cut materials with a hand-held chainsaw

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to prepare and cut materials with a hand-held chainsaw. This unit includes chainsaw maintenance. Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions

This unit replaces FPIC2011A Cross cut materials with a hand-held saw

This unit specifies the outcomes required to prepare and cut materials with a hand-held chainsaw. This unit includes chainsaw maintenance. Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions

This unit replaces FPIC2011A Cross cut materials with a hand-held saw

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a factory environment and involves application of skills and knowledge at a production worker level. These skills and knowledge are to be used within the scope of the persons job and authority

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a factory environment and involves application of skills and knowledge at a production worker level. These skills and knowledge are to be used within the scope of the persons job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide

Elements describe the essential outcomes of a unit of competency

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for operation	<p>1.1 Applicable Occupational Health and Safety (OHS), legislative and organisational requirements relevant to cross cutting materials with a hand-held chainsaw are identified and complied with</p> <p>1.2 Work order is reviewed and clarified with appropriate personnel</p> <p>1.3 Equipment is selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer's recommendations and site procedures</p> <p>1.4 Chainsaw operations are identified for safe working conditions and planned in accordance with site procedures and environmental protection measures</p> <p>1.5 Communication with others is established and maintained in accordance with OHS requirements and site procedures</p>
2 Cross cut material	<p>2.1 Work area is prepared, checked and cleared in accordance with OHS requirements and site procedures</p> <p>2.2 Material is cut within site standard tolerances for length and angle relative to centre line in</p>

- accordance with OHS requirements
- 2.3 Material is visually assessed for defects in accordance with site standards
 - 2.4 **Cutting techniques** maximise volume and quality of recovery in accordance with work order and industry standard lengths
 - 2.5 Chainsaw is operated in accordance with OHS and site procedures, and manufacturer's recommendations
 - 2.6 **Problems** are identified and reported in accordance with site procedures
- 3 Maintain chainsaw
- 3.1 Chainsaw is cleaned, maintained and stored in accordance with manufacturer's recommendations and site procedures
 - 3.2 Cutting rate is compared with that anticipated from knowledge of saw, size, species and condition of material
 - 3.3 Blunt or damaged saws are identified and dealt with according to site procedures and manufacturer's recommendations
 - 3.4 Production and quality **records and reports** are processed in accordance with site procedures and organisational requirements

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required skills include:

comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for using a hand-held chainsaw

review and accurately identify work requirements

use and maintain relevant tools, machinery and equipment

safely and efficiently use a hand-held chainsaw and carry out lock-out procedures

use appropriate methods to cross cut materials with a hand-held chainsaw

effectively maximise volume and quality recovery

identify defects and problems and demonstrate appropriate response procedures

use effective communication and interpersonal techniques with colleagues and others

accurately identify blunt or damaged saws

accurately locate, record and report information

Required knowledge and understanding includes:

basic knowledge and understanding of applicable Commonwealth, State or Territory licensing, legislative, regulatory or certification requirements and codes of practice relevant to the full range of processes for cross cutting materials with a hand-held chainsaw

organisational and site standards, requirements, policies and procedures for cross cutting materials with a hand-held chainsaw

use appropriate communication and interpersonal techniques with colleagues and others

environmental protection requirements, including the safe disposal of waste material

established communication channels and protocols

industry standard length dimensions

operating and maintenance requirements of a hand-held chainsaw

effects of defects on recovery

common industry terminology

principles of cultural diversity and access and equity

appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks

procedures for the recording and reporting of workplace documentation and information

KEYCOMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace Performance Level 1 - at this level, the candidate is required to undertake tasks effectively Performance Level 2 - at this level, the candidate is required to manage tasks Performance Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping task

Key Competency	Example of Application	Performance Level
How are ideas and information communicated?	By completing all required records and documentation	1
How can information be collected, analysed and organised?	By reviewing, confirming with appropriate personnel, and clarifying work order requirements	1
How are activities planned and organised?	By planning and preparing for chainsaw operations	2
How is team work used?	By communicating with other personnel	1
How are mathematical ideas and techniques used?	By cutting material to industry standard lengths	1
How are problem solving skills applied?	By monitoring and maintaining safe working conditions for chainsaw operations	1
How is the use of technology applied?	By maintaining equipment	1

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Packag

Overview of assessment

A person who demonstrates competency in this unit must be able to provide evidence that they can use a hand-held chainsaw while demonstrating the correct procedures for cross cutting materials in accordance with organisational guidelines

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Compliance with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to cross cutting materials with a hand-held chainsaw

Compliance with applicable licensing or certification requirements

Communicate effectively and work safely with others in the work area

Safely cross cut material using a hand-held chainsaw maximising volume and quality of recovery

Conduct efficient routine maintenance and adjustment procedures required of a hand-held chainsaw

Identify faults, malfunctions or irregular operation of hand-held chainsaw and report for corrective action

Context of and specific resources for assessment

Competency is to be assessed in the workplace or realistically simulated workplace

Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context

Assessment is to comply with relevant regulatory or Australian Standards

requirements

The following resources should be made available:

workplace location or simulated workplace materials and equipment relevant to cross cutting materials with a hand-held chainsaw specifications and work instructions

Method of assessment

Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

Assessment may be applied under project-related conditions (real or simulated) and require evidence of process

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Assessment may be in conjunction with assessment of other units of competency

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English

Where the participant has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

the use of personal protective equipment and clothing
 safety equipment
 first aid equipment
 fire fighting equipment
 hazard and risk control
 elimination of hazardous materials and substances
 awareness of danger zone for kickback
 manual handling including shifting, lifting and carrying

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:

award and enterprise agreements
 industrial relations
 Australian Standards
 confidentiality and privacy
 OHS
 the environment
 equal opportunity
 anti-discrimination
 relevant industry codes of practice
 duty of care

Organisational requirements

may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)

Material	<p>is cut on a relatively level and clear surface and not under forest conditions</p> <p>may include logs, packs of timber and individual pieces of timber</p>
Work order	<p>is to include information and instructions relevant to cross cutting operations including processing location details and materials to be cross cut. Information may also include environmental requirements, site plan and environmental features</p>
Appropriate personnel	<p>may include supervisors, clients, colleagues, and line management</p>
Environmental protection measures	<p>may include noise, fumes in enclosed spaces and waste</p>
Communication	<p>may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language</p>
Cleared	<p>may relate to clearing the work area of off-cuts and shorts, ensuring saw clearance around material, depositing off-cuts, shorts and debris in recognised areas, clearing surfaces of debris likely to cause saw damage in the cutting area</p>
Cutting techniques	<p>may relate to cutting positions, work order requirements, industry standard lengths, cutting patterns, maximising volume and quality of recovery requirements, cutting procedures checking to ensure saw clearance around the material which minimise capping and splitting of material, maximise volume and quality of recovery securing the section on each side of the planned cut</p>
Problems	<p>may relate to performance of chainsaw, defects in material, communication, hazards and risks at the work site, capping and splitting of material, danger zone for</p>

kickback

Records and reports

may include tally sheets, quality sheets/forms, production sheets and downtime sheets

may be manual, using a computer-based system or another appropriate organisational communication system

Unit Sector(s)

Not applicable.

Competency Field

Common Technical
Common Technical

FPICOT2233A Navigate in forest areas

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to navigate in forest areas in situations where difficult environmental conditions and poor visibility are likely to occur. The unit includes interpretation and use of maps and other navigation aids

This unit specifies the outcomes required to navigate in forest areas in situations where difficult environmental conditions and poor visibility are likely to occur. The unit includes interpretation and use of maps and other navigation aids

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a production worker level. These skills and knowledge are to be used within the scope of the persons job and authority

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a production worker level. These skills and knowledge are to be used within the scope of the persons job and authority

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide

Elements describe the essential outcomes of a unit of competency

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for navigation	<p>1.1 Applicable Occupational Health and Safety (OHS), legislative and organisational requirements relevant to navigation are specified and complied with</p> <p>1.2 Information is gathered and relevant factors identified and checked with appropriate personnel</p> <p>1.3 Suitable maps, equipment and navigation aids are selected and checked for accuracy, currency and operational effectiveness in accordance with manufacturer's recommendations</p> <p>1.4 Faults or errors in maps and equipment are detected and corrected</p> <p>1.5 Communication with others is established and maintained in accordance with OHS requirements</p>
2 Plan the route	<p>2.1 Route is planned in accordance with assignment instructions and OHS requirements</p> <p>2.2 Maps are examined to identify relevant symbols and information and navigation data</p> <p>2.3 Emergency or contingency exit routes are planned</p> <p>2.4 Limitations in planning are specified and assistance sought in accordance with organisational</p>

requirements

- 3 Conduct navigation
 - 3.1 Navigation is undertaken in accordance with planned route and schedule
 - 3.2 Maps are correctly orientated to **surroundings** in accordance with planned route
 - 3.3 Equipment and navigation aids are used in accordance with manufacturer's recommendations
 - 3.4 Alternative routes are navigated to bypass **obstacles** and improve efficiency of route or course

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required skills include:

comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for navigating in forest areas

review and accurately identify work requirements

use and maintain relevant tools and equipment

identify problems and equipment faults and demonstrate appropriate response procedures

use appropriate communication and interpersonal techniques and methods with colleagues and others

accurately calculate bearings using maps and compass correctly

accurately interpret maps, charts, distances, relevant symbols, map meaning and line types

accurately estimate resource and equipment requirements

effectively solve problems and bypass obstacles

accurately locate own position on a map

Required knowledge and understanding includes:

basic knowledge and understanding of applicable Commonwealth, State or Territory legislation, regulations, standards and codes of practice relevant to the full range of processes for navigating in forest areas

organisational and site standards, requirements, policies and procedures for navigation

principles of cultural diversity and access and equity

environmental protection requirements, including the safe disposal of waste material

established communication channels and protocols

problem identification and resolution
 types of tools and equipment and procedures for their safe use, operation and maintenance
 types of maps, charts and scales and their uses
 representation of topographic features on maps and plans
 common scales used on maps and plans
 features and use of a compass and factors that affect their accuracy
 advantages and disadvantages of different map and chart types and sources of error
 techniques for estimating distance travelled within a particular activity context
 procedures for the recording, reporting and maintenance of workplace records and information
 appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks

KEYCOMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace Performance Level 1 - at this level, the candidate is required to undertake tasks effectively Performance Level 2 - at this level, the candidate is required to manage tasks Performance Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping task

Key Competency	Example of Application	Performance Level
How are ideas and information communicated?	By communicating in simple language to confirm work requirements, convey information and requests to colleagues, and report and record outcomes of navigation	1
How can information be collected, analysed and organised?	By collecting, organising and understanding information from maps and plans	1
How are activities planned	By organising work activities	1

and organised?	in the correct sequence for navigation to be completed within the designated timeframes	
How is team work used?	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence and safety	1
How are mathematical ideas and techniques used?	By calculating time to complete tasks and estimating distances, resource and equipment requirements	1
How are problem solving skills applied?	By planning safe and effective navigation routes which anticipate likely obstacles and hazards	1
How is the use of technology applied?	By selecting and using equipment to ensure safe and effective navigation in forest areas	1

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Packag

Overview of assessment

A person who demonstrates competency in this unit must be able to provide evidence that they can navigate in forest areas demonstrating the correct orientation and use of maps, plans and compass.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to navigating in forest areas

Communicate effectively and work safely with others in the work area

Effectively select, interpret, and apply maps and other relevant information in written, diagrammatic and oral form

Accurately use maps, compass and navigation aids to navigate in forest areas confirming factors affecting the use of navigation equipment

Plan and conduct an efficient navigation effectively bypassing obstacles within designated timeframes

Context of and specific resources for assessment

Competency is to be assessed in the workplace or realistically simulated workplace

Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context

Assessment is to comply with relevant regulatory or Australian Standards requirements

The following resources should be made

available:

workplace location or simulated workplace

materials and equipment relevant to navigation

specifications and work instructions

Method of assessment

Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

Assessment may be applied under project-related conditions (real or simulated) and require evidence of process

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

Assessment may be in conjunction with assessment of other units of competency

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English

Where the participant has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than

those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

the use of personal protective equipment and clothing
 safety equipment
 first aid equipment
 fire fighting equipment
 hazard and risk control
 elimination of hazardous materials and substances
 safe forest practices including required actions relating to forest fire

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:

award and enterprise agreements
 industrial relations
 Australian Standards
 confidentiality and privacy
 OHS
 the environment
 equal opportunity
 anti-discrimination
 relevant industry codes of practice
 duty of care
 heritage and traditional land owner issues

Organisational requirements

may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)

Information	may relate to local inhabitants, type of terrain or features of the route, access and exit routes, natural protection or shelter, land management and legislative requirements, guide books
Relevant factors	may relate to types of terrain and gradient, weather conditions, obstacles, hazards and access to required resources and facilities, distance, estimated travelling time and magnetic bearings
Appropriate personnel	may include supervisors, clients, colleagues, line management
Maps	may include cadastral and topographic maps, charts, guide books, aerial photographs, sketches and cave maps, and diagrams
Equipment	may include compass, track and survey markers, beacons, personal protective equipment and clothing, GPS units
Navigation aids	may include track and creek junctions and crossings, survey markers, beacons, track markers, paths, signs, arrows, compass and man-made objects or features
Symbols and information	may include grid lines and numbers, contour lines, scale, map legend, topographic features, markers and beacons, water depth
Navigation data	may include grid reference points, distances, estimated travelling times, height gain/loss, gradient, identifiable features and exit routes
Communication	may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language
Limitations	may relate to job role and responsibilities, own competency level, industry requirements, own understanding of risk identification processes, own interpretation

of maps, legislation, regulations and procedures, complying with OHS requirements, legal responsibilities

Surroundings

may include ground or terrain, bodies of water, beacons and markers, natural formations, landmarks and man-made features

Obstacles

may include thick vegetation, drops and climbs, marshes and bogs, fog, rivers, lakes and dams, tides, hazards (such as rocks)

Unit Sector(s)

Not applicable.

Competency Field

Common Technical

Common Technical

ICAD4217B Create technical documentation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to create technical documentation that is clear to the target audience and easy to navigate.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAW4027B Relate to clients on a business level <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and analyse documentation needs	1.1. Consult with the <i>client</i> to identify documentation <i>requirements</i> 1.2. Interpret and evaluate documentation <i>requirements</i> and confirm details with the <i>client</i> 1.3. Investigate industry and <i>documentation standards</i> for requirements 1.4. Define and document the scope of work to be produced 1.5. Consult with the <i>client</i> to validate and confirm the scope of work
2. Design documentation	2.1. Identify information <i>requirements</i> with reference to layout and document structure 2.2. Create document templates and style guides consistent with information <i>requirements</i> 2.3. Conduct a review of the <i>system</i> in order to understand its functionality 2.4. Extract content that meets information <i>requirements</i> in accordance with relevant copyright restrictions 2.5. Develop the structure of the <i>technical documentation</i> giving focus to the flow of information, style, tone and <i>content</i> format 2.6. Validate the <i>technical documentation</i> structure with the <i>client</i>
3. Develop documentation	3.1. Write <i>technical documentation</i> based on the template and scope of work using the information gathered 3.2. Translate technical terminology into plain English where appropriate 3.3. Apply <i>content</i> format and style in accordance with relevant <i>documentation standards</i> and templates
4. Evaluate and edit documentation	4.1. Submit technical documentation to <i>appropriate person</i> for review 4.2. Gather and analyse feedback 4.3. Incorporate alterations into the <i>technical documentation</i> 4.4. Edit the <i>technical documentation</i> for technical and grammatical accuracy
5. Prepare documentation for	5.1. Check that the completed <i>technical documentation</i> meets client <i>requirements</i> and scope of work

ELEMENT	PERFORMANCE CRITERIA
publication	5.2. Submit the technical documentation to <i>appropriate person</i> for approval 5.3. Prepare the <i>technical documentation</i> for publication and distribution utilising appropriate <i>channels</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- The use of word processing software and multimedia authoring tools
- Identifying target audiences
- Analysing audience needs
- Identifying relevant content
- Determining appropriate content, formats and styles
- Writing content

Required knowledge

- Content features, such as clarity and readability
- Instructional design principles
- Functions and features of templates and style guides
- Document design, web design and usability

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to create technical documentation that meets business requirements, caters for a diverse readership, is clear to the target audience and easy to navigate <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Technical specifications Documentation standards
Context of and specific resources for assessment	<p>Technical documentation provides a record of the functionality and processing of a system, program, network or application. The technical documentation should document how the system, program, network or application is structured, how it works and changes that have been made to it.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be

EVIDENCE GUIDE	
	<p>characteristic.</p> <ul style="list-style-type: none"> • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAW4027B Relate to clients on a business level <p>An individual demonstrating this competency would be</p>

EVIDENCE GUIDE

	<p>able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • internal employees
<i>Requirements</i> may be in reference to:	<ul style="list-style-type: none"> • business • system • application • organisational policies • network • people in the organisation
<i>System</i> may include but is not limited to:	<ul style="list-style-type: none"> • network • application • software

RANGE STATEMENT	
	<ul style="list-style-type: none"> • business • computers • financial system • management system • information system
<i>Technical documentation</i> may include:	<ul style="list-style-type: none"> • system or project specifications • system design • system functionality • reports • help references • technical manuals • operational procedures • training materials • self-paced tutorials • on-line help • user guides • brochures
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
<i>Channels</i> may include:	<ul style="list-style-type: none"> • text • audio • animation and graphics provided through books • manuals • CD-ROMs • DVDs • computer-based tutorials • help screens • the world wide web
<i>Content</i> may include information and interactive features, such as:	<ul style="list-style-type: none"> • product information • company information • copyright and disclaimer notices • site map • frequently asked questions • what's new • customer-specific information • customer only information • error messages • instructions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • feedback mechanisms • reference pages • forms • background articles • ratings/rankings/testimonials/quotes from reviews • hyperlink titles
<i>Documentation standards</i>	<ul style="list-style-type: none"> • May include but are not limited to policy relating to sign-off, storage, distribution, revision. • May include ISO/IEC/AS standards, organisational standards, audit trails, naming conventions, version control, project management templates and report writing principles (for further information refer to the Standards Australia website at: www.standards.com.au)

Unit Sector(s)

Unit sector	Documentation
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAI3020B Install and optimise operating system software

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to install operating system software and to make adjustments as a means of optimising the system to accommodate business and client needs.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAS3024B Provide basic system administration • ICAT3025B Run standard diagnostic tests
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine function of operating systems	1.1. Identify and demonstrate understanding of the purposes of the <i>operating system</i> 1.2. Distinguish between batch system, real-time system, multi-tasking system 1.3. Identify and demonstrate understanding of the basic functions of <i>operating system</i> , including file system, memory management, process scheduling 1.4. Identify and demonstrate management of virtual memory
2. Obtain operating system	2.1. Contact <i>operating system</i> vendors to obtain technical specifications and system requirements 2.2. Document adjustment recommendations and provide to <i>appropriate person</i> 2.3. Determine and apply knowledge of licensing, hardware and security requirements
3. Install, configure and optimise operating system	3.1. Install, configure and test the <i>operating system software</i> in accordance with installation procedures and <i>organisational requirements</i> 3.2. Optimise the system to meet <i>organisational requirements</i> 3.3. Document the system according to <i>organisational requirements</i> 3.4. Install the <i>operating system</i> with minimal disruption to <i>client</i> or users
4. Provide instruction to meet new software requirements	4.1. Provide one-to-one instruction about changes to the <i>client</i> or users as required 4.2. Obtain <i>client</i> evaluation about new system to ensure requirements are met, using appropriate <i>feedback mechanism</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

REQUIRED SKILLS AND KNOWLEDGE

- Problem solving skills for a defined range of predictable problems
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- Report writing skills for business, requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Strong interpersonal skills for team work and responsible workplace interactions
- Software installation and configuration
- Questioning and active listening for conveying and clarifying information
- Literacy skills in regard to interpretation of technical computer installation manuals
- Use of diagnostic tools

Required knowledge

- Organisational and technical systems
- Detailed knowledge of the system's current functionality
- Functions and features of operating systems used by the organisation
- Set-up and configuration procedures
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Software packages supported by the organisation
- Prerequisites for system software installation
- Vendor specifications and requirements for installation
- Broad knowledge of incorporating systems software
- Broad general knowledge of systems diagnostic software

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to install and improve system performance with minimum disruption to clients. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Personal computer/workstation <p>Operating System software and technical documentation</p>
Context of and specific resources for assessment	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints would be characteristic. Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In</p>

EVIDENCE GUIDE

	<p>undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAS3024B Provide basic system administration • ICAT3025B Run standard diagnostic tests <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and

EVIDENCE GUIDE

	judgement <ul style="list-style-type: none"> • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Operating System</i> may include but is not limited to:	<ul style="list-style-type: none"> • Linux 7.0 or above • Windows 2000 or above • Apple OS X or above
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • operating systems, including standalone personal computer systems and network operating systems; commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities
<i>Feedback mechanism</i> may include:	<ul style="list-style-type: none"> • surveys • questionnaires • interviews • meetings
<i>Organisational requirements</i> may include but are not limited to:	<ul style="list-style-type: none"> • Availability of system to be optimised • Level of complexity of technical manuals • In-house or vendor; contracting arrangements relating to IT purchasing

RANGE STATEMENT	
	<ul style="list-style-type: none"> • Client support documentation • IT policy and procedures relating to service levels and installation
<i>Client</i> may include:	<ul style="list-style-type: none"> • a person within a department • a department within the organisation • a third party

Unit Sector(s)

Unit sector	Implement
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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ICAI3110C Implement system software changes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to implement system software changes and to handover the modified system to the client's operational area.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAI4029C Install network hardware to a network • ICAS3034B Determine and action network problems • ICAS3121B Administer network peripherals
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
	ICAI3020B	Install and optimise operating system software

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine system changes required	1.1. Determine and record the required changes to <i>system</i> 1.2. Ensure that documentary evidence exists to support changes and evaluate changes required 1.3. Complete all <i>documentation</i> required in accordance with maintenance methodologies 1.4. Clarify and confirm the nature of the changes with the <i>client</i> 1.5. Obtain technical data from reliable sources and request other resources that may be required to complete the changes
2. Carry out system changes	2.1. Plan the procedure to effect intended changes 2.2. Confer with colleagues and <i>users</i> involved in the proposed changes and agree a mutually acceptable timeline and method of <i>implementation</i> 2.3. Copy initialisation or configuration files prior to <i>implementation</i> 2.4. Create a roll-back path in the event of failure 2.5. Ensure that changes required in <i>software</i> are made according to project or <i>organisational guidelines</i> 2.6. Test and verify that the changes have been made according to implementation guides and <i>organisational standards</i>
3. Present changes to client	3.1. Demonstrate changes to the <i>client</i> and explain the impact of these changes 3.2. Work towards making these changes acceptable to the <i>client</i> if changes are rejected, or making further modifications if required 3.3. Update <i>documentation</i> and repositories in accordance with standards and update modifications made to the change management system
4. Perform handover to client's operational	4.1. Update <i>documentation</i> and <i>client</i> procedures to reflect changes made 4.2. Secure sign off of acceptance documents by client 4.3. Facilitate handover of modified system to client's operational area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- System software installation and configuration
- Problem solving skills for a defined range of unpredictable problems
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Change management skills in relation to maintaining the continuity of IT operations and business functions
- Risk analysis skills in relation to reviewing change procedures
- Basic training needs analysis skills
- Basic programming skills

Required knowledge

- Broad knowledge of vendor software services
- Broad knowledge of emerging standards for data and voice communications
- Current industry-accepted hardware and software products, with basic knowledge of general features and capabilities and detailed knowledge in some areas
- Broad general knowledge of the client business domain
- Detailed knowledge of the system's current functionality
- Basic knowledge incorporating some change control procedures
- Detailed knowledge of the system under modification, including policies and procedures of the organisation
- Business scheduling requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to implement changes to the system with minimum disruption to the system and client users. All changes are to be documented. • Whilst this competency is primarily about software implementation, a competent individual needs to demonstrate effective planning and communication skills to ensure client agreement to changes and minimisation of disruption to the business. <p>To demonstrate competency in this unit the following resources will be needed:</p> <ul style="list-style-type: none"> • Technical specifications and documentation • Organisational requirements • Live system
<p>Context of and specific resources for assessment</p>	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints would be characteristic.

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved. • It may include participation in teams, including those concerned with software changes and planning. Group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process.
Guidance information for assessment	<p>The interdependence of units for assessment purposes may vary with the particular project or scenario. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAI4029C Install network hardware to a network • ICAS3034B Determine and action network problems • ICAS3121B Administer network peripherals

EVIDENCE GUIDE

An individual demonstrating this competency would be able to:

- Demonstrate some relevant theoretical knowledge
- Apply a range of well-developed skills
- Apply known solutions to a variety of predictable problems
- Perform processes that require a range of well-developed skills where some discretion and judgement is required
- Interpret available information, using discretion and judgement
- Take responsibility for own outputs in work and learning
- Take limited responsibility for the output of others
- Maintain knowledge of industry products and services

Additionally, an individual demonstrating this competency would be able to:

- Demonstrate broad knowledge of theoretical concepts, with substantial depth in some areas
- Analyse and plan approaches to technical problems and management requirements
- Transfer and apply theoretical concepts and technical or creative skills to a range of situations
- Evaluate information in relation to implementing software changes
- Take responsibility for outputs in relation to broad quantity and quality parameters

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>System</i> may include but is not limited to:	<ul style="list-style-type: none"> • network • application • software • business • computers • mobile equipment • financial system • management system • information system
<i>Documentation</i> for version control may follow:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates and report writing • maintaining equipment inventory • client training • satisfaction reports
<i>Organisational guidelines</i> may include but are not limited to:	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • making voice or video calls • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms
<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • customers • individual people • internal employees
<i>User</i> may include:	<ul style="list-style-type: none"> • a person within a department • a department within the organisation • a third party

RANGE STATEMENT	
<i>Implementation</i> may include:	<ul style="list-style-type: none"> • implementing the entire system • formulating methods for standby operations or contingency plans
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • commercial software applications • organisation-specific software, packaged software, in-house or customised software
<i>Organisational standards</i> may include:	<ul style="list-style-type: none"> • formal procedures that must be adhered to, such as check points and sign-offs with documented procedures and templates • implementation of financial control mechanisms; communication with stakeholders • dispute resolution and modification procedures • processes for determining size and cost

Unit Sector(s)

Unit sector	Implement
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAI4030B Install software to networked computers

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to plan, manage and support the installation of new or upgrade software to networked computers according to vendor and organisation specifications.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAD4043B Develop and present a feasibility report • ICAS4023B Provide one to one instruction • ICAS4127B Support system software • ICAS4108B Complete database back up and recovery
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine software requirements	1.1. Identify, clarify and organise <i>software requirements</i> following specified guidelines 1.2. Evaluate <i>requirements</i> in line with existing <i>application, operating system, organisational guidelines</i> , corporate purchasing, licensing arrangements and budget
2. Obtain software	2.1. Contact relevant vendors to obtain technical specifications for required <i>software</i> 2.2. Assess the options and provide recommendations to <i>appropriate person</i> for final analysis 2.3. Determine and record relevant licensing <i>requirements</i> and security issues
3. Install software	3.1. Develop plans, with prioritised tasks and contingency arrangements, for the installation of the selected <i>software</i> to <i>network</i> and networked <i>computers</i> with minimum disruption to <i>client</i> , including the management of existing data 3.2. Install and configure the <i>software</i> in accordance with installation procedures, <i>organisational guidelines</i> and plans 3.3. Test the installed <i>software</i> and system for error-free performance, identifying and resolving problems 3.4. Document the installation and configuration process according to <i>organisational guidelines</i> 3.5. Store the software licences and manuals according to <i>organisational guidelines</i>
4. Determine and provide instruction and support	4.1. Identify and document the <i>client</i> instruction <i>requirements</i> 4.2. Undertake one-to-one instruction with the client or user in a manner suitable to the audience 4.3. Refer group training requirements to the <i>appropriate person</i> 4.4. Gather and evaluate <i>client</i> and user feedback to ensure training and support <i>requirements</i> are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Using software packages
- Configuring services on networked computers
- Solving problems related to installation of software
- Evaluation and report writing skills
- Literacy in general and technical workplace documentation
- Solving network problems related to installation of software

Required knowledge

- Detailed knowledge of the system's current functionality
- Broad general knowledge of organisational contracting procedures and responsibilities
- Broad knowledge of organisational security procedures
- Broad knowledge of network linkages
- Detailed general knowledge of relevant configuration procedures
- Broad knowledge of the operating system, with detailed knowledge in some areas
- Broad knowledge of current industry-accepted network protocols
- Broad knowledge of current industry-accepted network hardware and software products

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to ascertain and meet client requirements for installation and upgrade of software. • Assessment must confirm the ability to plan, manage and support the installation of software to networked computers and to sustain network performance according to organisational and technical specifications. Installation and upgrade of software must be across a variety of situations and include unexpected contingencies. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> • Software to be installed • Networked computers • Organisational guidelines • Live network
Context of and specific resources for assessment	<p>Installing networked software can be complex particularly for specialist areas, such as Linux Terminal Services. Configuration files need to be closely checked for compliance with hardware (e.g. monitors and printers) and other system software. The effective management and support of the software installation process are critical project management tasks in the context of ensuring minimal client disruption and the need for continuing network operation in a business context.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when</p>

EVIDENCE GUIDE	
	<p>organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or

EVIDENCE GUIDE	
	scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAD4043B Develop and present a feasibility report • ICAS4023B Provide one-to-one instruction • ICAS4127B Support system software • ICAS4108B Complete database back-up and recovery <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

RANGE STATEMENT	
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, mail, communication packages and presentation functionalities; nature of licence
<i>Requirements</i> may be in reference to:	<ul style="list-style-type: none"> business system application network people in the organisation
<i>Application</i>	<ul style="list-style-type: none"> May include but is not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages; and presentation functionalities. May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications
<i>Operating System</i> may include but is not limited to:	<ul style="list-style-type: none"> Linux 6.0 or above Windows 98 or above Apple OS 8 or above <p>Note: The use of operating system in this unit is in the context of the pre-existing system and may therefore not be current industry version. Preference is for Linux 7.0 or above, Windows 2000 or above, Apple OS X or above.</p>
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> supervisor teacher authorised business representative client
<i>Network</i> may include but is not limited to:	<ul style="list-style-type: none"> large and small LANs WANs the internet the use of the PSTN for dial-up modems only private lines data voice
<i>Computer</i> may include:	<ul style="list-style-type: none"> laptops workstations

RANGE STATEMENT	
	<ul style="list-style-type: none"> • servers • other devices
<i>Organisational guidelines</i> may include but are not limited to:	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms.
<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • internal employees

Unit Sector(s)

Unit sector	Implement

Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAS3024B Provide basic system administration

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to implement components of systems backup, restore, security and licensing in a standalone or client server environment.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAI3020B Install and optimise operating system software • ICAT3025B Run standard diagnostic tests • ICAS3031B Provide advice to clients <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record security access	1.1. Obtain <i>client</i> access requirements and clearance levels according to <i>organisational requirements</i> 1.2. Issue computer or network user account and password details to <i>client</i> 1.3. Provide security documentation and access to <i>client</i> 1.4. Record user account and security access details to maintain system integrity and assist later auditing
2. Record software licences	2.1. Determine what licensed <i>software</i> is used within the organisation 2.2. Maintain <i>records</i> of licence number and location 2.3. Check personal computers and network for illegal <i>software</i> 2.4. Report illegal <i>software</i> to <i>appropriate person</i>
3. Carry out system backup	3.1. Create or review <i>organisational</i> back-up schedule 3.2. Complete file back-ups according to the schedule 3.3. Label and store back-ups according to <i>organisational requirements</i> 3.4. Maintain <i>records</i> of back-ups
4. Restore system backup	4.1. Determine and test restore procedures according to <i>organisational guidelines</i> 4.2. Complete a restore under supervision of an <i>appropriate person</i> 4.3. Record completed restore according to <i>organisational guidelines</i>
5. Apply security access controls	5.1. Document security access as per clearance guidelines set by management 5.2. Maintain a security access register in line with <i>organisational guidelines</i> to record which <i>client</i> or groups have access to which resources 5.3. Identify the security controls on the file system provided by the <i>operating system</i> 5.4. Apply effective access control on files and directories

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Plain English literacy and communication skills in relation to presentation of information
- Basic diagnostic skills in relation to system administration
- Questioning and active listening for clarifying instructions
- Basic analytical skills
- Problem solving skills
- Inventory recording

Required knowledge

- General knowledge of software copyright responsibilities
- Detailed knowledge of organisational security procedures
- Broad knowledge of operating systems used by the organisation
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Detailed knowledge of back-up procedures
- Detailed knowledge of the system's current functionality
- General knowledge of system performance
- Broad knowledge of maintenance procedures
- Broad knowledge of diagnostic tools

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to perform systems back-up, restore and maintain correct usage according to licensing agreements in a standalone or client server environment. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> Security guidelines Back-up procedures
Context of and specific resources for assessment	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints would be characteristic. Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In</p>

EVIDENCE GUIDE	
	<p>undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAI3020B Install and optimise operating system software • ICAT3025B Run standard diagnostic tests • ICAS3031B Provide advice to clients <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and

EVIDENCE GUIDE	
	<p>judgement is required</p> <ul style="list-style-type: none"> • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Organisational requirements</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> • Availability of system to be optimised • Complexity of technical manuals • In-house or vendor ICT purchasing arrangements • Client support documentation • ICT policy and procedures relating to service levels and installation • Security procedures • System administration and back-up procedures • Type of product licences • Storage of ICT documentation; register of licences
<p><i>Organisational guidelines</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates

RANGE STATEMENT	
	<ul style="list-style-type: none"> • communication methods • financial control mechanisms
<i>Records</i> may include:	<ul style="list-style-type: none"> • databases • spreadsheets or other recording mechanisms using operating system • vendor tools to create, modify and document user accounts and access to computer/network resources
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • commercial software applications • organisation-specific software
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
<i>Documentation</i> may follow:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates and report writing • maintaining equipment inventory • client training • satisfaction reports
<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • employees

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	
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Co-requisite units		

Competency field

Competency field	
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ICAS3031B Provide advice to clients

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to provide advice and support to clients including the communication of comprehensive technical information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

<p>Prerequisite units</p>		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse client support issues	1.1. Check for new problems logged by <i>client</i> 1.2. Check previous logs for similar problems or requests from <i>client</i> 1.3. Investigate and document the support issues affecting the <i>client</i> 1.4. Notify client of the results of <i>investigation</i> and provide <i>advice and support</i> on findings 1.5. Obtain <i>client</i> feedback and make changes
2. Provide advice on software, hardware or network	2.1. Confirm software, hardware or network requirements with <i>client</i> 2.2. Investigate and document a <i>solution</i> 2.3. Document additional requirements discovered in the investigation and refer them to the <i>client</i> 2.4. Obtain approval from the <i>client</i> to implement the <i>solution</i> 2.5. Investigate and document the amount of technical support the <i>client</i> may require 2.6. Discuss and agree the level of technical support identified with the <i>client</i> 2.7. Arrange a time with the <i>client</i> when support will take place 2.8. Provide technical support as part of group or one-to-one instruction to the <i>client</i> 2.9. Provide manuals and help <i>documentation</i> to the <i>client</i>
3. Obtain client feedback	3.1. Create an appropriate evaluation or feedback form or other mechanism to gather feedback about the <i>solution</i> and support provided 3.2. Provide <i>client</i> with instructions on how to complete the form or use other means of providing feedback 3.3. Distribute the evaluation or feedback to the <i>client</i> 3.4. Review the feedback from the <i>client</i> to identify areas for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Writing macros and templates
- One-to-one instruction
- Client needs assessment methods
- Interpretation of technical manuals
- Verbal and non-verbal communication skills for conveying and clarifying complex information
- Customer service skills in a range of contexts at various levels

Required knowledge

- Operating systems supported by the organisation
- Advanced features and functions of software
- Information sources
- Contract and service agreements with vendors
- Operating systems functions and basic features
- Hardware and software supported by the organisation
- Features of different types of hardware
- Security and network guidelines and procedures
- Available in-house and vendor support

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to convey comprehensive technical information to clients in a clear, concise and coherent manner. Assessment must confirm the ability to access technical manuals and help documentation and to convey this information to the client in a concise and jargon-free manner. Information conveyed enhances client efficiency. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> • Peers and supervisors for obtaining information • Software, hardware and networks • Helpdesk repository
Context of and specific resources for assessment	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for

EVIDENCE GUIDE	
	<p>others. Participation in teams including group or team coordination may be involved.</p>
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Client</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • employees
<p><i>Advice and support</i> may include:</p>	<ul style="list-style-type: none"> • provision of client documentation • manuals • one-to-one training • identification of training need for referral to supervisor • documentation from vendor • advice on software supported by the organisation, including but not limited to use of macros, statistical functions of spreadsheets, creation of templates, generation of a complex report on a database, password and log-on procedure • advice on hardware supported by the organisation, including but not limited to printers, laptops, notebooks, CD-ROM, screens, disk drives, reconfiguration of settings, operation of scanners

RANGE STATEMENT	
<i>Documentation</i> may include:	<ul style="list-style-type: none"> • a collection of records that describe the structure, purpose, operation, maintenance and data requirements for a computer program, operating system or hardware device
<i>Investigation</i> may include:	<ul style="list-style-type: none"> • on-site examination • questions and answers • active listening to clients and colleagues • contacting vendor or maintenance organisations • reviewing technical advice about the organisation
<i>Solution</i> may include but is not limited to:	<ul style="list-style-type: none"> • new hardware • hardware upgrades • new software • software upgrades • user training • implementing a new system

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAS3115B Maintain equipment and software in working order

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to carry out maintenance and fault repair according to organisational procedures, in order to keep equipment and software operating.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAT3025B Run standard diagnostic tests • ICAS3034B Determine and action network problems • ICAI3021B Connect internal hardware components • ICAU3019B Migrate to new technology <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Determine and undertake required equipment maintenance</p>	<p>1.1.Examine and review specified <i>equipment</i> and <i>maintenance</i> procedures, in order to determine those procedures that can be handled internally</p> <p>1.2.Organise and undertake internal <i>maintenance</i>, as specified in the <i>maintenance</i> procedures</p> <p>1.3.Report problems promptly to <i>appropriate person</i></p>
<p>2. Diagnose and repair faults</p>	<p>2.1.Assess an existing problem situation and identify the main problem area</p> <p>2.2.Test the suspected faulty <i>equipment</i> or <i>software</i> for possible failures or performance degradation, utilising available technology</p> <p>2.3.Organise and analyse the test results</p> <p>2.4.Review and analyse historical fault data for information of relevance to existing faults</p> <p>2.5.Develop plans, with prioritised tasks and contingency arrangements, for the repair or replacement of faulty <i>equipment</i> or <i>software</i>, with minimum disruption to client</p> <p>2.6.Liaise with <i>appropriate person</i> to obtain approval for the plans</p> <p>2.7.Obtain necessary <i>components</i> and repair the <i>equipment</i> or <i>software</i> in a timely, organised manner, following <i>OH&S standards</i></p>
<p>3. Update documentation and make recommendations for future maintenance</p>	<p>3.1.Record <i>maintenance</i> and fault data and equipment modifications, in accordance with organisational standards</p> <p>3.2.Identify and report instances where preventative measures are needed</p> <p>3.3.Review and update maintenance and fault data and report outcomes periodically to <i>appropriate person</i></p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

REQUIRED SKILLS AND KNOWLEDGE

- Risk analysis of maintenance procedures
- Reading and interpretation of technical manuals
- Technical diagnostic skills
- Problem solving skills for a defined range of unpredictable problems
- Language, literacy and communication skills necessary to process and present verbal and written information
- Analysis and evaluation of information in a defined range of areas
- Record keeping skills

Required knowledge

- Broad knowledge of equipment and software maintenance practices
- Familiarity with current industry-accepted hardware and software testing and diagnostic tools, with the ability to utilise them effectively
- Relevant service-level agreements (SLAs) in order to determine the conditions of the SLA cover
- Knowledge of the client warranty claims, repair or replacement procedures
- Detailed knowledge of the system's current functionality
- Broad knowledge of quality assurance practices
- Operation and purpose of specified equipment
- Operation of technical diagnostic tools
- Detailed knowledge of help desk response level escalation procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to undertake maintenance according to maintenance procedures, resolve a defined range of equipment and software problems, and maintain accurate records according to organisational guidelines. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> Technical environment with a variety of operational equipment and software Technical manuals and tools Maintenance procedures Equipment and/or software
Context of and specific resources for assessment	<p>Maintaining equipment and software in good order relates to house-keeping within the organisation. The outcomes from maintaining software and equipment in sound working order are reliability and stability for end users, consistency of performance and less down time.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures,

EVIDENCE GUIDE	
	<p>where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic.</p> <ul style="list-style-type: none"> • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAT3025B Run standard diagnostic tests • ICAS3034B Determine and action network problems • ICAI3021B Connect internal hardware components

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • ICAU3019B Migrate to new technology <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
<i>Hardware</i> may include but is not limited to:	<ul style="list-style-type: none"> • workstations • personal computers • modems or other connectivity devices • networks • DSL modems • remote sites

RANGE STATEMENT	
	<ul style="list-style-type: none"> • servers
<i>Equipment</i> may include but is not limited to:	<ul style="list-style-type: none"> • workstations • personal computers • modems or other connectivity devices • printers • DSL modems • hard drives • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • commercial, in-house, packaged or customised software
<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • employees
<i>Components</i> may include:	<ul style="list-style-type: none"> • motherboards • CMOS battery • central processing unit (CPU) • CD and DVD drives • interface cards • drives • fax/modem cards • RAM upgrades • CPU upgrades
<i>Maintenance</i> may include:	<ul style="list-style-type: none"> • on-site response • remote diagnostics • return to depot
<i>OH&S standards</i> may include:	<ul style="list-style-type: none"> • correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position

RANGE STATEMENT	
	<ul style="list-style-type: none"> • correct lifting method • length of time in front of computer

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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ICAS4108B Complete database back-up and recovery

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to back-up and recover a database.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAB4060B Identify physical database requirements • ICAB4061B Monitor physical database implementation • ICAB4136B Use structured query language to create database structures and manipulate data • ICAS4113C Identify and resolve common database performance problems • ICAS4114B Implement maintenance procedures • ICAS4125B Monitor and administer a database • ICAS4127B Support system software <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review database architecture	1.1. Identify the <i>architecture</i> of a <i>database</i> file system and consequently, determine the most appropriate methods for <i>back-up</i> and recovery 1.2. Identify and examine risks and failure scenarios that are likely or possible
2. Determine backup methods appropriate to database requirements	2.1. Evaluate a range of <i>back-up</i> and restoration methods based on organisational and security <i>standards</i> and on the assessment of likely or possible failure scenarios 2.2. Complete full off-line <i>back-ups</i> according to organisational and security <i>standards</i> with minimal down time 2.3. Complete on-line file <i>back-ups</i> as determined by organisational and security <i>standards</i> and with minimal down time 2.4. Employ disk mirroring and redundant array of inexpensive disks (RAID) hard disk configurations to keep copies of files 2.5. Arrange off-site copies of <i>back-up</i> files
3. Establish recovery points and disaster recovery procedures	3.1. Determine <i>database</i> recovery points based on the <i>back-up</i> arrangements according to <i>organisational guidelines</i> 3.2. Test the restore process in order to ensure that the <i>database</i> can be restored to a given recovery point, with minimal down time 3.3. Complete the restoration of the <i>database</i> to the point of failure, without loss of committed transactions
4. Create and deploy standby database	4.1. Create or set up a standby <i>database</i> to meet <i>organisational guidelines</i> 4.2. Implement standby <i>database</i> to support critical business functions 4.3. Prepare <i>documentation</i> for standby <i>database</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

REQUIRED SKILLS AND KNOWLEDGE**Required skills**

- Analysis skills in relation to non-routine work processes
- Project planning skills in relation to set benchmarks and identified scope
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Problem solving skills in non-routine work processes
- Open file back-up procedures and restore operations
- Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in back-up and recovery strategies

Required knowledge

- General knowledge of structured query language
- Detailed knowledge of database administration
- Basic knowledge of tuning methodologies
- General knowledge of the principles of databases
- Broad knowledge of diagnostic tools
- Detailed knowledge of back-up and recovery methods
- Detailed knowledge of database security

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to implement back-up and recovery procedures, with minimum disruption to the business and if necessary, to introduce contingency plans. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> • Documentation standards • Back-up and recovery policies • Database package with data • Server and networked PC on which to conduct back-up and recovery procedures
Context of and specific resources for assessment	<p>Modern business practice requires organisations to implement efficient and effective methods of capturing, storing and retrieving business-critical information and data. The security and back-up of data repositories is of critical importance to most organisations.</p> <p>Organisational databases are no longer static repositories of information rather they are dynamic, interactive and frequently 'live'. Client and customer access to on-line information can occur at any time and a key capability of any database system is the successful back-up in an efficient and timely manner without disruption or loss of data.</p> <p>This unit addresses these three major elements in maintaining the integrity of an electronic database system - through creating periodic 'snapshot' back-ups of the open data files and then restoring them to working order.</p>

EVIDENCE GUIDE	
	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment of this unit of competency will usually include observation of the back-up and restore procedures, including the planning and the carrying out of the back-up and restore procedures, from determining what would be the best time to back up, to back up media, to the actual restore processes, including the use of particular tools or systems.</p> <p>Performance that involves evaluating and analysing current practices, to develop new criteria and procedures for performing current practices and for provision of some leadership and guidance to others, in the application of these skills.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related</p>

EVIDENCE GUIDE	
	<p>matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAB4060B Identify physical database requirements • ICAB4061B Monitor physical database implementation • ICAB4136B Use structured query language to create database structures and manipulate data • ICAS4113C Identify and resolve common database performance problems • ICAS4114B Implement maintenance procedures • ICAS4125B Monitor and administer a database • ICAS4127B Support system software <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate broad knowledge of database concepts • Identify and apply skill and knowledge areas to open file back-up procedures and restore operations

EVIDENCE GUIDE	
	<p>Additionally, an individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Architecture</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • Operating system: Novell NetWare 5 or above or any operating system that has multi-user ability, Linux, Mac OS, Windows 2000 or above • Database software: Oracle, Sybase, Microsoft SQL server, Ingres, DB2, Informix, mSQL, MySQL, SQL server • Configuration: small memory model, large memory model, requests per second
<p><i>Database</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> • relational databases • object-relational databases • proprietary databases • commercial off the shelf (COTS) database

RANGE STATEMENT	
	packages
<i>Standards</i> may include:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • organisational standards • project standards (for further information refer to the Standards Australia website at: www.standards.com.au)
<i>Back-up</i> may involve:	<ul style="list-style-type: none"> • single or multiple tape units or DVD or CD back-up to more comprehensive and complex back-up facilities across the network or the internet
<i>Organisational guidelines</i> may include but are not limited to:	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms
<i>Documentation</i> may follow:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates and report writing • maintaining equipment inventory • client training • satisfaction reports

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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ICAS4113C Identify and resolve common database performance problems

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to identify and solve common database problems to improve performance.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAB4060B Identify physical database requirements • ICAB4061B Monitor physical database implementation • ICAB4136B Use structured query language to create database structures and manipulate • ICAS4108B Complete database back up and recovery • ICAS4125B Monitor and administer a database <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Diagnose problems	1.1. Determine appropriate database performance <i>diagnostic tool</i> to use based on organisational <i>database</i> requirements and vendor recommendations 1.2. Run <i>diagnostic tool</i> to identify issues causing degradation of database <i>performance</i> 1.3. Determine and record where inappropriate use of <i>database</i> and temporary table spaces occurs 1.4. Carry out appropriate fixes based on diagnostic results
2. Configure database	2.1. Adopt a distributed files <i>architecture</i> to minimise I/O (input/output) contention 2.2. Ensure that <i>database</i> back-up procedures are appropriate for method of data storage 2.3. Reconfigure rollback segments 2.4. Configure the <i>database and</i> test its <i>performance</i>
3. Tune database	3.1. Track the module <i>performance</i> according to specifications 3.2. Monitor and tune the efficiency of <i>structured query language</i> , as required 3.3. Monitor and measure the <i>performance</i> of shared pool, blocks and buffers 3.4. Detect, identify and resolve contentions that may arise in the real-time operation of the <i>database</i> 3.5. Reconfigure the <i>database</i> according to specifications

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Analysis capability in relation to normal routine and non-routine work processes
- Project planning skills in relation to set benchmarks and identified scope
- Report writing skills for business, requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Problem solving skills in non-routine work processes

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- Broad knowledge of SQL
- Detailed knowledge of database administration
- Detailed knowledge of tuning methodologies
- General knowledge of the principles of database design
- Detailed knowledge of diagnostic tools

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to correctly identify and solve common database problems to improve database performance. <p>To demonstrate competency in this unit the following resources will be needed:</p> <ul style="list-style-type: none"> • Diagnostic tools • Database operating on a network
Context of and specific resources for assessment	<p>Resolving database issues can be complex and take considerable time. The core role in this competency is to take part in common database performance problem solving.</p> <p>All database applications can be performance enhanced with special care and code optimisations.</p> <p>This unit should be flexible enough to allow for the creation of specialised database programs that are poor in performance so that problem solving processes can be applied.</p> <p>There are many open source database offerings that may provide a suitable code base from which to work.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or</p>

EVIDENCE GUIDE	
	<p>contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should to be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process.
Guidance information for assessment	<p>The interdependence of units for assessment purposes may vary with the particular project or scenario. Holistic assessment with other units relevant to the industry</p>

EVIDENCE GUIDE

	<p>sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAB4060B Identify physical database requirements • ICAB4061B Monitor physical database implementation • ICAB4136B Use structured query language to create database structures and manipulate • ICAS4108B Complete database back-up and recovery • ICAS4125B Monitor and administer a database <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Determine performance benchmarks from a database code structure • Apply solutions to improve database performance • Interpret available information and request clarification where needed • Take responsibility for outputs in work and learning situations <p>Additionally, an individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services
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Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Diagnostic tools</i> may include:</p>	<ul style="list-style-type: none"> • software applications external to the database server • the server software or may be inbuilt to the server software
<p><i>Database</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • relational databases • object-relational databases • proprietary databases • commercial off the shelf (COTS) database packages
<p><i>Architecture</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • Operating system: Novell NetWare 5 or above or any operating system that has multi-user ability, Linux, Mac OS, Windows 2000 or above • Database software: Oracle, Sybase, Microsoft SQL server, Ingres, DB2, Informix, mSQL, MySQL, SQL server • Configuration: small memory model, large memory model, requests per second
<p><i>Performance</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • improvements to response time • simultaneous access • latch contention • record or table locking • compacting database files • repairing the database • splitting database files • archiving old records • creating indexes • preventing events causing waits
<p><i>Structured Query Language</i> may include:</p>	<ul style="list-style-type: none"> • proprietary extensions: AS/NZS 3968.0:1994 Information technology - database languages - SQL - definition of data structures and basic operations

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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ICAS4114B Implement maintenance procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to set up maintenance procedures to keep equipment and software operating effectively.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAS4116B Undertake capacity planning <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	ICAT3025B	Run standard diagnostic tests

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Determine best practices for equipment and software maintenance</p>	<p>1.1. Identify equipment and software that is to be maintained and implement processes to ensure future acquisitions of equipment and software are identified</p> <p>1.2. Identify vendor documentation, peer organisations or research information detailing best practices in equipment and software maintenance to improve system performance and reliability</p> <p>1.3. Develop recommended maintenance and operations guidelines for equipment and software maintenance based on the above research</p> <p>1.4. Obtain requirements from user in the area of equipment maintenance and reliability</p> <p>1.5. Document procedures for maintenance based upon best practices</p>
<p>2. Identify resources to provide equipment and software maintenance</p>	<p>2.1. Identify and record the level of support that can be provided by in-house resources</p> <p>2.2. Identify and record the support to be supplied by external or third-party organisations</p> <p>2.3. Develop or update service-level agreement with internal user and third-party suppliers</p>
<p>3. Revise practices, where appropriate</p>	<p>3.1. Monitor and review maintenance operation</p> <p>3.2. Identify problem areas including failures to meet service-level agreements, and consider changes to maintenance procedures</p> <p>3.3. Assess changes in consultation with user, support staff and third party suppliers</p> <p>3.4. Design and implement improvements to maintenance procedures</p>

Required Skills and Knowledge

<p>REQUIRED SKILLS AND KNOWLEDGE</p> <p>This section describes the skills and knowledge required for this unit.</p>
<p>Required skills</p>
<ul style="list-style-type: none"> • Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives

REQUIRED SKILLS AND KNOWLEDGE

- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature
- Negotiation skills in relation to other team members and applied to a defined range of predictable problems
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Change management skills in relation to maintaining the continuity of IT operations and business functions
- Customer service skills
- Skills in handling difficult clients
- Conflict resolution skills
- Risk analysis skills
- Low-level training needs analysis skills
- Low-level programming skills

Required knowledge

- Broad understanding of help desk and maintenance practices
- Current industry-standard hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Broad knowledge of the role of stakeholders and the degree of stakeholder involvement
- Broad knowledge of the client business domain
- Detailed knowledge of the system's current functionality
- Broad knowledge of quality assurance practices
- One or more change management tools
- Broad knowledge of system performance
- Broad knowledge of maintenance procedures
- Business scheduling requirements
- Broad knowledge of diagnostic tools

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to set up efficient and responsive maintenance procedures to keep equipment and software operating. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> Technical environment with a variety of operational equipment Technical manuals and tools
Context of and specific resources for assessment	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to</p>

EVIDENCE GUIDE	
	<p>this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAS4116B Undertake capacity planning <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Equipment may include but is not limited to:	<ul style="list-style-type: none"> • workstations • personal computers • modems and other connectivity devices • printers • DSL modems • hard drives • monitors • switches • hubs • personal digital assistants • other peripheral devices
Software may include but is not limited to:	<ul style="list-style-type: none"> • commercial, in-house, packaged or customised software
Documentation may follow:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates and report writing • maintaining equipment inventory • client training

RANGE STATEMENT	
	<ul style="list-style-type: none"> • satisfaction reports
<i>Requirements</i> may be in reference to:	<ul style="list-style-type: none"> • business • system • application • network • people in the organisation
<i>User</i> may include:	<ul style="list-style-type: none"> • a person within a department • a department within the organisation • a third party
<i>Service-level agreement</i> may exist for:	<ul style="list-style-type: none"> • many different infrastructure services, including communications carriers, ISPs, ASPs and SLAs for vendor products, workload and performance considerations, expectations regarding servicing, penalties, charge back to business units
<i>Best practices</i> may include:	<ul style="list-style-type: none"> • schedule of maintenance • user recommended activities • technical specialist activities • identification and supply of parts • repair of parts

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAS4125B Monitor and administer a database

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to manage, monitor and administer a database.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAB4060B Identify physical database requirements • ICAB4061B Monitor physical database implementation • ICAS4108B Complete database back up and recovery • ICAS4113C Identify and resolve common database performance problems • ICAS4114B Implement maintenance procedures <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">ICAS3024B</td> <td>Provide basic system administration</td> </tr> </table>	ICAS3024B	Provide basic system administration
ICAS3024B	Provide basic system administration		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Start up a database	1.1. Configure system for <i>database</i> start-up 1.2. Monitor <i>database</i> start-up and operation for irregularities
2. Manage database	2.1. Take action to ensure that a data dictionary has been compiled and that data structures are in place 2.2. Maintain data integrity constraints according to <i>business requirements</i> 2.3. Create and design indexes and multiple-field keys according to <i>business requirements</i> 2.4. Monitor the locking options chosen for the <i>database</i> 2.5. Confirm that recent back-ups of the <i>database</i> have been stored and that back-ups can be retrieved as a full working copy 2.6. Monitor the data storage space for ongoing viability and resize as needed 2.7. Update data according to <i>organisational guidelines</i>
3. Manage database access	3.1. Allocate or remove access privileges according to user status 3.2. Monitor <i>network server</i> log-in log file for illegal log-in attempts or for security breaches 3.3. Manage <i>system</i> resources in the context of <i>database</i> administration

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
<ul style="list-style-type: none"> • Analysis skills in relation to working database processes • Report writing skills for business • Database management skills requiring depth in some areas • Analysis and evaluation of information relating to database performance • Problem solving skills in database processes • Research skills for identifying, analysing and evaluating features of a particular database

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- General knowledge of structured query language (SQL)
- General knowledge of database administration
- Detailed knowledge of tuning methodologies
- General knowledge of the principles of databases
- Detailed knowledge of database management tools
- Detailed knowledge of back-up and recovery methodologies
- Detailed knowledge of database security

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to consistently manage and administer a database. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> A live database, preferably on a LAN on which there is a server that offers log-in functionality
Context of and specific resources for assessment	<p>Databases offer shared collections of logically related data, designed to meet the information needs of multiple users. These stores of data describe entities and the relationships between the entities and are generally supported by a database management system which is the software mechanism for managing the data.</p> <p>Databases are in place for most organisations and provide the fundamental underpinnings for online facilities required for data provision and data retrieval. The effective management and administration of databases are of critical importance to businesses which rely on accurate and up to date information availability.</p> <p>Applications involve responsibility for database administration.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p>

EVIDENCE GUIDE	
	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,</p>

EVIDENCE GUIDE

for example:

- ICAB4060B Identify physical database requirements
- ICAB4061B Monitor physical database implementation
- ICAS4108B Complete database back-up and recovery
- ICAS4113C Identify and resolve common database performance problems
- ICAS4114B Implement maintenance procedures

An individual demonstrating this competency would be able to:

- Demonstrate skills in administering a database
- Monitor data and provide solutions to a defined range of unpredictable problems
- Identify and apply skills and knowledge related to database problems
- Identify, analyse and evaluate information from a variety of sources
- Take limited responsibility for the administration of a database

Additionally, an individual demonstrating this competency would be able to:

- Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- Apply solutions to a defined range of unpredictable problems
- Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- Identify, analyse and evaluate information from a variety of sources
- Take responsibility for own outputs in relation to specified quality standards
- Take limited responsibility for the quantity and quality of the output of others
- Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Database may include but is not limited to:</p>	<ul style="list-style-type: none"> • relational databases • object-relational databases • proprietary databases • commercial off the shelf (COTS) database packages such as Oracle, PostgreSQL, Sybase, Microsoft SQL server, Microsoft Access, Ingres, DB2, DB4, Informix, mSQL, MySQL, SQL server
<p>Business requirements may include:</p>	<ul style="list-style-type: none"> • customer • supplier • payroll • inventory • tax requirements
<p>Network server may include but is not limited to:</p>	<ul style="list-style-type: none"> • Novell NetWare 5 or above or any operating system that has multi-user ability • Linux • Mac OS • Windows 2000 or above
<p>System may include but is not limited to:</p>	<ul style="list-style-type: none"> • hardware and software components that run a computer
<p>Organisational guidelines may include but are not limited to:</p>	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms.
<p>User may include:</p>	<ul style="list-style-type: none"> • a person within a department • a department within the organisation

RANGE STATEMENT	
	• a third party

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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ICAS4127B Support system software

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to operate and support system software.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAS4107B Rectify system faults on a live system • ICAS4119B Monitor and administer systems security <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

<p>Prerequisite units</p>		
	<p>ICAI3020B</p>	<p>Install and optimise operating system software</p>

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain system software	1.1. Evaluate system effectiveness against organisational requirements and benchmarks, to determine if maintenance activities should be commenced 1.2. Use system utilisation, file and disk structure, performance reports and files to identify peak periods and possible performance problems 1.3. Monitor system data levels to determine whether system performance is consistent with predetermined standards 1.4. Troubleshoot the system , if required, with appropriate system tools 1.5. Monitor and retune the system , where applicable, to improve performance
2. Set up and manage the system files	2.1. Evaluate system requirements and monitor the appropriateness of file and folder structures 2.2. Use the appropriate administration and tools to create file and folder structures 2.3. Set security, access and sharing of file system to meet requirements 2.4. Identify the virus protection requirements of the network in line with policies and organisational requirements 2.5. Scan the system for viruses and remove detected viruses 2.6. Test the file system to ensure that appropriate access is available to the user groups 2.7. Ensure log-on scripts and custom written utilities and programs conform to organisational guidelines for simple programming constructs 2.8. Document the file system created in accordance with organisational guidelines
3. Monitor and manage system usage and security	3.1. Monitor user access against user access levels 3.2. Review security requirements for user and data to be stored on network 3.3. Determine risks that data is exposed to, and formulate appropriate prevention and recovery processes 3.4. Implement a system to provide back-up and to restore services in the event of a disaster 3.5. Document disaster recovery procedures

ELEMENT	PERFORMANCE CRITERIA
4. Carry out system backup	4.1. Confirm the back-up schedule meets <i>organisational requirements</i> 4.2. Ensure <i>system</i> back-ups are completed according to organisational, scheduling and <i>system requirements</i> 4.3. Ensure that a secure off-site location for the storage of back-up media is provided and used 4.4. Ensure <i>system</i> back-ups are recorded according to <i>organisational requirements</i>
5. Restore system backup	5.1. Ensure <i>system</i> restores are completed when required for <i>system</i> recovery or testing according to <i>organisational guidelines</i> 5.2. Optimise the restored <i>system</i> according to <i>organisational requirements</i> 5.3. Ensure <i>system</i> restores are documented according to <i>organisational requirements</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Managing system support
- Analysis skills in relation to routine and non-routine work processes
- Report writing skills for business requiring depth in some areas, analysis, and evaluation of information in a defined range of areas
- Problem solving skills in non-routine work processes
- Plain English literacy and communication skills in relation to dealing with users and team members

Required knowledge

- Detailed understanding of using system software and system tools
- Broad knowledge of vendor products and trends in product development
- Broad general knowledge of the client business domain
- Broad knowledge of quality assurance practices
- Broad general knowledge of change management systems
- Broad knowledge of OH&S requirements in relation to work safety, environmental factors and ergonomic considerations

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to monitor and maintain system software performance according to vendor and organisational benchmarks utilising a wide range of features and system tools. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> • Organisational performance benchmarks • Live system • Client user requirements
Context of and specific resources for assessment	<p>Breadth, depth and complexity of knowledge and skills would prepare a person to perform a range of tasks necessary in supporting systems software.</p> <p>Operations must be undertaken in accordance with organisational policies and procedures.</p> <p>Managing the system software should be done under competent supervision where there is a clearly defined range of contexts for ensuring minimal disruption of services to the organisation.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p>

EVIDENCE GUIDE	
	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • ICAS4107B Rectify system faults on a live system • ICAS4119B Monitor and administer systems security <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate relevant understanding of policies and procedures related to support system software, with theoretical knowledge of implementation issues in the system context • Apply known solutions to a variety of predictable software problems and perform processes that require some discretion • Interpret available website for managing systems software information using discretion and judgement • Maintain knowledge of industry products and services <p>Additionally, an individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may be in relation to:	<ul style="list-style-type: none"> • work environment • problem solution processes • preventative maintenance and diagnostic policy • roles and technical responsibilities in the IT department • vendor and product service-level support agreements
System may include but is not limited to:	<ul style="list-style-type: none"> • hardware and software components that run a computer, databases, applications, servers, operating systems, gateways, application service provider and ISP
Organisational guidelines may include but are not limited to:	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms
Network may include but is not limited to:	<ul style="list-style-type: none"> • large and small LANs • VPNs • WANs • the internet • the use of the PSTN for dial-up modems only • private lines • data • voice
Security requirements may include but are not limited to:	<ul style="list-style-type: none"> • security levels • trusted sites • privacy • SSL • encryption
User may include:	<ul style="list-style-type: none"> • a person within a department • a department within the organisation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • a third party
<i>Policies</i> may include:	<ul style="list-style-type: none"> • incident response procedures • network intrusion detection systems • forensic procedures • training • awareness raising strategies
<i>System requirements</i> may include but are not limited to:	<ul style="list-style-type: none"> • system functionality • geography • environment • client user • cost constraints
<i>Disk</i> may include but are not limited to:	<ul style="list-style-type: none"> • diskettes (floppy disks) • CD • CD-RW • DVD RW • zip disk • solid state hard drive

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAS4134C Provide first-level remote help desk support

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to resolve first-level user support difficulties remotely.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAS4022B Determine client computing problems and action • ICAS4107B Rectify system faults on a live system • ICAS4114B Implement maintenance procedures • ICAS4119B Monitor and administer systems security • ICAS4127B Support system software • ICAW4027B Relate to clients on a business level <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	ICAS3031B	Provide advice to clients

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Determine the user support issue</p>	<p>1.1. Determine the eligibility status of the individual experiencing the <i>user support</i> difficulty against <i>organisational guidelines</i> for <i>user support</i> services</p> <p>1.2. Clarify the <i>user support</i> difficulty or change request with <i>client</i>, using active listening and questioning techniques where possible</p> <p>1.3. Confirm the nature of the <i>user support</i> difficulty or change request with <i>client</i>, using technical language that is understandable by the <i>client</i></p>
<p>2. Identify the hardware or software being used by the customer/client</p>	<p>2.1. Identify the <i>software, hardware</i>, network connection or <i>application</i>, being used by the <i>client</i></p> <p>2.2. Identify the outcome the <i>client</i> is trying to achieve and the stage of the process they have reached, using active listening and questioning techniques</p> <p>2.3. Step the <i>client</i> back to the beginning of the process using plain English</p> <p>2.4. Walk the <i>client</i> through the process in a clear and logical manner</p>
<p>3. Confirm resolution of user support issue</p>	<p>3.1. Determine, describe and eliminate factors that may have created the <i>user support</i> issue or that may permit it to recur</p> <p>3.2. 'Walk'/talk the <i>client</i> successfully through a complete recovery and resolution process for the issue or change request where required</p> <p>3.3. Provide sufficient instruction to the <i>client</i> to enable effective handling and resolution of the issue, if it recurs</p> <p>3.4. Offer the <i>client</i> the next level escalation of the process if a resolution or change request is not possible under current circumstances, and explain costs involved</p>
<p>4. Maintain communication link</p>	<p>4.1. Confirm resolution of difficulty with <i>client</i> in accordance with client service policy</p> <p>4.2. Confirm <i>client</i> satisfaction with the current service in accordance with <i>client</i> service policy</p> <p>4.3. Inform <i>client</i> of additional support or services available, in accordance with the organisation's <i>client</i> service policy</p> <p>4.4. Provide the <i>client</i> with additional information related to products and services offered by the organisation, as required by the organisation's sales</p>

ELEMENT	PERFORMANCE CRITERIA
	promotion requirements 4.5. Complete the <i>client</i> contact records in accordance with the <i>client</i> service requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Up-selling skills, with some discretion and judgement required
- Customer service skills in relation to communicating on product and service matters with potential customers
- Using systems for recording and accessing information
- Active listening skills for identifying client problems and identifying where in the process the problem has occurred
- Ability to interpret user manuals, for the purpose of resolving client problems and guiding clients through manuals

Required knowledge

- Customer service policies
- How to apply escalation procedures in a clearly defined range of contexts
- User support policies of limited complexity related to known or commonly-used options
- OH&S procedures related to the work environment and organisational requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to successfully resolve first-level user support difficulties remotely, while demonstrating customer service skills. <p>To demonstrate competency in this unit the following resources will be needed:</p> <ul style="list-style-type: none"> • Customer service policies • User support policies • Escalation procedures • Communications hardware (e.g. telephone hook-up) for dealing with clients remotely
Context of and specific resources for assessment	<p>The operation of remote help desk support is an increasingly important aspect of service provision within an overall client support framework as even internal clients are often no longer co-located with technical support resources. In the interests of business efficiency, many vendor and commercial support resources have been located centrally and consequently are remote from their client base.</p> <p>The rapid expansion of information technology into small businesses and domestic environments has also increased the importance of IT product and service providers providing effective and plain English first-level support and subsequent problem escalation options for an increasing diverse client base.</p> <p>Clients of IT service providers are partners in the support process and the application of this competency requires some degree of client instruction to enable handling of subsequent and similar issues or to understand the need for escalation to higher order support.</p>

EVIDENCE GUIDE	
	<p>This competency is sufficiently flexible to allow for creativity in support options in relation to the specialised needs of clients.</p> <p>The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of providing service support.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of

EVIDENCE GUIDE	
	<p>performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.</p> <ul style="list-style-type: none"> • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process.
<p>Guidance information for assessment</p>	<p>The interdependence of units for assessment purposes may vary with the particular project or scenario. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAS4022B Determine client computing problems and action • ICAS4107B Rectify system faults on a live system • ICAS4114B Implement maintenance procedures • ICAS4119B Monitor and administer systems security • ICAS4127B Support system software • ICAW4027B Relate to clients on a business level <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Relate to client needs • Provide logical answers in line with policies and procedures • Take into consideration cultural needs • Manage time and priorities by quickly assessing the level of support needed and then directing the problem resolution accordingly • Determine level of priority of the help desk issue • Apply solutions to a variety of predictable end-user problems • Interpret available information and use appropriate interview techniques to request clarification where

EVIDENCE GUIDE	
	<p>needed</p> <ul style="list-style-type: none"> • Maintain knowledge of industry products and services <p>Additionally, an individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>User support</i> may include:	<ul style="list-style-type: none"> • customer contact centre by phone • email • real-time website support • other real-time support structures
<i>Organisational guidelines</i> may include but are not limited to:	<ul style="list-style-type: none"> • personal use of emails and internet access • mobile equipment • content of emails • downloading information and accessing particular websites • opening mail with attachments

RANGE STATEMENT	
	<ul style="list-style-type: none"> • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms
<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • employees
<i>Application</i> may include:	<ul style="list-style-type: none"> • database programs • data and voice integration • word processors • email programs • internet browsers • system browsers • spreadsheets
<i>Hardware</i> may include but is not limited to:	<ul style="list-style-type: none"> • workstations • personal computers • modems or other connectivity devices • networks • wireless connections • DSL modems • remote sites • servers
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • commercial, in-house, packaged or customised software

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	
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Co-requisite units		

Competency field

Competency field	
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ICAS4191B Maintain website performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to ensure that a website maintains its performance levels during peak traffic times and during full utilisation access.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAS4124B Monitor and administer network security <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Benchmark website performance</p>	<p>1.1. Review <i>client</i> performance expectations from <i>specifications</i> and <i>business requirements</i></p> <p>1.2. Test administration and maintenance <i>requirements</i> against <i>specifications</i> and <i>business requirements</i></p> <p>1.3. Establish performance benchmarks from <i>specifications</i> and <i>business requirements</i></p> <p>1.4. Ensure performance benchmarks are tested</p> <p>1.5. Record measured performance benchmarks against <i>specifications</i></p>
<p>2. Track website performance</p>	<p>2.1. Measure actual website performance against performance benchmarks in key areas and record outcomes</p> <p>2.2. Establish procedures and policies for maintaining stability of actions and processes related to the website</p> <p>2.3. Identify faults or suggest improvements to the website</p> <p>2.4. Implement improvements according to <i>business requirements</i> and in line with <i>policies</i> and procedures</p> <p>2.5. Establish automatic fault reporting procedures and processes</p> <p>2.6. Monitor and maintain website security measures</p> <p>2.7. Implement administration and maintenance schedules</p> <p>2.8. Establish preventative maintenance and administration indicators and ensure an alert <i>system</i> is enabled</p> <p>2.9. Track user activities and make changes to <i>policies</i> or procedures, depending on findings</p>
<p>3. Tune performance</p>	<p>3.1. Compare actual website performance against benchmarks over an appropriate period and make changes based on inconsistencies</p> <p>3.2. Record performance inconsistencies and incorporate learning into revised <i>policies</i> and procedures</p> <p>3.3. Use diagnostic and <i>software</i> tools to identify and correct website faults</p> <p>3.4. Plan and action preventative maintenance on a regular basis, to ensure continuous and consistent performance of website</p>

ELEMENT	PERFORMANCE CRITERIA
	3.5. Complete and record fault correction and maintenance reports
4. Initiate and monitor performance improvement	4.1. Establish a mechanism for capturing <i>client</i> initiatives to assist in identifying maintenance or administration process performance problems 4.2. Review security tools and procedures and conduct improvements where necessary 4.3. Document and implement maintenance schedules 4.4. Review maintenance and administration <i>documentation</i> in line with <i>policies</i> and procedures, in order to identify areas for performance improvement 4.5. Update the website on a regular basis, including information, links, multi-media links and back-end <i>software</i> 4.6. Provide a timely and appropriate response to <i>client</i> to provide improvement or maintenance suggestions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Website development
- Website analysis
- Technical test design
- Test implementation
- Test evaluation
- Evaluation feedback
- Evaluation analysis
- Fault diagnosis
- Fault correction
- Implementing administration and maintenance schedules

Required knowledge

- Website architecture
- Basic website security

REQUIRED SKILLS AND KNOWLEDGE

- Basic workload (web traffic) metrics
- Basic business process design
- Customer and business liaison

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to develop and maintain actual website performance against benchmarks, to ensure that the website meets specifications. • Where performance criteria are not met, faults must be identified and appropriate remedial action taken. • Assessment must verify the ability to implement scheduled and non-scheduled maintenance and to effectively monitor and tune website performance. <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> • Web servers and websites • Technical requirements • Web traffic diagnostic tools, including timing tools to gauge website response times
<p>Context of and specific resources for assessment</p>	<p>The effective and efficient operation of an organisation's website is of critical importance when business transactions are conducted online. Additionally, a website provides a 'new window' into an organisation and as such provides existing and potential clients with an indication of organisational credibility, effectiveness and efficiency.</p> <p>The rapid growth in the use of websites as the primary media for client interaction, places considerable strategic and operational importance on activities around effective website monitoring and performance.</p> <p>Testing the website under different conditions of load is essential to understanding how it behaves from the client's perspective. Thus, testing tools should include some way of simulating traffic from numerous users.</p>

EVIDENCE GUIDE	
	<p>Breadth, depth and complexity of knowledge and skills would prepare a person to perform basic skills in managing website performance.</p> <p>Operations must be in accordance with organisational policies and procedures.</p> <p>Managing the performance of a website should be done under competent supervision where there is a clearly defined range of contexts for ensuring that ongoing demands on the site are met.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAS4124B Monitor and administer network security <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of policies and procedures related to website performance, with theoretical knowledge of security issues • Apply known solutions to a variety of predictable website problems • Interpret available website information using discretion and judgement • Take responsibility for outputs in managing website performance • Maintain knowledge of industry products and services <p>Additionally, an individual demonstrating this competency would be able to:</p>

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts • Apply solutions to a defined range of unpredictable problems • Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas • Identify, analyse and evaluate information from a variety of sources • Take responsibility for own outputs in relation to specified quality standards • Take limited responsibility for the quantity and quality of the output of others
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specifications may include but is not limited to:	<ul style="list-style-type: none"> • technical requirements • user problem statement • current system functionality
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Client may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • employees
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Requirements may be in reference to:	<ul style="list-style-type: none"> • business • system • application • network • people in the organisation
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Business requirements may include:	<ul style="list-style-type: none"> • customer • supplier • payroll • inventory
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RANGE STATEMENT	
	<ul style="list-style-type: none"> • tax requirements of the organisation
<i>Standards</i> may include:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • organisational standards • project standards (for further information refer to the Standards Australia website at: www.standards.com.au)
<i>System</i> may include but is not limited to:	<ul style="list-style-type: none"> • hardware and software components that run a computer
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • commercial, in-house, packaged or customised software
<i>Documentation</i> may follow:	<ul style="list-style-type: none"> • ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates • report writing principles
<i>Policies</i>	<ul style="list-style-type: none"> • Incident response procedures • network intrusion detection systems • forensic procedures • training • awareness raising policy

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAT3025B Run standard diagnostic tests

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to conduct diagnostic tests on a range of platforms.</p> <p>There may be benefit in concurrent learning with the following unit:</p> <ul style="list-style-type: none"> • ICAS3234B Care for computer hardware <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAI3020B Install and optimise operating system software • ICAS3024B Provide basic system administration • ICAU3019B Migrate to new technology <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate system diagnostics	1.1.Run the system diagnostic program according to specification 1.2.Modify the system configuration as indicated by the diagnostic program 1.3.Carry out <i>preventative maintenance</i> in line with <i>organisational guidelines</i>
2. Scan system for viruses	2.1.Scan the system to check and maintain virus protection 2.2.Report identified viruses to an <i>appropriate person</i> 2.3.Remove virus infections found by the scan using software tools and/or procedures or by restoring back-ups 2.4.Document relevant symptom and removal information

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Problem solving skills for a defined range of predictable problems
- Literacy skills in regard to interpretation of computer manuals
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- Use of diagnostic tools

Required knowledge

- Configuration procedures
- Back-up procedures
- Organisational security procedures
- Diagnostic software/hardware
- Hardware maintenance
- Security procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Assessment must confirm the ability to conduct diagnostic tests on a range of platforms according to preventative maintenance and diagnostic policy, and to correctly identify the root causes of the problems. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> • Security guidelines • Back-up procedures • Diagnostic software
Context of and specific resources for assessment	<p>Demonstrating competence in basic diagnostic testing will include knowledge by recall in a narrow range of areas; demonstrating basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on messages/information.</p> <p>Demonstration of these competence would involve:</p> <ul style="list-style-type: none"> • Demonstration of basic testing and adherence to operational procedures • Applying knowledge solutions to a limited range of unpredictable problems • Performing a range of diagnostic tasks where suspected breakdowns or irregularities of performance have appeared • Assessing and recording information from varied sources <p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some</p>

EVIDENCE GUIDE	
	<p>leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment

EVIDENCE GUIDE	
	purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAI3020B Install and optimise operating system software • ICAS3024B Provide basic system administration • ICAU3019B Migrate to new technology <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Preventative maintenance</i>	<ul style="list-style-type: none"> • scheduled fault-finding • optimising of hard drives

RANGE STATEMENT	
includes but is not limited to:	<ul style="list-style-type: none"> • scanning for viruses
<i>Organisational guidelines</i> may include but are not limited to:	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
<i>Software</i> may include but are not limited to:	<ul style="list-style-type: none"> • diagnostic tools and their operation • virus protection software and operation • operating systems and modules for configuration • types of virus and impact

Unit Sector(s)

Unit sector	Test
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAU2006B Operate computing packages

Modification History

Not Applicable

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes.</p> <p>There may be benefit in concurrent learning with the following units:</p> <ul style="list-style-type: none"> • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

<p>Application of the unit</p>	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use appropriate software	1.1. Select <i>software</i> appropriate to perform activity 1.2. Use <i>software</i> to produce required outcome using a range of features related to the activities 1.3. Save documents in appropriate directories/folders
2. Access, retrieve and manipulate data	2.1. Select and access <i>files</i> 2.2. Amend and save <i>files</i> according to requirements 2.3. Produce documents and <i>files</i> that meet organisational needs 2.4. Save <i>files</i> in appropriate directories/folders 2.5. Exit <i>software</i> correctly without loss of <i>data</i>
3. Access and use help functions within each application	3.1. Identify the help resources available for basic difficulties with the <i>software</i> 3.2. Access user help documentation and other resources for basic difficulties with the <i>software</i>
4. Use keyboard and equipment	4.1. Follow <i>OH&S</i> standards and regulations to avoid injury or illness 4.2. Use wrist rests and document holders where appropriate 4.3. Use monitor anti-glare and radiation reduction screens where appropriate 4.4. Ensure user <i>equipment</i> is maintained and free from defects that could cause injury

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Basic analysis of desktop layout, monitor and chair positioning, keyboard techniques and use of the mouse
- Basic problem solving in application management and help function usage
- Reading and writing at a level where basic workplace documents are understood
- Clear and precise communication with team members and supervisors
- Interpretation of user manuals

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- OH&S principles and responsibilities
- Basic understanding of system usage
- Basic technical terminology in relation to reading help files and responding to system help prompts
- Personal computer access and log-on procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Personal computer Basic software Documents or information containing data suitable for use with computing packages
Context of and specific resources for assessment	<p>This unit brings together a range of basic computer skills and knowledge consistent with general expectations around computer usage in the workplace.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic. Applications may include some complex or non-routine activities involving individual

EVIDENCE GUIDE	
	responsibility or autonomy and/or collaboration with others as part of a group or team.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment <p>An individual demonstrating this competency would be able to:</p>

EVIDENCE GUIDE

- Demonstrate basic operational knowledge in a moderate range of areas
- Apply a defined range of skills
- Apply known solutions to a limited range of predictable problems
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Communicate with team members to clarify job requirements
- Take limited responsibility for own outputs in work and learning
- Maintain knowledge of industry products and services

Demonstration of these competencies would involve:

- Using appropriate software
- Opening, amending and saving files and documents according to organisational requirements
- Using help manuals and on-line help when appropriate
- Applying OH&S procedures
- Demonstrating basic operational knowledge in a moderate range of areas
- Performing a range of tasks where choice between a limited range of options is required
- Assessing and recording information from varied sources

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

RANGE STATEMENT	
<i>Software</i> may include but is not limited to:	<ul style="list-style-type: none"> • commercial software applications • organisation-specific software • It is expected that a word processing application, Database Application and Spreadsheet application will be chosen in preference to other types of applications
<i>Files</i> may include but is not limited to:	<ul style="list-style-type: none"> • html pages • pdf files • text files • pictures • music • email messages
<i>Data</i> may include:	<ul style="list-style-type: none"> • text • images • graphics • screenshots • icons added to the document
<i>Equipment</i> may include but is not limited to:	<ul style="list-style-type: none"> • workstations • personal computers • modems and other connectivity devices • printers • hard drives • DSL modems • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
<i>OH&S</i> may include:	<ul style="list-style-type: none"> • correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position • length of time in front of computer

Unit Sector(s)

Unit sector	Use
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAU3019B Migrate to new technology

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to apply skills and knowledge in using new or upgraded technology.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply existing knowledge and techniques to technology and transfer	1.1. Identify situations where existing knowledge can be used as the basis for developing new skills 1.2. Acquire and use new or upgraded <i>technology skills</i> to enhance learning 1.3. Identify, classify and use new or upgraded <i>equipment</i> where appropriate, for the benefit of the organisation
2. Apply functions of technology to assist in solving organisational problems	2.1. Conduct testing of new or upgraded <i>equipment</i> 2.2. Apply features of new or upgraded <i>equipment</i> and <i>software</i> within the organisation 2.3. Use features and functions of new or upgraded equipment 2.4. Access and use <i>sources of information</i> relating to new or upgraded <i>equipment</i>
3. Evaluate new or upgraded technology performance	3.1. Evaluate new or upgraded <i>equipment</i> for performance, usability and <i>against OH&S standards</i> 3.2. Determine <i>environmental considerations</i> from new or upgraded equipment 3.3. Seek <i>feedback</i> from users, where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
<ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • General analytical skills in relation to known problems
Required knowledge
<ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in IT (e.g. software, hardware, services, new developments, new protocols) • Broad knowledge of vendor product directions

REQUIRED SKILLS AND KNOWLEDGE

- Ability to locate appropriate sources of information regarding IT and new technologies
- Current industry hardware and software products, with broad knowledge of general features and capabilities
- Information gathering techniques

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Competency must confirm the ability to transfer the application of existing skills and knowledge to new technology. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Workplace or simulated workplace Documented organisational requirements
Context of and specific resources for assessment	<p>The rationale behind this unit emphasises the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organisation's activities.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency

EVIDENCE GUIDE	
	<p>measures and within known time constraints would be characteristic.</p> <ul style="list-style-type: none"> • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable

EVIDENCE GUIDE

	<p>problems</p> <ul style="list-style-type: none"> • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Equipment may include but is not limited to:

- workstations
- personal computers
- modems and other connectivity devices
- printers
- hard drives
- DSL modems
- monitors
- switches
- hubs
- personal digital assistant (PDA)
- other peripheral devices

Applications

- May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities.
- May include presentation applications contained in: Microsoft Office, Lotus Suite,

RANGE STATEMENT	
	Clarix Works, Star Office or other similar applications.
<i>Technology skills</i> - new skills can include but are not limited to:	<ul style="list-style-type: none"> • Hardware • PCs • networks • storage • communications equipment
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • surveys • questionnaires • interviews • meetings
<i>Software</i> may include but are not limited to:	<ul style="list-style-type: none"> • user-based software for new business processes • customer relationship management • integrated services (e.g. banking and financial services)
<i>Sources of information</i> may include but is not limited to:	<ul style="list-style-type: none"> • documents • test pages • web pages • appliances software and technical connections guidance and other outputs supplied by vendors and manufacturers
<i>OH&S standards</i>	<ul style="list-style-type: none"> • May include correct posture, lighting, type of desk, type of monitor, style of chair, typing position, repetitive strain injury prevention, ventilation, light position, correct lifting method, and length of time in front of computer. • May also include physical safety considerations such as general electrical safety and cabling, power supply and leads as they apply to computer and peripheral installations.
<i>Environmental Considerations</i> may include but is not limited to:	<ul style="list-style-type: none"> • recycling • safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) • correct disposal of redundant hardware (e.g. motherboards, hard drives, circuit boards) by an authorised body

Unit Sector(s)

Unit sector	Use
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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ICAU3126B Use advanced features of computer applications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to use computer applications employing advanced features.</p> <p>The following unit is linked and forms an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAB3018B Develop macros and templates for clients using standard products <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manipulate data	1.1. Employ advanced features of <i>applications</i> in the preparation and presentation of data 1.2. Efficiently transfer data between <i>applications</i> , linking and embedding related data files as required 1.3. Create and employ <i>objects</i> , macros and templates for routine activities 1.4. Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1. Solve routine problems using support resources 2.2. Use on-line help to overcome difficulties with <i>applications</i> 2.3. Solve problems with manuals and training booklets 2.4. Access and apply technical support for <i>system</i> problems, utilising troubleshooting results and alert messages

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- Basic analysis skills in relation to normal routine work processes
- Detailed skills in using applications features
- Basic skills in interpreting technical information
- Problem solving skills in known areas during normal routine work processes
- Plain English literacy and communication skills in relation to dealing with clients and team members

Required knowledge

- Basic understanding of operating systems software and system tools
- Broad knowledge of vendor product directions
- Broad knowledge of vendor applications and their features

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to use at least three computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes, using at least two industry-recognised application packages. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Personal computer Documents or information containing data suitable for use with multiple computing packages
Context of and specific resources for assessment	<p>The use of advanced features of computer applications is increasing as workplaces recognise the full potential and functionality of contemporary commercial applications. Individuals demonstrating this competency would be considered user experts or advanced users and would be capable of tutoring colleagues in the use of commercial applications.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures,

EVIDENCE GUIDE	
	<p>where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints would be characteristic.</p> <ul style="list-style-type: none"> • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
Method of assessment	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • ICAB3018B Develop macros and templates for clients using standard products

EVIDENCE GUIDE

	<p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate some relevant theoretical knowledge • Apply a range of well-developed skills • Apply known solutions to a variety of predictable problems • Perform processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information, using discretion and judgement • Take responsibility for own outputs in work and learning • Take limited responsibility for the output of others • Maintain knowledge of industry products and services
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Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Applications</i>	<ul style="list-style-type: none"> • May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
<i>Objects</i> may include:	<ul style="list-style-type: none"> • buttons • checkboxes • option buttons • text boxes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • drop down lists
<p><i>System</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • network • application • software • business • computers • financial system • management system • information system

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

ICPMM321B Capture a digital image

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use digital camera technology for the production of colour separated images.

This unit describes the performance outcomes, skills and knowledge required to use digital camera technology for the production of colour separated images.

Application of the Unit

This unit requires the individual to use digital camera technology for the production of colour separated images.

This unit requires the individual to use digital camera technology for the production of colour separated images.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Nil

Employability Skills Information

This unit contains Employability Skills.

This unit contains Employability Skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Where italicised text is used, further information is detailed in the Required Knowledge and Skills and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements describe the essential outcomes of a unit of competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Where italicised text is used, further information is detailed in the Required Knowledge and Skills and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess digital camera qualities	1.1 Camera software compatibility with hardware system is assessed and the appropriate software is selected for the job
	1.2 Pixel resolution of the camera is matched to the required quality and resolution of outcome
	1.3 The RAM capacity of the camera is checked to be appropriate to the number of images required to be captured
	1.4 Shutter speed, focal lengths and camera feature modes (eg flash, scrollage, icon menu, close-up, wide angle and telephoto capacity) are assessed suitable for the quality and use of photographic images required
	1.5 Lithium batteries are handled and stored according to OHS requirements
2 Set up for image capture	2.1 Camera is set up for image composition according to job specifications
	2.2 Lighting is arranged according to job specifications
	2.3 Light intensity is set for the correct exposure

- 3 **Preview image**
 - 3.1 Tone curves are adjusted according to job specifications
 - 3.2 The neutral balance of the image is arranged and adjusted
 - 3.3 Adjustments to image composition and exposure are made

- 4 **Photograph and upload a digital image**
 - 4.1 The digital camera is loaded and operated according to manufacturer's specifications appropriate to the quality of image to be photographed
 - 4.2 The computer card interface/disk is uploaded onto the relevant computer and the image saved on hard disk
 - 4.3 Photographic image files are created and stored on the computer according to software procedures
 - 4.4 Photographic images are enhanced, cropped and altered electronically to deliver the required image
 - 4.5 Photographic images are checked for fitness of purpose and conformance to the job brief
 - 4.6 Photographic images are assessed fit for the relevant delivery mode (eg print, CD-ROM) and delivered appropriately

Required Skills and Knowledge

Required Knowledge and Skills

The following knowledge must be assessed as part of this unit:

Using a digital camera

What is meant by pixel resolution and how does this affect the resolution of the image?

Why is the RAM capacity of a digital camera relevant?

Why are shutter speed and focal lengths important to check when capturing a digital image?

What are the safety requirements for handling and storing lithium batteries?

Uploading and processing digital images using a computer

How is the data uploaded to a computer from the computer card interface/disk?

What is the process for filing and creating photographic image files on the computer?

What is required to enhance, crop and alter photographic images electronically?

What considerations need to be made to assess a digital photograph suitable for a newspaper, glossy brochure and CD-ROM?

Information sources

What manuals, safety and other documentation are relevant to this task and where are they kept?

What information is included in these documents?

What other sources of information are available?

The following skills must be assessed as part of this unit:

OHS in relation to operating machinery such as safely switching off machinery before cleaning is started

Communication of ideas and information by consulting with supervisors over the processing of digital images

Collecting, analysing and organising information by assessing the suitability of shutter speed, focal lengths and camera feature modes (eg flash, scrollage, icon menu, close-up, wide angle and telephoto capacity) for the photographic image required

Planning and organising activities by planning and coordinating digital image capture sessions

Teamwork when maintaining the production process in association with others

Mathematical ideas and techniques by choosing the correct shutter speed and focal length to capture digital images

Problem-solving skills applied by identifying and correcting problems of image quality

Use of technology applied by using digital camera technology

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Knowledge and Skills, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

The photographed image meets the quality and look/ feel requirements of the brief. The digital camera functions are used to capture the required image

The underlying skills of capturing a digital image using a digital camera should be transferable across the associated sectors of the printing industry

Demonstrate an ability to find and use information relevant to the task from a variety of information sources

Assess the capacity of, and operate, a digital camera to upload and process THREE digital images using industry hardware and software to deliver a designated quality of image outcome

Evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity

Context of and specific resources for assessment

Assessment must ensure:

assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment

digital cameras, lighting

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Italicised wording in the Performance Criteria is detailed below.

Degree of autonomy

A digital photographic image is processed in the workplace in consultation with the supervisor to ensure that correct skills and procedures are used

Types of systems

Digital cameras used in the pre-press sector and associated sectors with which a pre-press organisation may be required to work

Lighting

Direct (main) fill in lighting/fill reflector

Unit Sector(s)

Not applicable.

Competency field

Multimedia

Multimedia

LGAGOVA301B Assist customers with rate enquiries

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers assisting individual and community stakeholders with rate enquiries. The unit outlines the steps involved in assisting customers with rate enquiries, including responding to requests, providing information and making adjustments where appropriate. The unit is suitable for customer service operators who deal directly with customers regarding rate enquiries.

Application of the Unit

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Respond to rates and special charges enquiries from external clients</p>	<p>1.1.The client is identified and right to information about rates and special charges is established in accordance with privacy legislation.</p> <p>1.2.Enquiries are responded to promptly and correct advice and information are given using appropriate communication method.</p> <p>1.3.Complex or difficult enquiries are referred to supervisor or appropriate department for direction.</p>
<p>2. Provide information on rates and special charges to other council personnel</p>	<p>2.1.The right to information under privacy legislation is established.</p> <p>2.2.Requests for information from other council personnel are responded to promptly and courteously.</p> <p>2.3.Information regarding specific client requirements is taken into account when providing assistance to council personnel or in follow up with client.</p> <p>2.4.Legal and financial situation, and council policy in relation to unpaid rates and charges, are clearly and accurately reflected in written correspondence.</p> <p>2.5.Records are kept in accordance with council procedures.</p>
<p>3. Adjust supplementary notices</p>	<p>3.1.The changed nature of property is identified and a supplementary notice is issued.</p> <p>3.2.Journal adjustments are processed and reconciled as required.</p>

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- council policies relating to rates
- statutory requirements.

Required Knowledge

- providing clear explanations
- negotiating
- writing correspondence
- selecting language appropriate to customer
- responding to multiple demands in peak periods of rate payments
- resolving conflict.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	<p>The demonstrated ability to:</p> <ul style="list-style-type: none"> • provide prompt and effective service to external and internal clients • correct identified errors or enter changes promptly • explain statutory or council requirements clearly • adjust supplementary notices • process and reconcile journal adjustments.
Context of assessment	<p>Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects of evidence and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement.</p> <p>Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package.</p> <p>Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.</p> <p>Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.</p>
Relationship to other units (prerequisite or co-requisite units)	<p>Prerequisite units: nil.</p> <p>Co-requisite units: nil.</p>
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

personal reflection and feedback from trainer, coach or supervisor.

Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations.

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace including access to a workplace or simulated case study that encompasses resources such as:

- examples of council policies governing rate procedures and guidelines
- relevant databases
- records management systems.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Clients may include:	<ul style="list-style-type: none"> • rate payers • solicitors • police • statutory agents.
Special charges may include:	<ul style="list-style-type: none"> • special benefits provided to special groups, such as library, sporting centre or preschool groups.
Enquiries may include:	<ul style="list-style-type: none"> • name of owner • account payment • address • arrears • rate amount • debt recovery.
Requests may include:	<ul style="list-style-type: none"> • anything that conforms to council purpose, including planning, health notices, community services and resident services.
Other council personnel may include:	<ul style="list-style-type: none"> • customer service counter or rates counter personnel • special rates enquiry personnel • agency personnel.
Council policy may include:	<ul style="list-style-type: none"> • customer service • rates procedures and guidelines • complaint handling • record information system.

Hidden text

Unit Sector(s)

Unit Sector General Elective

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

MSATMINS301A Inspect a range of simple measures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to apply National Test Procedures to determine whether simple measures are suitable for trade use. The unit also involves auditing the performance of verifiers who have previously tested and marked simple measures for trade use.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of simple measures as part of their allocated duties. Simple measures such as trade masses, length measures and volume measures are used in a wide variety of commerce including retail, hospitality, pharmaceuticals and laboratory services.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for inspection	1.1. Identify and evaluate the type of simple measure to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, products and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site controller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify relevant site health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trading practices and prioritise activities to maximise inspection outcomes 2.4. Identify trade measuring instruments and plan inspection to minimise disruption to the public and trader
3. Evaluate simple measure performance	3.1. Evaluate whether the operating environment will impact on simple measure performance 3.2. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions as necessary 3.3. Identify the maximum permissible errors for the simple measure from the legislative requirements 3.4. Use test equipment safely in accordance with applicable legislation and organisational procedures 3.5. Check simple measure for compliance with the appropriate Certificates of Approval 3.6. Inspect the simple measure in accordance with relevant National Test Procedure and appropriate

ELEMENT	PERFORMANCE CRITERIA
	<p>National Measurement Institute policy</p> <p>3.7. Evaluate results against prescribed performance criteria and determine if the simple measure is suitable for trade use in accordance with legislative requirements</p>
4. Conduct a verifier performance audit	<p>4.1. Identify the scope of the verifier audit</p> <p>4.2. Identify the expected outcomes of the verifier audit</p> <p>4.3. Assess the verifier's performance against the expected outcome</p> <p>4.4. Analyse any variances from the expected outcomes to identify any isolated or systemic problem</p>
5. Analyse and report inspection results	<p>5.1. Analyse inspection data for unacceptable performance trends</p> <p>5.2. Display the inspection result on the simple measure in accordance with legislative requirements</p> <p>5.3. Use test reports to present inspection results in the required format</p> <p>5.4. Complete inspection documentation in accordance with legislative requirements and organisational procedures</p> <p>5.5. Communicate inspection results within the specified time and in accordance with organisational guidelines</p> <p>5.6. Recommend follow-up actions as appropriate</p>
6. Act on non-compliance	<p>6.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>6.2. Inform traders of non-compliances and consequences of failing to have them corrected</p> <p>6.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>6.4. Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of simple measures including:
 - national measurement legislation
 - routine National Test Procedures
 - Certificates of Approval
 - National Measurement Institute inspection policy
 - Australian Standards
- accessing and interpreting Certificates of Verification for a limited range of reference standards
- use routine communication and negotiation skills to:
 - explain the purpose of inspection
 - inform traders of non-compliances and consequences of failing to rectify them
 - explain procedures and inspection outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a limited range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of simple measures
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving fractions, decimals, ratios, proportions and percentages
- using scientific notation, correct units and the correct number of significant figures
- analysing performance results over a single or limited range of operating conditions
- identifying non-compliances with national measurement legislation relating to simple measure or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on others
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving routine/expected problems
- working safely

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- general chemical and physical principles and concepts including:
 - weight, mass, gravity and density
 - temperature effects and coefficients of expansion
- basic knowledge of the operating procedures across a limited range of environments including laboratories, retail and manufacturing
- knowledge of metrological terms and terminology specific to simple measures such as:
 - maximum permissible errors
 - traceability
 - error of measurement
 - error of indication
- national measurement legislation applicable to simple measures
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of simple measure
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for simple measures under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for inspecting simple measures

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in the ability to perform consistently at the required standard for any class of simple measures listed in the Range Statement.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of simple measures • analyse test results to determine the simple measure's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of simple measures • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
<p>Context of and specific resources for assessment</p>	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMREF301A Use and maintain reference standards. <p>Resources may include:</p> <ul style="list-style-type: none"> • simple measures, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for simple measures • relevant legislative and organisational procedures.

EVIDENCE GUIDE	
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify the performance of simple measures in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector makes an unannounced visit to a manufacturer's premises that packages turpentine, linseed oil, kerosene and methylated spirits. His/her visit identifies that a 5L verified conical measure is being used for trade to check the volume of pre-packaged articles. He/she visually inspects the measure for compliance with the relevant Certificate of Approval and checks the existing certifying marks. The verifier notices that the volume measure is dented. He/she then tests the accuracy of the measure using a suitable 5L reference standard and finds it to be outside the maximum permissible error. He/she notifies the manager of this non-compliance and advises that any further use of this measure will result in enforcement action. On returning to their office, the inspector reports the need to inspect the premises and market place for inaccurate pre-packaged items manufactured by the company.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Appropriate documentation</p>	<p>Where reference is made to documentation, it is expected the latest version will be used.</p> <p>Appropriate documentation may include:</p> <ul style="list-style-type: none"> • reference standards • Certificates of Verification • Certificates of Approval for simple measures • test procedures for verifying simple measures • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures and material safety data sheets (MSDS) • equipment manuals and warranty, supplier catalogues, and handbooks • National Measurement Institute policy • Australian Standards
<p>Certificates of Approval</p>	<p>Certificates of Approval may include:</p> <ul style="list-style-type: none"> • any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a simple measure as being suitable for trade
<p>Test equipment</p>	<p>Test equipment may include:</p> <ul style="list-style-type: none"> • reference standards of measurement • equipment other than reference standards of measurement such as weighing instruments, strikes and funnels
<p>Legislation</p>	<p>Legislation may include:</p> <ul style="list-style-type: none"> • national measurement legislation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • applicable Commonwealth, state and territory OHS legislation
National Test Procedures for simple measures	<p>National Test Procedures for simple measures may include:</p> <ul style="list-style-type: none"> • length measures • alcoholic beverage measures • lubricating oil measures • graduated measures • pharmaceutical measures • trade masses • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refers to:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environment impacts may include:</p> <ul style="list-style-type: none"> • vibration • wind • heat • dust • electromagnetic interference • out of level
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test reports • safety procedures • a history of equipment calibration and test results

RANGE STATEMENT**Simple measures**

Inspectors may be required to test and mark any of the classes of simple measures from the following list.

Simple measures may include:

- length measures
- alcoholic beverage measures
- lubricating oil measures
- graduated measures
- pharmaceutical measures
- trade masses
- any other simple measure prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSATMINS302A Inspect a range of simple measuring instruments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to apply National Test Procedures to determine whether a range of simple measuring instruments are suitable for trade use. The unit also involves auditing the performance of verifiers who have previously tested and marked simple measuring instruments for trade use.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of simple measuring instruments as part of their allocated duties. Simple measuring instruments are used in a very wide range of commerce. For example, dip sticks are used to measure bulk petroleum products and beverages, dimensional measuring instruments are used to measure the cubic measurements of packages for freight and length/area instruments are used to accurately measure a wide range of articles sold by reference to those measurements.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for inspection	1.1. Identify and evaluate the type of instrument to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, products and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site controller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify relevant site health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trading practices and prioritise activities to maximise inspection outcomes 2.4. Identify trade measuring instruments and plan inspection to minimise disruption to the public and trader 2.5. Identify locations for product return or disposal, if applicable
3. Evaluate simple measuring instrument performance	3.1. Evaluate whether the operating environment will impact on the instrument performance 3.2. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions as necessary 3.3. Identify the maximum permissible errors for the instrument from the legislative requirements 3.4. Use test equipment safely in accordance with applicable legislation and organisational procedures 3.5. Check instrument for compliance with the appropriate Certificates of Approval

ELEMENT	PERFORMANCE CRITERIA
	<p>3.6. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy</p> <p>3.7. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements</p>
4. Conduct a verifier performance audit	<p>4.1. Identify the scope of the verifier audit</p> <p>4.2. Identify the expected outcomes of the verifier audit</p> <p>4.3. Assess the verifier's performance against the expected outcome</p> <p>4.4. Analyse any variances from the expected outcomes to identify isolated or systemic problems</p>
5. Analyse and report inspection results	<p>5.1. Analyse inspection data for unacceptable performance trends</p> <p>5.2. Display the inspection result on the instrument in accordance with legislative requirements</p> <p>5.3. Use test reports to present inspection results in the required format</p> <p>5.4. Complete inspection documentation in accordance with legislative requirements and organisational procedures</p> <p>5.5. Communicate inspection results within the specified time and in accordance with organisational guidelines</p> <p>5.6. Recommend follow-up actions as appropriate.</p>
6. Act on non-compliance	<p>6.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>6.2. Inform traders of non-compliances and consequences of failing to have them corrected</p> <p>6.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>6.4. Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of simple measuring instruments including:
 - national measurement legislation
 - routine National Test Procedures
 - Certificates of Approval
 - National Measurement Institute inspection policy
 - Australian Standards
- accessing and interpreting Certificates of Verification for a limited range of reference standards
- use routine communication and negotiation skills to:
 - explain the purpose of inspection
 - inform traders of non-compliances and consequences of failing to rectify them
 - explain procedures and inspection outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a limited range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of simple measuring instruments
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving fractions, decimals, ratios, proportions and percentages
- using correct units and the correct number of significant figures
- analysing performance results over a single or limited range of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on others
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving routine/expected problems
- working safely

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- general chemical and physical principles and concepts including:
 - weight, mass, gravity and density
 - temperature effects and coefficients of expansion
- basic knowledge of the operating procedures across a limited range of environments including laboratories, retail, industrial and farming
- knowledge of metrological terms and terminology specific to simple measuring instruments such as maximum permissible errors and traceability
- national measurement legislation applicable to simple measuring instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of the instrument
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for simple measuring instruments under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for inspecting simple measuring instruments

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in the ability to perform consistently at the required standard for any class of simple measuring instruments listed in the Range Statement.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of simple measuring instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
<p>Context of and specific resources for assessment</p>	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMREF301A Use and maintain reference standards. <p>Resources may include:</p> <ul style="list-style-type: none"> • simple measuring instruments, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify the performance of instruments in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector has been allocated the task of verifying an area measuring instrument at a tannery. In preparation for his/her visit, the inspector accesses the organisation's database to establish the instrument type, site contact details and any previous history for the instrument or trader. The inspector assembles the test equipment required for the inspection. All reference standards are inspected for damage and validity against their certificate prior to them being stowed with the other equipment safely in the vehicle. On arrival at the tannery, the inspector introduces him/herself to the manager and explains the purpose of the visit and the process involved. During this discussion, the inspector explains that he/she will inspect the area measuring instrument for compliance with its Certificate of Approval, assess the operating environment for factors that may impact on its performance and conduct visual and performance tests in accordance with the National Test Procedure. If the instrument complies with these requirements it will be</p>

EVIDENCE GUIDE

marked as being acceptable for trade use. During the subsequent inspection, the area instrument is found to have a capacity greater than what is stated in the Certificate of Approval and the instrument's performance exceeds the maximum permissible error stated in the national measurement regulations. Consequently, the inspector removes the previous verification mark from the instrument and issues the trader with a warning that the instrument cannot be used for trade until it has been corrected and verified again. Before leaving the premises, the inspector provides the trader with some options for rectifying the non-compliances and gives the manager an opportunity to ask any questions about trade measurement activities.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Prescribed performance criteria for instruments</p>	<p>Prescribed performance criteria for instruments may include:</p> <ul style="list-style-type: none"> • design is in accordance with the appropriate Certificates of Approval • performance meets the criteria described in the Certificates of Approval, National Test Procedure, legislation and National Measurement Institute policy
<p>Appropriate documentation</p>	<p>Where reference is made to documentation, it is expected the latest version will be used.</p> <p>Appropriate documentation may include:</p> <ul style="list-style-type: none"> • Certificates of Verification • Certificates of Approval for simple measuring instruments • test procedures for verifying simple measuring instruments • organisational test reports • organisational procedures • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures and material safety data sheets (MSDS) • equipment manuals and warranty, supplier catalogues and handbooks • National Measurement Institute policy • Australian Standards
<p>Certificates of Approval</p>	<p>Certificates of Approval may include:</p> <ul style="list-style-type: none"> • the Certificate issued under national measurement legislation approving the pattern of a simple measuring instrument as being suitable for trade
<p>Enforcement action</p>	<p>Enforcement action may include:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	<p>Test equipment may include:</p> <ul style="list-style-type: none"> • reference standards of measurement • equipment other than reference standards of measurement e.g. weighing instrument, funnels, manifolds, hoses, water meters, roman levels, tramells and beakers
Legislation	<p>Legislation may include:</p> <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	<p>National Measurement Institute policy may include:</p> <ul style="list-style-type: none"> • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination
National Test Procedures for simple measuring instruments	<p>National Test Procedures for simple measuring instruments may include those for:</p> <ul style="list-style-type: none"> • beverage measuring instruments • protein measuring instruments • length measuring instruments • area measuring instruments • dimensional measuring instruments • vehicle tanks • milk tanks • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refer to:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise occupational health safety and environmental management requirements, which may be

RANGE STATEMENT	
	<p>imposed through state/territory or Federal legislation. These requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environmental impacts may include:</p> <ul style="list-style-type: none"> • vibration • humidity • temperature • dust • electromagnetic interference • out of level
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test reports • audit reports • safety procedures • a history of equipment calibration and test results
Simple measuring instruments	<p>Inspectors may be required to test and mark any of the classes of instruments from the following list.</p> <p>Simple measuring instruments may include:</p> <ul style="list-style-type: none"> • beverage measuring instruments • protein measuring instruments • length measuring instruments • area measuring instruments • dimensional measuring instruments • vehicle tanks • milk tanks • any other instrument prescribed by the National Measurement Institute
Trading practices	<p>Trading practices may include:</p> <ul style="list-style-type: none"> • methods used for the sale of goods • advertising

RANGE STATEMENT	
	<ul style="list-style-type: none"> • using measuring instruments • position of measuring instruments • environmental factors • suitability of instrument • over-pricing • incorrect measurement
Verification	<p>Verification refers to:</p> <ul style="list-style-type: none"> • the inspection of an instrument for the purpose of determining if the instrument meets the legislative requirements for trade use

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSATMINS401A Inspect a range of weighing instruments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the ability to apply National Test Procedures to determine whether a non-automatic weighing instrument (<3 tonne) or catchweigher is suitable for trade and then mark it accordingly. It also involves auditing the performance of verifiers who have previously tested and marked limited weighing instruments for use.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of limited weighing instruments as part of their allocated duties. For example, electronic weighing instruments are used to measure a wide range of products at the point of sale, as an order or as a pre-packaged article. The range of environments where these instruments is almost limitless. Some examples of these environments includes pharmaceutical laboratories, supermarkets, fresh food retailers, packing houses, chemical/petroleum industry, construction, mining and other extractive industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for inspection	1.1. Identify and evaluate the type of instrument to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, products and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site controller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify relevant site health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trading practices and prioritise activities to maximise inspection outcomes. 2.4. Identify trade measuring instruments and plan inspection to minimise disruption to the public and trader
3. Evaluate weighing instrument performance	3.1. Evaluate whether the operating environment will impact on the instrument performance 3.2. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions as necessary 3.3. Identify the maximum permissible errors for the instrument from the legislative requirements 3.4. Use test equipment safely in accordance with applicable legislation and organisational procedures 3.5. Check instrument for compliance with the appropriate Certificates of Approval 3.6. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National

ELEMENT	PERFORMANCE CRITERIA
	<p>Measurement Institute policy</p> <p>3.7. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements</p>
4. Conduct a verifier performance audit	<p>4.1. Identify the scope of the verifier audit</p> <p>4.2. Identify the expected outcomes of the verifier audit</p> <p>4.3. Assess the verifier's performance against the expected outcome</p> <p>4.4. Analyse any variances from the expected outcomes to identify isolated or systemic problems</p>
5. Analyse and report inspection results	<p>5.1. Analyse inspection data for unacceptable performance trends</p> <p>5.2. Display the inspection result on the instrument in accordance with legislative requirements</p> <p>5.3. Use test reports to present inspection results in the required format</p> <p>5.4. Complete inspection documentation in accordance with legislative requirements and organisational procedures</p> <p>5.5. Communicate inspection results within the specified time and in accordance with organisational guidelines</p> <p>5.6. Recommend follow-up actions as appropriate.</p>
6. Act on non-compliance	<p>6.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>6.2. Inform traders of non-compliances and consequences of failing to have them corrected</p> <p>6.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>6.4. Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of weighing instruments including:
 - national measurement legislation
 - routine National Test Procedures
 - Certificates of Approval
 - National Measurement Institute inspection policy
 - national and international design rules
 - pattern approval documents
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over durations of up to one day in routine environments
- using advanced communication and negotiation skills to:
 - explain the purpose of inspection
 - inform traders of non-compliances and consequences of failing to rectify them
 - access external equipment and resources to complete the inspection
 - explain inspection procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of weighing instruments
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - scientific notation, correct units and the correct number of significant figures
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- analysing performance results over a number of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on traders, the public, employees and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times

REQUIRED SKILLS AND KNOWLEDGE

- solving routine/expected problems
- working safely which may include applying basic first aid, confined space entry and working with heavy machinery

Required knowledge

- general chemical and physical principles and concepts including weight, mass and gravity
- knowledge of the operating procedures across a range of environments including laboratories, retail, manufacturing, industrial, mining, construction, medical, chemical, petroleum, farming and abattoirs
- knowledge of metrological terms and terminology specific to weighing instruments such as maximum permissible errors, traceability, uncertainty, maximum permissible difference, eccentricity, repeatability, error of measurement, error of indication and linearisation
- national measurement legislation applicable to weighing instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of the instrument
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for weighing instruments under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for verifying weighing instruments
- safety principles and procedures relevant to instruments and test environment
- basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in the ability to perform consistently at the required standard for any class of weighing instrument listed in the Range Statement.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of weighing instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
<p>Context of and specific resources for assessment</p>	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMREF301A Use and maintain reference standards. <p>Resources may include:</p> <ul style="list-style-type: none"> • limited weighing instruments, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify the performance of instruments in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector has been allocated a task of verifying a digital weighing instrument at a butcher's premises. In preparation for this visit, the inspector accesses the organisation's database to establish the type of instrument to be tested and any previous history of the instrument or trader. The equipment required for this inspection is identified, accessed and stowed in the vehicle securely and safely. Particular attention is made to ensure the integrity of the reference standards is maintained and that they are still current according to their verification certificate. On arrival at the butcher's premises, the inspector introduces him/herself to the manager and explains the purpose of the visit and the process involved. During this discussion the inspector explains that he/she will inspect the instrument for compliance with its Certificate of Approval, assess the instrument's operating environment for factors that may impact on its performance and conduct the visual and performance tests in accordance with the National Test Procedure. If it</p>

EVIDENCE GUIDE

complies with these requirements, he/she will mark the instrument as being acceptable for trade use and complete all the required inspection documentation.

During the inspection the inspector finds that the instrument has a tare capacity greater than that stated in the Certificate of Approval and the weighing performance of the instrument exceeds the maximum permissible error stated in the national measurement regulations. As a result, the inspector removes the previous verification mark from the instrument and issues the butcher a warning that the instrument cannot be used for trade until it has been corrected and verified again. Before leaving the premises, the inspector examines a sample of prepacked articles and the trading practices used by the trader for compliance with trade measurement legislation.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Prescribed performance criteria for instruments

Prescribed performance criteria for instruments may include:

- design is in accordance with the appropriate Certificates of Approval
- performance meets the criteria described in the Certificates of Approval, National Test Procedure and legislation

Appropriate documentation

Where reference is made to documentation, it is expected the latest version will be used.

Appropriate documentation may include:

- reference standards
- Certificates of Verification
- Certificates of Approval for limited weighing instruments
- test procedures for verifying limited weighing instruments
- organisational test reports
- organisational procedures e.g. company quality assurance manual
- National Measurement Act
- occupational health and safety (OHS) regulations, guidelines and procedures and material safety data sheets (MSDS)
- equipment manuals and warranty, supplier catalogues and handbooks

Certificates of Approval

Certificates of Approval may include:

- any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a limited weighing instrument as being suitable for trade

Enforcement action

Enforcement action may include:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	<p>Test equipment may include:</p> <ul style="list-style-type: none"> • reference standards of measurement
Legislation	<p>Legislation may include:</p> <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	<p>National Measurement Institute policy may include:</p> <ul style="list-style-type: none"> • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination
National Test Procedures for limited weighing instruments	<p>National Test Procedures for limited weighing instruments may include:</p> <ul style="list-style-type: none"> • non-automatic weighing machines tested without substitution loads • automatic Class Y(a) Catchweighers • automatic Class Y(b) Catchweighers • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refers to:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection

RANGE STATEMENT	
	control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: <ul style="list-style-type: none"> • vibration • wind • heat • dust • electromagnetic interference • out of level
Records	Records may include: <ul style="list-style-type: none"> • test reports • safety procedures • a history of equipment calibration and test results
Weighing instruments	Inspectors may be required to test and mark classes of instruments from the following list. Weighing instruments may include: <ul style="list-style-type: none"> • non-automatic weighing machines tested without substitution loads • automatic Class Y(a) Catchweighers • automatic Class Y(b) Catchweighers • any other test procedure prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSATMINS402A Inspect a range of liquid measuring instruments using volume measures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to apply National Test Procedures to determine whether a liquid measuring instrument using volume measures is suitable for trade and then mark it accordingly. It also involves auditing the performance of verifiers who have previously tested and marked liquid measuring instruments for use.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of liquid measuring instruments tested using a volume measure as part of their allocated duties. Liquid measuring instruments are used in a very wide range of commerce. For example, petrol bowsers measure fuel at the point of sale and flowmeters are used to measure bulk commodities such as milk, chemicals and petroleum products during production and distribution.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Prepare for inspection</p>	<p>1.1. Identify and evaluate the type of instrument to be inspected</p> <p>1.2. Access and review any history of previous inspections at trader's premises</p> <p>1.3. Access and correctly interpret appropriate documentation required for the inspection</p> <p>1.4. Identify and access test equipment, products and consumables required for the inspection</p> <p>1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures</p> <p>1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice</p> <p>1.7. Identify workplace health and safety issues relevant to the inspection</p>
<p>2. Initiate inspection</p>	<p>2.1. Identify the site controller, explain the purpose of the inspection and produce formal identification, if required</p> <p>2.2. Identify relevant site health and safety issues and implement appropriate control strategies</p> <p>2.3. Conduct a preliminary evaluation of the site's trading practices and prioritise activities to maximise inspection outcomes</p> <p>2.4. Identify trade measuring instruments and plan inspection to minimise disruption to the public and trader</p>
<p>3. Evaluate liquid measuring instrument performance</p>	<p>3.1. Evaluate whether the operating environment will impact on the instrument performance</p> <p>3.2. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions as necessary</p> <p>3.3. Identify the maximum permissible errors for the instrument from the legislative requirements</p> <p>3.4. Use test equipment safely in accordance with applicable legislation and organisational procedures</p> <p>3.5. Check instrument for compliance with the appropriate Certificates of Approval</p> <p>3.6. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>Measurement Institute policy</p> <p>3.7. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements</p>
<p>4. Conduct a verifier performance audit</p>	<p>4.1. Identify the scope of the verifier audit</p> <p>4.2. Identify the expected outcomes of the verifier audit</p> <p>4.3. Assess the verifier's performance against the expected outcome</p> <p>4.4. Analyse any variances from the expected outcomes to identify isolated or systemic problems</p>
<p>5. Analyse and report inspection results</p>	<p>5.1. Analyse inspection data for unacceptable performance trends</p> <p>5.2. Display the inspection result on the instrument in accordance with legislative requirements</p> <p>5.3. Use test reports to present inspection results in the required format</p> <p>5.4. Complete inspection documentation in accordance with legislative requirements and organisational procedures</p> <p>5.5. Communicate inspection results within the specified time and in accordance with organisational guidelines</p> <p>5.6. Recommend follow-up actions as appropriate</p>
<p>6. Act on non-compliance</p>	<p>6.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>6.2. Inform traders of non-compliances and consequences of failing to have them corrected</p> <p>6.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>6.4. Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of liquid measuring instruments including:
 - national measurement legislation
 - intermediate National Test Procedures
 - Certificates of Approval
 - National Measurement Institute inspection policy
 - Australian Standards
 - industry codes of practice
 - correction tables for volume, density and pressure for a range of liquids
 - national and international design rules
 - pattern approval documents
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over extended durations in non-routine and hazardous environments
- using advanced communication and negotiation skills to:
 - explain purpose of the verification
 - inform traders of non-compliances and consequences of failing to rectify
 - access external equipment and resources to complete the verification
 - explain verification procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a broad range of test equipment and reference standards
- identifying and evaluating environmental factors that may impact on performance of liquid measuring instruments
- organising large equipment to be dispatched ahead of verification visit
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - evaluation of formulae containing powers, exponents and logarithms functions
 - use of scientific notation, correct units, correct number of significant figures
 - calculation of uncertainties
 - preparation and interpretation of linear, semi-log and log-log graphs
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
 - determination of regression line equations, correlation coefficients

REQUIRED SKILLS AND KNOWLEDGE

- preparation and interpretation of more complex control charts and frequency distribution plots
- analysing performance results over a broad range of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning complex tasks
- developing/implementing an efficient verification strategy that minimises disruption to traders, the public, technicians, employees, colleagues and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving unexpected problems and non-routine issues
- working safely which may include applying basic first aid, confined space entry, working with hazardous materials, working safely in hazardous environments, working with heavy machinery, Australian Institute of Petroleum (AIP) cold work clearance permit, safety induction and working at heights

Required knowledge

- general chemical and physical principles and concepts including:
 - physical states (solid, liquid gas), weight, mass, gravity and density
 - pressure, pressure differential, backpressure and head pressure
 - fluid flow
 - flashpoint, boiling point and ice point
 - viscosity
 - temperature effects and coefficients of expansion
- basic knowledge of the design, application and function of components used in liquid measuring instruments
- knowledge of the operating procedures across a range of environments including laboratories, retail, commercial, office, manufacturing, industrial, mining, construction, medical, chemical and petroleum
- knowledge of metrological terms and terminology specific to liquid measuring instruments such as:
 - maximum permissible errors, maximum permissible difference and maximum permissible variation
 - traceability
 - repeatability
 - uncertainty, error of measurement and error of indication
 - meter creep
 - hose dilation
 - temperature correction

REQUIRED SKILLS AND KNOWLEDGE

- linearisation
- gas elimination
- national measurement legislation applicable to liquid measuring instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of the instrument
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for liquid measuring instruments under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for inspecting instruments
- safety principles and procedures relevant to instruments
- basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Competency must be demonstrated in the ability to perform consistently at the required standard for any class of liquid measuring instrument listed in the Range Statement.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors should ensure that candidates can:

- identify, access and apply test procedures
- identify and use suitable reference standards
- evaluate and adjust the impact of the operating environment on the performance of the instrument
- analyse test results to determine the instrument's suitability for verification (trade use)
- identify the scope of a verifier performance audit and assess results with expected outcomes
- audit the performance of verifiers of liquid measuring instruments
- identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation
- recognise and act on non-compliance
- maintain the security and confidentiality of data in accordance with organisational and regulatory requirements
- report results in the required formats and expected timeframe.

Context of and specific resources for assessment

This unit of competency is to be assessed in the workplace or simulated workplace environment.

This unit of competency may be assessed with:

- MSATMREF301A Use and maintain reference standards.

Resources may include:

- liquid measuring instruments using volume measures, test equipment and reference standards
- safety equipment
- computer and relevant software and/or organisation information management system

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify the performance of instruments in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector arrives unannounced at a medium size service station to check the performance of a number of fuel dispensers. After introducing him/herself to the site manager, the inspector explains the purpose of the visit and asks for the location of the fuel return points. The inspector performs a safety check, completes an AIP form, places safety barriers around the work area and then prepares the test equipment and reference standards. There are seven fuel dispensers with a total of 38 hoses.</p> <p>The inspector tests a selection of dispensers visually. The National Test Procedure requires the inspector to dispense fuel into 15L reference measures and then return the fuel to storage. Approximately 90 litres are dispensed per hose. The inspector finds a number of non-compliances on site. Two hoses are dispensing fuel outside the allowable maximum permissible error, one dispenser has a faulty segment in its display and the lights are not working, the diesel dispenser failed the air</p>

EVIDENCE GUIDE

elimination test and three hoses are badly worn. The inspector removes the verification mark from all non-compliant dispensers.

While testing the fuel dispenser, the inspector notices a number of items displayed for sale outside the office. On closer inspection, some of the pre-packaged items are found not to be marked with a measurement statement.

The inspector meets with the site manager to inform him of the non-compliant dispensers. He/she advises the manager not to use any unmarked dispensers, explains how they can be rectified and issues non-compliance notices. They also discuss the non-compliant pre-packaged articles. The inspector takes details for further action, completes the AIP form and fuel usage report and then departs.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Prescribed performance criteria for instruments

Prescribed performance criteria for instruments may include:

- design is in accordance with the appropriate Certificates of Approval
- performance meets the criteria described in the Certificates of Approval, National Test Procedure and legislation

Appropriate documentation

Where reference is made to documentation, it is expected the latest version will be used.

Appropriate documentation may include:

- reference standards
- Certificates of Verification
- Certificates of Approval for liquid measuring instruments
- test procedures for verifying liquid measuring instruments
- organisational test reports
- organisational procedures e.g. company quality assurance manual
- National Measurement Act
- occupational health and safety (OHS) regulations, guidelines and procedures and material safety data sheets (MSDS)
- equipment manuals and warranty, supplier catalogues and handbooks

Certificates of Approval

Certificates of Approval may include:

- any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a liquid measuring instrument as being suitable for trade

Enforcement action

Enforcement action may include:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	<p>Test equipment may include:</p> <ul style="list-style-type: none"> • reference standards of measurement • equipment other than reference standards of measurement such as pumps, funnels and hoses
Legislation	<p>Legislation may include</p> <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	<p>National Measurement Institute policy may include:</p> <ul style="list-style-type: none"> • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination
National Test Procedures for liquid measuring instruments	<p>National Test Procedures for liquid measuring instruments may include:</p> <ul style="list-style-type: none"> • fuel dispensers other than LPG dispensers • bulk flowmetering systems for liquid hydrocarbons other than LPG tested using a volume measure • milk flowmeters tested using a volume measure • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refer to:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time

RANGE STATEMENT	
	<ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environmental impacts may include:</p> <ul style="list-style-type: none"> • vibration • wind • heat • dust • electromagnetic interference • out of level
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test reports • AIP form • safety procedures • a history of equipment calibration and test results
Liquid measuring instruments	<p>Inspectors may be required to test and mark any of the classes of instruments from the following list.</p> <p>Liquid measuring instruments may include:</p> <ul style="list-style-type: none"> • fuel dispensers other than LPG dispensers • bulk flowmetering systems for liquid hydrocarbons other than LPG tested using a volume measure • milk flowmeters tested using a volume measure • or any other liquid measuring instrument prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSATMINS403A Inspect a range of trading practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the inspection of trading practices and application of National Test Procedures to determine whether the method of advertising, selling and measuring an article complies with national measurement legislation.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of trading practices as part of their allocated duties. Compliance with national legislation governing trading practices applies to the measurement and transactions of all products sold by reference to measurement in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for inspection	1.1. Identify and evaluate the type of trading practices to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, investigation equipment and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Conduct a trial purchase	2.1. Observe and assess visible trading practices prior to entry into the premises 2.2. Identify scope and expected outcomes of the trial purchase 2.3. On entry to the premises, evaluate trading practices and where applicable modify trial purchase strategy to maximise inspection outcomes 2.4. Conduct trial purchase while observing the measurement process and staff actions 2.5. Assess trader's performance against expected outcomes 2.6. Analyse any variances from the expected outcomes and identify isolated or systemic issues related to the trial purchase
3. Initiate inspection	3.1. Identify the site controller, explain the purpose of the inspection and produce formal identification, if required 3.2. Identify site workplace health and safety issues and implement appropriate control strategies 3.3. Conduct a preliminary evaluation of the site's trade measurement activities and prioritise inspection to maximise outcomes 3.4. Identify measuring instruments being used for trade

ELEMENT	PERFORMANCE CRITERIA
	3.5. Identify site's trading practice activities and plan inspection to minimise disruption to the public and trader
4. Examine measurement related advertising for compliance	4.1. Identify the articles which are required to be sold by specific measurement or in terms of a measurement at base conditions 4.2. Inspect and evaluate measurement related advertising used by the trader 4.3. Identify any non-compliances with legislative requirements
5. Examine trade measuring instrument operation	5.1. Inspect measuring instrument operating environment and determine instrument suitability for purpose 5.2. Evaluate measuring instrument operation against legislative requirements, organisational policy and procedures 5.3. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions, as necessary 5.4. Identify the maximum permissible errors for the instrument from the legislative requirements 5.5. Use test equipment safely in accordance with applicable legislation and organisational procedures 5.6. Check instrument for compliance with the appropriate Certificates of Approval 5.7. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy 5.8. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements
6. Validate the measurement of articles	6.1. Identify articles sold by reference to measurement 6.2. Examine the process used by the trader for measuring an article 6.3. Evaluate the trader's measurement procedure 6.4. Measure an article in accordance with the appropriate National Test Procedure, organisational policy and procedures
7. Analyse and report inspection results	7.1. Analyse inspection data for unacceptable trends 7.2. Use test reports to present inspection results in the required format 7.3. Complete inspection documentation in accordance

ELEMENT	PERFORMANCE CRITERIA
	<p>with legislative requirements and organisational procedures</p> <p>7.4. Communicate inspection results within the specified time and in accordance with organisational guidelines</p> <p>7.5. Recommend follow-up actions as appropriate</p>
8. Act on non-compliance	<p>8.1. Record and collect evidence of any identified non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>8.2. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>8.3. Inform trader of non-compliances and the consequences of failing to have them corrected</p> <p>8.4. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>8.5. Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of trading practices including:
 - national measurement legislation
 - National Test Procedures
 - National Measurement Institute inspection policy
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over a wide range of environments
- using advanced communication and negotiation skills to:
 - explain the purpose of inspection
 - inform traders of non-compliances and consequences of failing to rectify them
 - access external equipment and resources to complete the inspection
 - explain inspection procedures and outcomes to traders and managers
- accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of measuring instruments
- identifying and evaluating impacts of trader procedures on the measurement of articles
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - scientific notation, correct units and the correct number of significant figures
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- identifying non-compliances with national measurement legislation relating to trading practices and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential measuring instrument non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on traders, the public, employees and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving routine/expected problems
- working safely which may include applying basic first aid

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- general physical principles and concepts including weight, mass, gravity, volume, length and area
- knowledge of the operating procedures across a range of retail environments and some industrial and petroleum environments
- knowledge of metrological terms and terminology such as maximum permissible errors, traceability and uncertainty
- national measurement legislation applicable to trading practices and measuring instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of the instrument
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for measuring instruments under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for inspecting trading practices
- safety principles and procedures relevant to instruments and test environment
- basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in the ability to perform consistently at the required standard while inspecting any of the trading practices listed in the Range Statement.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify and implement additional inspection strategies for non-trading practice related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
<p>Context of and specific resources for assessment</p>	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMINS404A Inspect a range of pre-packaged products • MSATMINS301A Inspect a range of simple measures • MSATMINS302A Inspect a range of simple measuring instruments • MSATMINS401A Inspect a range of weighing instruments • MSATMINS402A Inspect a range of liquid measuring instruments using volume measures. <p>Resources may include:</p> <ul style="list-style-type: none"> • measuring instruments, test equipment and reference

EVIDENCE GUIDE	
	<p>standards</p> <ul style="list-style-type: none"> • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, trader obligations and remedial actions • review of inspection reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to inspect trading practices in accordance with legislative and organisational procedures • observation of the candidate conducting a trading practice inspection. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector is allocated a file to investigate a consumer complaint alleging that a butcher is over charging on purchases of meat. During preparation for the inspection, the inspector notices that the trader was recently issued with an infringement notice for a similar offence. On arrival at the premises, the inspector observes the trading practices visible from outside the premises and develops a trial purchase plan. On entry, the inspector inspects the shop layout, staff actions, operation of the scales, advertising and the method of selling meat. He/she observes some cuts of meat are not being advertised and sold by weight as required by national measurement legislation and eye fillet is being advertised for sale at a price per 100 g without a reference to its price per kilogram. The inspector modifies the purchase plan to include an additional purchase of meat not apparently</p>

EVIDENCE GUIDE

being sold by weight.

The inspector conducts the trial purchase of two separate cuts of meat. The first cut of meat is weighed on a scale that indicates 0.050 kg without anything on the weigh platter. The second cut is being sold for a set price per item. After paying for the meat, the inspector identifies the site controller, introduces him/herself, explains a trial purchase had been completed and the process for the remainder of the inspection. The inspector weighs the first cut of meat on the same scale used by the butcher during the trial purchase. Before weighing the meat, he/she resets the scale to zero and finds the meat weighs 0.050 kg less than the weight he/she was charged for. The pre-packaged products being offered for sale are found to be correct weight and correctly marked as required by legislation. The inspector records notes of the trial purchase in his/her notebook, then tests the accuracy of the weighing instruments and notes that the scales had been verified last month.

Before leaving the premises, the inspector informs the site controller of the non-compliances: i.e. selling an article with a short fall, using a weighing instrument incorrectly, selling meat other than by reference to its weight and not advertising meat for sale at a price per kilogram. He/she outlines the resulting enforcement actions and consequences for failing to correct the non-compliances.

On returning to the office, the inspector disposes of the trial purchase, files his/her notes and photographs as evidence of the non-compliance and reports the inspection outcomes in accordance with organisational policy and procedures.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate documentation

Where reference is made to documentation, it is expected the latest version will be used.

Appropriate documentation may include:

- reference standards
- Certificates of Verification
- measuring instrument Certificates of Approval
- test procedures for measuring instruments
- organisational test reports
- organisational procedures e.g. company quality assurance manual
- National Measurement Act
- occupational health and safety (OHS) regulations, guidelines and procedures
- material safety data sheets
- equipment manuals and warranty, supplier catalogues and handbooks

Certificates of Approval

Certificates of Approval may include:

- any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a limited weighing instrument as being suitable for trade

Enforcement action

Enforcement action may include:

- formal warnings
- infringement notice
- formal undertaking
- injunction
- prosecution

Test equipment

Test equipment may include:

- reference standards of measurement
- weighing instruments

RANGE STATEMENT	
	<ul style="list-style-type: none"> • trolleys • cameras • video and audio recorders
Legislation	<p>Legislation may include:</p> <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	<ul style="list-style-type: none"> • National Measurement Institute policy may include: • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination • policy documents
National Test Procedures	<p>National Test Procedures may include:</p> <ul style="list-style-type: none"> • measuring instrument test procedures • article measurement procedures • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refer to:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environmental impacts may include:</p> <ul style="list-style-type: none"> • vibration • wind

RANGE STATEMENT	
	<ul style="list-style-type: none"> • heat • dust • electromagnetic interference • out of level • liquid being measured
Records	Records may include: <ul style="list-style-type: none"> • test reports • safety procedures • a history of equipment calibration and test results
Trading practices	Trading practices may include: <ul style="list-style-type: none"> • how a measuring instrument is used • position of measuring instruments • measurement advertising • how the measurement of an article is determined • the type of measurement used to sell an article • the base conditions at which the measurement of an article is determined

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

Co-requisite units		

MSATMINS404A Inspect a range of pre-packaged products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the inspection of pre-packaged products by inspectors to determine whether the marking and measurement requirements of the packaged article comply with national measurement legislation.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of pre-packaged products as part of their allocated duties. Compliance with national legislation governing pre-packaged products applies to the accuracy of the labelling information and contents of all items parcelled for sale in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for inspection	1.1. Identify and evaluate the type of pre-packaged products to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, investigation equipment and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site controller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify site workplace health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trade measurement activities and prioritise inspection to maximise outcomes 2.4. Identify the range of pre-packaged products at the premises and plan the inspection to achieve maximum outcomes while minimising disruption to the public and trader
3. Inspect packaged article markings	3.1. Identify generic trade measurement marking requirements for pre-packaged products 3.2. Identify specific trade measurement marking requirements related to the pre-packaged product selected for inspection 3.3. Assess measurement, unit pricing and packer identification markings on pre-packaged products for compliance with legislative requirements
4. Measure the net contents of pre-packaged	4.1. Identify and access National Test Procedure appropriate for measuring the product 4.2. Select pre-packaged products for measurement in

ELEMENT	PERFORMANCE CRITERIA
products	<p>accordance with marketplace intelligence, legislative requirements, organisational policy and procedures</p> <p>4.3. Identify, access and apply product handling and disposal requirements in accordance with workplace, health and safety and environmental requirements</p> <p>4.4. Select specialised equipment, reference standards and measuring devices in accordance with organisational policy and procedures</p> <p>4.5. Measure pre-packaged product in accordance with the appropriate National Test Procedure, organisational policy and procedures</p> <p>4.6. Evaluate results against prescribed performance criteria and determine if the net contents of the individual pre-packaged products and inspection lot meet legislative requirements</p>
5. Evaluate trader's measurement process	<p>5.1. Examine the process used by the trader to measure a pre-packaged product</p> <p>5.2. Evaluate the effectiveness of the trader's measurement procedure, methodology and test frequency against inspection outcomes</p> <p>5.3. Inspect measuring instrument operating environment and assess suitability for purpose</p> <p>5.4. Evaluate measuring instrument operation against legislative requirements, organisational policy and procedures</p> <p>5.5. Modify the operating environment or implement alternative arrangements to ensure reliable operating conditions for the measuring instrument as necessary</p> <p>5.6. Identify the maximum permissible errors for the instrument from the legislative requirements</p> <p>5.7. Inspect measuring instruments in accordance with relevant National Test Procedure, organisational policy and procedures</p>
6. Analyse and report inspection results	<p>6.1. Analyse inspection data for unacceptable trends</p> <p>6.2. Use test reports to present inspection results in the required format</p> <p>6.3. Complete inspection documentation in accordance with legislative requirements and organisational procedures</p> <p>6.4. Communicate inspection results within the specified time and in accordance with organisational guidelines</p>

ELEMENT	PERFORMANCE CRITERIA
	6.5.Recommend follow-up actions as appropriate
7. Act on non-compliance	<p>7.1.Record and collect evidence of any identified non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>7.2.Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>7.3.Inform traders of non-compliances and consequences of failing to have them corrected</p> <p>7.4.Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>7.5.Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of pre-packaged products including:
 - national measurement legislation
 - National Test Procedures
 - National Measurement Institute inspection policy
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over durations exceeding one day in non-routine environments
- using advanced communication and negotiation skills to:
 - explain the purpose of inspection
 - inform traders of non-compliances and consequences of failing to rectify them
 - access external equipment and resources to complete the inspection
 - explain inspection procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of measuring instruments
- identifying and evaluating impacts of trader procedures on the measurement of pre-packaged products
- evaluating pre-packaged product markings for compliance with legislative requirements
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - scientific notation, correct units and the correct number of significant figures
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- identifying non-compliances with national measurement legislation relating to trading practices and measuring instruments
- initiating appropriate enforcement action for non-compliances including warning, infringement notice, undertaking, injunction and prosecution
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on traders, the public, employees and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times

REQUIRED SKILLS AND KNOWLEDGE
<ul style="list-style-type: none"> • solving routine/expected problems • working safely which may include applying basic first aid
Required knowledge
<ul style="list-style-type: none"> • general physical principles and concepts including weight, mass, gravity, volume, length, area and displacement • knowledge of the operating procedures across a range of environments including laboratories, retail, manufacturing, industrial, chemical, petroleum, farming, abattoirs and food processing • knowledge of metrological terms and terminology such as maximum permissible errors, traceability, uncertainty, inspection lot, deficiency and shortfall • national measurement legislation applicable to pre-packaged products and measuring instruments • detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including: <ul style="list-style-type: none"> • purpose of test • test conditions and possible environmental impacts on performance of the instrument • key preparation/measurement steps in test method • calculation steps to give results in appropriate units and precision • maximum permissible errors for weighing instruments under inspection • procedures for completing inspection documentation • organisational policy and procedures for inspecting pre-packaged products • safety principles and procedures relevant to instruments and test environment • basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to perform consistently at the required standard for a wide range of pre-packaged products.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • inspect markings and net contents of pre-packaged articles • identify and implement additional inspection strategies for pre-packaged product related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMINS403AA Inspect a range of trading practices • MSATMINS301A Inspect a range of simple measures • MSATMINS302A Inspect a range of simple measuring instruments • MSATMINS401A Inspect a range of weighing instruments • MSATMINS402A Inspect a range of liquid measuring instruments using volume measures. <p>Resources may include:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • measuring instruments, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, trader obligations and remedial actions • review of inspection reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to inspect pre-packaged products in accordance with legislative and organisational procedures • observation of the candidate inspecting pre-packaged products. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector is allocated a routine inspection at a factory which packs milk. When reviewing the trader's inspection history, the inspector notices that the trader was issued with an infringement notice 12 months ago for packing 2 L bottles of milk that had an average 4.5% shortfall. On arrival at the premises, the inspector enters the main office and explains the purpose of the visit. While waiting for the site controller to arrive, the inspector assesses the business registration documents on public display and notes they coincide with the pre-inspection documentation he/she retrieved earlier. When the site controller arrives, the inspector explains the purpose of the visit. The site controller provides a site induction and highlights the local workplace health and safety requirements. The inspector then outlines an</p>

EVIDENCE GUIDE

inspection strategy that will minimise disruption to the trader and suppliers and satisfy the factory's health and hygiene requirements.

The inspector collects the necessary equipment and documentation from his/her vehicle and validates the test equipment before proceeding with the inspection. Given the trader's history, he/she selects an inspection lot of 12 pre-packaged 2 L bottles of milk. On close examination, the inspector finds that the measurement and packer identification markings on this product do not comply with legislative requirements because the 2 L print height is too small. He/she then measures the volume of milk in each bottle and finds an average shortfall of 75 ml or 3.75%. The inspector conducts a detailed investigation of the trader's milk packaging process, measuring instruments, measurement procedure, and their methodology and frequency of measurement tests. He/she finds that the milk density used for setting volumetric fillers is incorrect and causing the shortfall.

Before leaving the premises, the inspector informs the site controller of the non-compliances: i.e. packing pre-packaged products with an average shortfall which exceeded the prescribed performance criteria and a measurement marking print height smaller than the prescribed criteria. He/she outlines the resulting enforcement actions and consequences for failing to correct the non-compliances.

On returning to the office, the inspector files his/her notes, test reports and photographs as evidence of the non-compliance and reports the inspection outcomes in accordance with organisational policy and procedures.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Appropriate documentation</p>	<p>Where reference is made to documentation, it is expected the latest version will be used.</p> <p>Appropriate documentation may include:</p> <ul style="list-style-type: none"> • reference standards • Certificates of Verification • measuring instrument Certificates of Approval • test procedures for inspecting pre-packaged products and measuring instruments • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures • material safety data sheets • equipment manuals and warranty, supplier catalogues and handbooks
<p>Certificates of Approval</p>	<p>Certificates of Approval may include:</p> <ul style="list-style-type: none"> • any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a measuring instrument as being suitable for trade
<p>Enforcement action</p>	<p>Enforcement action may include:</p> <ul style="list-style-type: none"> • formal warnings • infringement notice • formal undertaking • injunction • prosecution
<p>Test equipment</p>	<p>Test equipment may include:</p> <ul style="list-style-type: none"> • reference standards of measurement

RANGE STATEMENT	
	<ul style="list-style-type: none"> weighing instruments trolleys cameras video and audio recorders
Legislation	<p>Legislation may include:</p> <ul style="list-style-type: none"> national measurement legislation applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	<p>National Measurement Institute policy may include:</p> <ul style="list-style-type: none"> test procedure variations between a verification, in-service or audit inspection bulletin instruction determination policy documents
National Test Procedures	<p>National Test Procedures may include:</p> <ul style="list-style-type: none"> measuring instrument test procedures article measurement procedures any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refer to:</p> <ul style="list-style-type: none"> all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time all operations assume the potentially hazardous nature of samples and require standard precautions to be applied where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environmental impacts may include:</p> <ul style="list-style-type: none"> vibration

RANGE STATEMENT	
	<ul style="list-style-type: none"> • wind • heat • dust • electromagnetic interference • out of level • liquid being measured
Records	Records may include: <ul style="list-style-type: none"> • test reports • safety procedures • a history of equipment calibration and test results

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSATMINS501A Inspect a range of complex measuring instruments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the ability to apply National Test Procedures to determine whether a complex measuring instrument is suitable for trade use. It involves the ability to perform lengthy calculations to assess instrument performance and conduct tests that may require coordination of a range of resources over long durations in hazardous environments. This unit also involves auditing the performance of verifiers who have previously tested and marked instruments for use.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a range of complex measuring instruments as part of their allocated duties. Complex measuring instruments are used in a wide range of heavy industries. For example, automatic rail weighbridges, belt weighers, totalising hoppers and liquid petroleum gas (LPG) flow meters are used throughout the mining, road/rail freight and petroleum/gas industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for inspection	1.1. Identify and evaluate the type of instrument to be inspected 1.2. Access and correctly interpret documentation required for the inspection 1.3. Identify and access test equipment, products and consumables required for the inspection 1.4. Ensure test equipment is suitable for its purpose in accordance with applicable legislation and organisational procedures 1.5. Store and transport equipment in accordance with organisational procedures and industry best practice 1.6. Access and evaluate any previous test results for the trader 1.7. Identify workplace health and safety issues relevant to the inspection 1.8. Develop an inspection strategy to maximise resources and minimise time required for complex tests
2. Liaise with the trader to schedule complex tests	2.1. Discuss inspection arrangements with site controller where applicable 2.2. Identify relevant local workplace, health and safety issues and implement appropriate control strategies 2.3. Discuss the inspection strategy with the trader to minimise its impact on the trader's normal operations 2.4. Arrange site clearances and suitable scheduling for tests 2.5. Negotiate access to trader's equipment, materials and support personnel required for testing to be available on site 2.6. Arrange for any equipment to be provided by the trader, if required, by the National Test Procedure
3. Initiate inspection	3.1. Identify the site controller, explain/review the purpose of the inspection and, if required, produce formal identification 3.2. Review inspection strategy to ensure there is minimal disruption to the public and/or trader 3.3. Communicate inspection strategy to all personnel involved 3.4. Identify locations for product return or disposal if applicable

ELEMENT	PERFORMANCE CRITERIA
	<p>3.5. Evaluate the impacts of the operating environment on the instrument performance or test results and, where applicable, implement corrective actions</p> <p>3.6. Identify operational factors impacting on instrument performance or test result and, where applicable, implement corrective actions</p>
4. Evaluate complex measuring instrument performance	<p>4.1. Identify the maximum permissible errors for the instrument from the legislative requirements</p> <p>4.2. Manage and review resources to maintain inspection timelines</p> <p>4.3. Provide effective communication to ensure relevant personnel are informed of variations to the inspection strategy and inspection progress</p> <p>4.4. Check instrument for compliance with the appropriate Certificates of Approval</p> <p>4.5. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy</p>
5. Analyse inspection results	<p>5.1. Perform specified calculations to determine a performance result for the instrument with appropriate accuracy, precision and significant figures</p> <p>5.2. Use graphical and statistical analysis to determine unknowns as necessary</p> <p>5.3. Ensure calculations are consistent with estimations and reasonable expectations</p> <p>5.4. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements</p>
6. Conduct a verifier performance audit	<p>6.1. Identify the scope of the verifier audit</p> <p>6.2. Identify the expected outcomes of the verifier audit</p> <p>6.3. Assess the verifier's performance against the expected outcome</p> <p>6.4. Analyse any variances from the expected outcomes to identify any isolated or systemic problems</p>
7. Report inspection results	<p>7.1. Display the inspection result on the instrument in accordance with legislative requirements</p> <p>7.2. Use test reports to present inspection results in the required format</p> <p>7.3. Complete inspection documentation in accordance with legislative requirements and organisational</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>procedures</p> <p>7.4. Communicate inspection results within the specified time and in accordance with organisational guidelines</p> <p>7.5. Recommend follow-up actions as appropriate.</p>
8. Act on non-compliance	<p>8.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures</p> <p>8.2. Inform traders of non-compliances and consequences of failing to have them corrected</p> <p>8.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures</p> <p>8.4. Maintain the rights of the trader at all times</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of complex measuring instruments including:
 - national measurement legislation
 - intermediate National Test Procedures
 - Certificates of Approval
 - National Measurement Institute inspection policy
 - Australian Standards
 - industry codes of practice
 - correction tables for volume, density and pressure for a range of liquids
 - national and international design rules
 - pattern approval documents
- accessing and interpreting Certificates of Verification for a wide range of reference standards
- performing inspection over extended durations up to five days in non-routine and hazardous environments
- using advanced communication and negotiation skills to:
 - explain purpose of the inspection
 - inform traders of non-compliances and consequences of failing to rectify
 - access external equipment and resources to complete the inspection
- explain inspection procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a broad range of test equipment and reference standards
- identifying and evaluating environmental factors that may impact on performance of complex measuring instruments
- organising large equipment to be dispatched ahead of inspection visit
- conducting lengthy tests and recording results with close attention to detail and accuracy
- performing complex calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - evaluation of formulae containing powers, exponents and logarithms functions
 - use of scientific notation, correct units and correct number of significant figures
 - calculation of uncertainties
 - preparation and interpretation of linear, semi-log and log-log graphs
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation

REQUIRED SKILLS AND KNOWLEDGE

- determination of regression line equations and correlation coefficients
- preparation and interpretation of more complex control charts and frequency distribution plots
- analysing performance results over a broad range of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning complex tasks
- developing/implementing an efficient inspection strategy that minimises disruption to traders, the public, technicians, contractors, employees, colleagues and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving unexpected problems and non-routine issues
- working safely which may include applying basic first aid, confined space entry, working with hazardous materials, working safely in hazardous environments, working with heavy machinery, Australian Institute of Petroleum (AIP) cold work clearance permit, safety induction, working at heights and biosecurity issues

Required knowledge

- general chemical and physical principles and concepts including:
 - physical states (solid, liquid gas), weight, mass, gravity and density
 - pressure, pressure differential, backpressure and head pressure
 - fluid flow
 - flashpoint, boiling point and ice point
 - viscosity
 - temperature effects and coefficients of expansion
- basic knowledge of the design, application and function of components used in complex measuring instruments
- knowledge of the operating procedures across a range of environments including laboratories, retail, commercial, office, manufacturing, industrial, mining, construction, medical, chemical, petroleum, farming and abattoirs
- knowledge of metrological terms and terminology specific to complex measuring instruments such as:
 - maximum permissible errors, maximum permissible difference and maximum permissible variation
 - traceability
 - repeatability
 - uncertainty, error of measurement and error of indication
 - meter creep
 - hose dilation

REQUIRED SKILLS AND KNOWLEDGE

- temperature correction
- linearisation
- gas elimination
- national measurement legislation applicable to complex measuring instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of the instrument
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for complex measuring instruments under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for inspecting instruments
- safety principles and procedures relevant to instruments
- basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Competency must be demonstrated in the ability to perform consistently at the required standard for any class of complex instrument listed in the Range Statement.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of complex measuring instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
<p>Context of and specific resources for assessment</p>	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMREF301A Use and maintain reference standards. <p>Resources may include:</p> <ul style="list-style-type: none"> • access to a complex instrument, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for the instrument

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to inspect the performance of instruments in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector has been given the task of inspecting a bulk flowmetering system at an oil company distribution terminal. In preparation, the inspector evaluates the instrument nominated for inspection, identifies and accesses appropriate documentation for the inspection, identifies and accesses equipment, evaluates previous inspection data and develops an inspection strategy. The inspector visits the terminal to discuss the proposed inspection strategy with the site controller. During this discussion, the inspector discovers that access to the instrument has been restricted and modifications will have to be made to the area surrounding the instrument. The site controller engages a contractor to make the necessary modifications and agrees on an inspection strategy that will minimise disruption to terminal operations.</p> <p>On completion of the modifications, the inspector returns to the terminal to inspect the bulk flowmetering system. The site controller has arranged for all the resources</p>

EVIDENCE GUIDE

identified at the inspection strategy meeting to be available. Prior to commencing any testing, the inspector holds a meeting with all personnel involved in the inspection and describes the inspection strategy. A fitter who will be operating the instrument identifies a problem and offers a solution. The inspector agrees and adjusts the inspection strategy accordingly. At the completion of the testing, the inspector uses the recorded data in combination with a variety of data derived from correction tables and complex mathematical formulae to determine performance result for the instrument. These results confirm the instrument's performance is outside the acceptable maximum permissible errors. The inspector informs the site controller of the outcome and issues a formal warning explaining that the instrument cannot be used for trade until it has been corrected and verified by a licensed verifier. During a follow up visit, the inspector confirms the instrument has been repaired and verifies it.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p>Prescribed performance criteria for instruments</p>	<p>Prescribed performance criteria for instruments may include:</p> <ul style="list-style-type: none"> • design is in accordance with the appropriate Certificates of Approval • performance meets the criteria described in the Certificates of Approval, National Test Procedure and legislation
<p>Appropriate documentation</p>	<p>Where reference is made to documentation, it is expected the latest version will be used.</p> <p>Appropriate documentation may include:</p> <ul style="list-style-type: none"> • reference standards • Certificates of Verification • Certificates of Approval for complex instruments • test procedures for verifying complex instruments • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures • material data safety sheets • equipment manuals and warranty, supplier catalogues and handbooks
<p>Certificates of Approval</p>	<p>Certificates of Approval may include:</p> <ul style="list-style-type: none"> • any Certificate issued under the National Measurement Regulations approving the pattern of a complex measuring instrument as being suitable for trade
<p>Enforcement action</p>	<p>Enforcement action may include:</p> <ul style="list-style-type: none"> • formal warnings

RANGE STATEMENT	
	<ul style="list-style-type: none"> • infringement notice • formal undertaking • injunction • prosecution
Test equipment	<p>Test equipment may include:</p> <ul style="list-style-type: none"> • reference standards of measurement • equipment other than reference standards of measurement such as weighing instruments, pumping units, control instruments, two way communication, hoses, fittings, rail wagons, trains and tankers • LPG cylinders
Legislation may include	<p>Legislation may include:</p> <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	<p>National Measurement Institute policy may include:</p> <ul style="list-style-type: none"> • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination
National Test Procedures for complex instruments	<p>National Test Procedures for complex instruments may include:</p> <ul style="list-style-type: none"> • non-automatic weighing machines >3 tonne • LPG dispensers • bulk LPG flowmetering systems • flowmetering systems tested using the master meter or gravimetric methods • automatic rail weighbridges • continuous totalising automatic weighing instruments (belt weighers) • totalising hopper weighing instruments • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refer to:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environmental impacts may include:</p> <ul style="list-style-type: none"> • vibration • wind • heat • dust • electromagnetic interference • out of level
Specified calculations	<p>Specified calculations may include:</p> <ul style="list-style-type: none"> • calculations involving fractions, decimals, ratios, proportions and percentages • evaluation of formulae containing powers, exponents and logarithms functions • use of scientific notation, correct units and correct number of significant figures • calculation of uncertainties • preparation and interpretation of linear, semi-log and log-log graphs • calculation and interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation • determination of regression line equations and correlation coefficients • preparation and interpretation of more complex control charts and frequency distribution plots
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test reports

RANGE STATEMENT	
	<ul style="list-style-type: none"> • safety procedures • a history of equipment calibration and test results
Complex instruments	<p>Inspectors may be required to test and mark any of the classes of instruments from the following list.</p> <p>Complex instruments may include:</p> <ul style="list-style-type: none"> • non-automatic weighing machines >3 tonne • LPG dispensers • LPG bulk flowmetering systems • flowmetering systems tested using master meter or gravimetric methods • automatic rail weighbridges • continuous totalising automatic weighing instruments (belt weighers) • totalising hoppers weighing instruments • any other complex measuring instrument prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

MSATMREF301A Use and maintain reference standards

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the ability to select and use appropriate reference standards of measurement in accordance with standard procedures and industry best practice. It also involves storing and transporting reference standards correctly and maintaining their integrity during all trade measurement activities.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to:</p> <ul style="list-style-type: none"> • trade measurement inspectors appointed under national measurement legislation who may use reference standards of measurement for inspecting a range of pre-packaged products, trading practices or measuring instruments as part of their allocated duties • verifiers who operate under a servicing licence to install and/or repair, test and mark specific classes of trade measuring instruments. <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain reference standard integrity	1.1. Identify environmental issues that may impact on reference standard integrity and implement appropriate control strategies 1.2. Store, transport and handle reference standards in accordance with organisational procedures and industry best practice 1.3. Quarantine and report damaged or compromised reference standards in accordance with organisational procedures 1.4. Plan and organise reference standard maintenance and calibration in accordance with legislative requirements and organisational procedures 1.5. Update maintenance and calibration records in accordance with organisational procedures 1.6. Ensure that personnel assisting with the activity use correct handling procedures for reference standards
2. Select appropriate reference standards	2.1. Identify the scope and expected outcomes of the planned activity 2.2. Identify and access reference standards appropriate to the activity 2.3. Evaluate reference standard limitations associated with the activity and operating environment 2.4. Validate reference standard suitability against the activity scope and expected outcomes in accordance with legislative requirements and organisational policy and procedures
3. Use reference standards	3.1. Review the expected outcomes for the activity 3.2. Access and interpret reference standard Certificates of Verification and measurement reports 3.3. Condition the reference standard as required to produce consistent and accurate measurements 3.4. Identify, interpret and apply reference standard corrections as required 3.5. Assess the results of the activity against the prescribed performance criteria 3.6. Analyse any variances from the expected outcomes to identify any isolated or systemic problems linked to the reference standard or its use
4. Maintain a safe work environment	4.1. Use established safe work practices and personal protective equipment to ensure personal safety and

ELEMENT	PERFORMANCE CRITERIA
	that of other personnel 4.2. Identify relevant local workplace, health and safety issues and implement appropriate control strategies 4.3. Handle reference standards safely in accordance with applicable legislation and organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- using correct documentation to obtain information about tolerances for reference standards
- identifying suitable reference standards for the planned activity
- accessing documented operating procedures for reference standards and test equipment
- using reference standards and test equipment in accordance with specified procedures
- calibrating/maintaining reference standards and test equipment
- maintaining accuracy and currency of maintenance register for reference standards
- identifying and recording/reporting malfunction of, or damage to, reference standards or test equipment
- interpreting Certificates of Verification in relation to the use of reference standards
- using graphs and tables within Certificates of Verification
- accessing and interpreting Certificates of Verification for a range of reference standards
- using a wide range of reference standards over a wide range of environments
- using advanced communication and negotiation skills to:
 - explain the purpose of the trade measurement activity
 - access external equipment and resources to complete the activity
 - explain procedures and expected outcomes of the activity to traders and managers
- accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
- identifying and evaluating environmental impacts on a wide range of reference standards
- performing calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - scientific notation, correct units and the correct number of significant figures
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- organising large reference standards to be dispatched ahead of visit to trader's premises
- planning routine tasks
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving routine/expected problems
- working safely which may include applying basic first aid, confined space entry

REQUIRED SKILLS AND KNOWLEDGE

and working with heavy machinery

Required knowledge

- general physical principles and concepts including weight, mass, gravity, density, volume, length and area
- Australian legal units of measurement
- organisations involved in legal metrology in Australia
- hierarchy of reference standards in relation to legal metrology
- purpose of Certificates of Verification issued under the national measurement legislation
- metrological terms such as: maximum permissible errors, maximum permissible variations, traceability, uncertainty
- information in graphs and tables within Certificates
- application of different classes of reference standards used to inspect/verify trade measurement instruments
- transport/storage specifications and procedures for test/specialised equipment and reference standards
- variations from transport/storage specifications and procedures requiring appropriate approval
- maintenance and calibration procedures for reference standards used in job role
- maintenance required for test equipment when manufacturer's requirements are unavailable
- actions to be taken where legal traceability can not be confirmed
- actions to be taken if reference standards and test equipment are found to be defective
- procedures for recording and reporting faults
- maintenance requirements for reference standards and test equipment
- knowledge of the operating procedures across a range of environments such as laboratories, retail, commercial, office, manufacturing, industrial, mining, construction, medical, chemical, petroleum, farming and abattoirs
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
 - purpose of test
 - test conditions and possible environmental impacts on performance of the instrument
 - key preparation/measurement steps in test method
 - calculation steps to give results in appropriate units and precision
 - maximum permissible errors for instruments under test
- workplace, health and safety requirements relating to personnel, reference standards, measuring instruments and test equipment
- basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to perform consistently at the required standard using reference standards relevant to job role.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply relevant test procedures • select and use suitable reference standards • maintain the integrity of reference standards during their transport, storage and use • determine whether reference standards are defective • validate the suitability of reference standards for activities relevant to job role • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with the following units:</p> <ul style="list-style-type: none"> • MSATM units dealing with the inspection or verification of trade measurement instruments and inspection of trading practices and pre-packaged products. <p>Resources may include:</p> <ul style="list-style-type: none"> • reference standards • computer and relevant software and/or organisation information management system • Certificates of Verification • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant procedures, trader obligations and remedial actions • review of maintenance records prepared or

EVIDENCE GUIDE

	<p>maintained by the candidate</p> <ul style="list-style-type: none"> • feedback from supervisors and peers regarding the candidate's ability to use and maintain reference standards in accordance with legislative and organisation's procedures • observation of the candidate using and maintaining reference standards to complete trade measurement activities. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>An inspector is allocated a routine inspection of a hardware store. In preparation, the inspector locates the trader's file and notes that the company sells a variety of items by measurement using scales, rulers and volume measures. Using the organisation's checklist for inspecting this type of business, he/she identifies the reference standards and documentation required for the inspection. He/she confirms that the selected reference standards are suitable for the intended purpose, are currently verified and are not damaged before stowing them safely in his/her vehicle for transport to the hardware store. On arrival, the inspector meets the site controller and initiates the inspection in accordance with the organisation's standard procedures. The inspector collects the reference standards, test equipment and documentation from the vehicle. The standards include: masses to test a weighing instrument, a volume measure to test a 5 L measure for selling kerosene, a measure of length to test packages of rope, a density bottle to determine the density of turpentine for checking packages and a thermometer to measure the temperature of the density bottle and make appropriate temperature corrections. Before using the reference standards, the inspector confirms the expected outcomes for each activity, reviews the Certificates of Verification and conditions the volume reference standards as required.</p>

EVIDENCE GUIDE

After each activity, the inspector assesses the results against the prescribed performance criteria and analyses any variances from the expected outcomes to identify any problems that may be linked to the reference standard or its use. At the end of the visit, the inspector cleans the reference standards, returns them to the vehicle and re-stows them safely to maintain their integrity. On returning to the office, the inspector books the masses into the measurement standards laboratory for calibration as their Certificate of Verification is due to expire in 22 days.

A verifier is contacted by a local service station to repair and verify two of their fuel dispensers that had been recently rejected for trade use by an inspector. Before proceeding to the service station, the verifier asks the trader some questions and establishes that one fuel dispenser has a flow rate of ≤ 60 L/min and another has a flow rate ≥ 60 L/min. The verifier consults the National Test Procedure for fuel dispensers and identifies that he/she needs both a 15 L and 200 L volume reference standard to complete this work. In preparation for the visit, the verifier checks whether the reference standards are suitable, they have a current Verification Certificate and are not damaged. This examination reveals that the Certificate for the 200 L reference standard he/she intends to use has expired. He/she immediately books the measure into the measurement standards laboratory for calibration and arranges for a replacement measure with a current Certificate. Before travelling to the service station, the verifier stores the reference standards in the vehicle in accordance with standard operating procedures. On arrival, the verifier takes the time to introduce him/herself to the site controller, complete a site safety induction and outline a test strategy that is both safe and will cause minimal disruption to the trader. The verifier collects the reference standards, test equipment and documentation from the vehicle. Before using the volume measures, he/she reviews their respective Certificates of Verification and notes that there are different drainage requirements for each measure. After repairing the fuel dispensers, the verifier tests the fuel dispensers in accordance with the appropriate National Test Procedure. He/she makes sure to use the volume reference standards

EVIDENCE GUIDE	
	<p>in a manner that is consistent with the requirements set out in the Certificate of Verification and the organisation's procedures to maintain the integrity of the measurements. After completing the repairs and testing, the verifier cleans the reference standards and re-stows them in the vehicle.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Appropriate documentation</p>	<p>Where reference is made to documentation, it is expected the latest version will be used.</p> <p>Appropriate documentation may include:</p> <ul style="list-style-type: none"> • reference standard Certificates of Verification • test procedures for inspecting measuring instruments, pre-packaged products and trading practices • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures • material data safety sheets • equipment manuals and warranty, supplier catalogues and handbooks
<p>Legislation</p>	<p>Legislation may include:</p> <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
<p>National Measurement Institute policy</p>	<p>National Measurement Institute policy may include:</p> <ul style="list-style-type: none"> • storage and maintenance procedures for reference standards • bulletin • instruction • determination • policy documents
<p>National Test Procedures</p>	<p>National Test Procedures may include:</p> <ul style="list-style-type: none"> • measuring instrument test procedures • article measurement procedures

RANGE STATEMENT	
	<ul style="list-style-type: none"> • or any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	<p>OHS and environmental management requirements refer to:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	<p>Operating environmental impacts may include:</p> <ul style="list-style-type: none"> • vibration • wind • heat • dust • liquid being measured
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test reports • safety procedures • a history of equipment calibration and test results

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSATMVER403A Verify inspector's class reference standards

Modification History

Not applicable.

Unit Descriptor

<p>Unit descriptor</p>	<p>This unit of competency covers the ability to calibrate reference standards to the inspector's class level in accordance with standard calibration procedures. These procedures specify all associated reference standards, equipment and methods to be used and the required parameters, quantities and ranges to be tested, including the criteria for validation or rejection. Standard calibration procedures are sometimes complex and lengthy but must be carried out in a methodical and standard manner. Personnel are not permitted to deviate from explicit instructions in any manner, nor modify the procedure, nor substitute alternative equipment.</p>
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Application of the Unit

<p>Application of the unit</p>	<p>This unit of competency is applicable to laboratory and calibration technicians who carry out testing and/or calibrations using standard calibration methods in National Association of Testing Authorities (NATA) accredited laboratories. They work under limited supervision and their results are interpreted and checked by the laboratory supervisor, quality officer or designated signatory.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and schedule inspector's class reference standards for calibration	1.1. Identify the level of verification required by the client 1.2. Evaluate and implement appropriate strategies where the standard's suitability for purpose does not meet client expectations 1.3. Enter details for the inspector's class reference standard into the organisation's information management system and apply appropriate tracking mechanisms 1.4. Process 'urgent' calibration requests according to the organisation's policy and procedures 1.5. Maintain confidentiality of all client and organisation data and information 1.6. Ensure that information provided to clients is accurate, relevant and authorised for release 1.7. Deal with customers politely, efficiently and in accordance with organisational policy and procedures
2. Prepare for calibration	2.1. Identify and access the appropriate procedure for the calibration in accordance with organisational policy and procedures 2.2. Identify possible sources of measurement error during calibration and implement appropriate control strategies 2.3. Condition inspector's class reference standards and high order reference standards in accordance with calibration and organisational procedures where applicable 2.4. Identify hazards and use the specified personal protective equipment, safety equipment and procedures 2.5. Evaluate the suitability of high order reference standards and measuring equipment selected for the calibration against the organisation's specification requirements and calibration procedure 2.6. Document calibration status, report out-of-calibration test equipment/high order reference standards and quarantine where required
3. Perform calibration	3.1. Assess the design and appearance of an inspector's class reference standard against prescribed standards 3.2. Perform calibration without variance according to the documented procedure to ensure repeatability of

ELEMENT	PERFORMANCE CRITERIA
	<p>measurement</p> <p>3.3. Confirm readings are the result of a valid measurement and record data as required</p> <p>3.4. Adjust inspector's class reference standard if applicable</p>
4. Analyse and report calibration results	<p>4.1. Estimate and document uncertainty of measurement in accordance with organisation's policy and procedures, if required</p> <p>4.2. Identify prescribed performance criteria for the inspector's class reference standard and evaluate against calibration results</p> <p>4.3. Analyse calibration results to confirm they are within the maximum permissible variation and uncertainty for the scope of calibration</p> <p>4.4. Analyse any variances from the performance criteria to identify isolated or systemic problems with the inspector's class reference standards or calibration procedure</p> <p>4.5. Record the results of each test/calibration accurately, unambiguously and objectively</p>
5. Finalise calibration	<p>5.1. Attach calibration labels, equipment stickers, quality control tags and tamper resistant seals as required by the organisation's procedures</p> <p>5.2. Prepare and submit to the laboratory supervisor a final report on the calibration detailing procedure, traceability, results and all other required information</p> <p>5.3. Store test equipment/high order reference standards and calibration records in accordance with organisational policy and procedures</p> <p>5.4. Identify and report unserviceable equipment or high order reference standards to the laboratory supervisor</p> <p>5.5. Clean equipment and high order reference standards in accordance with organisational policy and procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the verification of reference standards including:
 - national measurement legislation
 - National Measurement Institute laboratory operating procedures
 - National Measurement Institute monographs
- accessing and interpreting Certificates of Verification for a range of higher order reference standards
- maintaining very close attention to procedures, accuracy and precision of measurement to ensure integrity of test/calibration results (especially during lengthy tests)
- examining each calibration step critically to ensure repeatability and validity of data
- selecting, setting up, validating, using and maintaining a range of balances and reference standards
- operating test equipment correctly and safely
- applying all relevant procedures and regulatory requirements to ensure the quality and integrity of the services or data provided
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
 - fractions, decimals, ratios, proportions and percentages
 - scientific notation, correct units and the correct number of significant figures
 - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- recognising problems or departures in systems and documentation and initiating actions to prevent or minimise them
- preparing test/calibration documentation that is accurate and complies with requirements
- recognising and reporting opportunities for improvements to procedures
- planning routine tasks
- solving routine/expected problems
- working safely which may include applying basic first aid

Required knowledge

- understanding of the purpose of metrology and calibration, including common terminology, concepts, principles, procedures and applications
- detailed knowledge of specific metrology terms and principles such as uncertainty, maximum permissible variations, traceability and legal requirements for

REQUIRED SKILLS AND KNOWLEDGE

traceability

- NATA's and the National Measurement Institute's role in the measurement and testing system in Australia, measurement standards laboratories
- requirements for the competence of testing and calibration laboratories (for example, AS ISO/IEC 17025) as they affect job role and responsibilities
- national measurement legislation applicable to verification of inspector's class reference standards
- selection and application of appropriate test methods and calibration procedures
- hierarchy and appropriate selection of reference instruments
- detailed knowledge of calibration procedures (equipment, measurement steps, test conditions, environmental impacts, calculations, uncertainty treatment) to give results in appropriate accuracy, precision and units
- use of calibration and correction charts
- methods for statistical analysis (means, ranges, standard deviations) and estimation of uncertainty of measurement (may include the use of software)
- non-conformance/non-compliance procedures and protocols associated with equipment, reference material and calibration procedures
- troubleshooting procedures for equipment and test methods
- handling, transport, storage and operation of reference and working standards
- laboratory environmental control requirements
- organisation's policy and procedures for verifying inspector's class reference standards
- lines of communication, reporting procedures and legislative requirements
- relevant health, safety and environmental requirements safety principles and procedures relevant test environment, basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	<p>Competency must be demonstrated in the ability to perform consistently at the required standard for any inspector's class reference standards listed in the Range Statement.</p>
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • identify, access and apply calibration procedures • identify and use high order reference standards of measurement • evaluate and adjust the impact of the operating environment on the results of the calibration • identify the scope of a calibration and compare results with expected outcomes • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • MSATMREF301A Use and maintain reference standards. <p>Resources may include:</p> <ul style="list-style-type: none"> • reference standards, balances, weighing instruments and test equipment • computer and relevant software and/or organisation information management system • National Measurement Institute laboratory operating procedures • relevant legislative and organisational procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • questions to assess understanding of relevant metrology/calibration terms, principles and procedures

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • review of calibration reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify inspector's class reference standards in accordance with legislative and organisational procedures • observation of the candidate calibrating inspector's class reference standards. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>A customer delivers a 200 L Inspectors Class 1 Volume measure for calibration. Personnel in the laboratory's item reception area log the job and the laboratory supervisor assigns it to a calibration technician. He/she reads the work order and retrieves the approved calibration procedure. The procedure requires the measure to be tested gravimetrically. The technician accesses and validates the test equipment and high order reference standards. The density of the town water supply is determined using a verified hydrometer. The measure is visually inspected for defects and contamination. The volume of the measure is determined three times by filling the measure with town water to the capacity mark, recording the temperature of the water and recording the mass of water. This data is used, in conjunction with the town water density (determined previously) and thermal appropriate expansion/buoyancy corrections, to calculate the actual volume of the measure. The technician notes that some values are outside the allowable tolerance and adjustments will have to be made. He/she takes another set of readings after making the necessary adjustments and records them on the report. The technician applies the required calibration marks to the measure, updates the database, produces a test report and places the item in the despatch area for inspection by the supervisor. The supervisor</p>

EVIDENCE GUIDE	
	visually inspects the item and checks the calibration data on the report. The job has taken four hours to complete.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate documentation

Where reference is made to documentation, it is expected the latest version will be used.

Appropriate documentation may include:

- high order reference standard Certificates of Verification
- test methods, calibration procedures and monographs (validated and authorised)
- organisational test reports
- organisational procedures e.g. company quality assurance manual
- National Measurement Institute laboratory operating procedures
- National Measurement Act
- occupational health and safety (OHS) regulations, guidelines and procedures
- equipment manuals and warranty, supplier catalogues and handbooks
- quality manuals, equipment and operating/technical manuals
- enterprise recording and reporting procedures and standard operating procedures (SOPs)

Hazards

Hazards may include:

- electric shock
- disturbance or interruption of services
- manual handling of heavy equipment boxes

Safety procedures

Safety procedures may include:

- use of personal protective equipment, such as hearing protection, gloves, safety glasses and coveralls
- ensuring access to service shut-off points
- regular cleaning of equipment and work areas

RANGE STATEMENT	
Inspectors Class Reference standards	Inspectors Class Reference standards may include: <ul style="list-style-type: none"> • inspector's class of reference standards as defined in the National Measurement Regulations
Operating procedures	Operating procedures may include: <ul style="list-style-type: none"> • manufacturers' specifications • industry guidelines • Australian standards • procedures and guidelines based on national measurement legislation
Legislation	Legislation may include: <ul style="list-style-type: none"> • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
OHS and environmental management requirements	OHS and environmental management requirements refer to: <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: <ul style="list-style-type: none"> • vibration • wind • heat • dust • electromagnetic interference • out of level • liquid being measured
Records	Records may include: <ul style="list-style-type: none"> • test reports • safety procedures

RANGE STATEMENT	
	<ul style="list-style-type: none"> a history of equipment calibration and test results
Standard calibrations	<p>Standard calibrations may involve testing and/or calibrating the following equipment and reference materials using standard methods and procedures:</p> <ul style="list-style-type: none"> common types of test equipment such as balances, calipers, masses, micrometers, tape measures, rules, temperature (digital) indicating systems, thermometers, timing devices, weighing instruments and volume measures

Unit Sector(s)

Unit sector	Trade Measurement
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL904001A Perform standard calibrations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to calibrate test and measurement equipment in accordance with standard calibration procedures and documented test methods. These procedures/methods specify all associated reference standards, materials, equipment and methods to be used and the required parameters or quantities and ranges to be tested, including the criteria for rejection or approval.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory and calibration technicians who carry out tests and/or calibrations using standard calibration methods in first, second and third party laboratories, and laboratories where testing and/or calibration forms part of inspection or product certification. Personnel are not permitted to deviate from explicit instructions in any manner, modify the procedure, nor substitute alternative equipment. They work under limited supervision and results of their work are interpreted and checked by the laboratory supervisor, quality inspector or designated signatory.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare items for calibration	1.1. Select the authorised calibration procedure in accordance with enterprise procedures 1.2. Identify hazards and use appropriate personal protective equipment, safety equipment and procedures 1.3. Confirm all measuring equipment meets the laboratory's specification requirements and complies fully with the calibration procedure 1.4. Assemble and set up specified reference standards and associated equipment prior to testing 1.5. Verify performance of reference standards and measuring equipment prior to use and adjust or calibrate as necessary 1.6. Identify and minimise potential sources of measurement error
2. Perform calibration	2.1. Perform individual tests without variance according to the documented procedure to ensure repeatability of measurement 2.2. Confirm readings are the result of a valid measurement and record data as required (as-found or before adjustment) 2.3. Adjust device under test to bring readings within specification and record data (as-left or after adjustment) if required 2.4. Analyse resulting test data to detect trends or inconsistencies that would significantly affect the accuracy or validity of test results 2.5. Seek appropriate advice when interpretation of results is outside authorised scope of approval
3. Document results	3.1. Document compliance/non-compliance with requirements of test and/or specifications 3.2. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required 3.3. Record the results of each test/calibration accurately, unambiguously and objectively 3.4. Ensure confidentiality of enterprise information
4. Finalise calibration	4.1. Prepare and issue a final report on the job/item detailing testing carried out, traceability, statement of compliance and relevant information as required 4.2. Report any non-compliance and verify next course of

ELEMENT	PERFORMANCE CRITERIA
	action with supervisor 4.3. Attach calibration labels, equipment stickers, quality control tags and tamper resistant seals as required in enterprise procedures 4.4. Store test equipment/measurement standards and results in accordance with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- selecting and applying appropriate test methods and calibration procedures
- maintaining close attention to procedures, accuracy and precision of measurement to ensure the integrity of test/calibration results
- using calibration and correction charts
- calculating to give results in appropriate accuracy, precision and units
- preparing test/calibration documentation that is accurate and complies with requirements
- operating equipment correctly and safely
- recognising problems or departures in systems and documentation and initiating actions to prevent or minimise them
- recognising and report opportunities for improvements to procedures

Required knowledge

Required knowledge includes:

- purpose of metrology and calibration, including common terminology, concepts, principles, procedures, and applications
- National Association of Testing Authority's (NATA) and National Measurements Institute's (NMI) role in the measurement and testing system in Australia
- traceability, including legal requirements for traceability
- requirements for the competence of testing and calibration laboratories (e.g. AS ISO/IEC 17025) as they affect job role and responsibilities
- hierarchy and appropriate selection of reference materials and instruments
- non-conformance/non-compliance procedures and protocols associated with equipment, reference material and calibration procedures
- troubleshooting procedures for equipment and test methods
- methods for statistical analysis (means, ranges and standard deviations) and estimation of uncertainty of measurement (may include the use of software)
- reporting procedures and legislative requirements
- handling, transport, storage and operation of reference and working standards
- laboratory environmental control requirements
- relevant health, safety and environmental requirements
- layout of the enterprise, divisions and laboratory
- organisational structure of the enterprise
- lines of communication
- role of laboratory services for the enterprise and customers

REQUIRED SKILLS AND KNOWLEDGE

Specific calibration fields

Additional knowledge requirements may apply for different calibration fields. For example, testing and calibrations conducted in the following:

- acoustic and vibration measurement
- chemical testing
- construction materials testing
- electrical testing
- heat and temperature measurement
- mechanical testing
- metrology
- non-destructive testing
- optics and radiometry
- pressure measurements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • maintain very close attention to procedures, accuracy and precision of measurement to ensure integrity of test/calibration results (especially during lengthy tests) • critically examine each calibration step to ensure repeatability and validity of data • apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the services or data provided • prepare test/calibration documentation that is accurate and complies with requirements • operate equipment correctly and safely • recognise problems or departures in systems and documentation and initiate actions to prevent or minimise them • recognise and report opportunities for improvements to procedures.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL924001 Process and interpret data</i> • <i>relevant MSL974000 series unit of competency</i> • <i>relevant MSL975000 series unit of competency.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • specialised calibration/test equipment, reference standards and laboratory facilities • access to a library of calibration methods, procedures and equipment specifications • enterprise quality manual and procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of calibration results, uncertainty calculations and workplace documentation completed by the

EVIDENCE GUIDE

	<p>candidate</p> <ul style="list-style-type: none"> • feedback from supervisors and/or customers regarding quality of calibration services provided by the candidate • observation of the candidate performing standard calibrations • oral or written questioning to check underpinning knowledge of standard calibration procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Background</p> <p>Calibration work may be simple or highly complex depending upon the type of equipment being calibrated and the accuracy or uncertainties required. Manual calibrations may involve interconnecting equipment and setting the stimulus devices to the settings listed in the procedure. At each setting, the technician must verify that the response or output of the unit under test (UUT) is within the tolerances specified in the procedure. In addition, many procedures require that 'as-found' (before adjustment) and 'as-left' (after adjustment) results are recorded for maintaining the UUT documentation history.</p> <p>Often calibration technicians must assess and document the total uncertainties for a given measurement by analysing equipment specifications and methodology</p>

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during calibration. They have to interpret specifications and technical information and demonstrate initiative when adjusting and repairing instruments.

The calibration technician's workload can be routine and repetitive. A perpetual backlog of work and the constant need to reduce turn-around-time to meet client demands, coupled with enterprise productivity goals, can induce stress and mental fatigue if not carefully managed. However, it is essential that all personnel are able to perform tests and associated work tasks without undue pressure that might influence technical judgement if 'integrity of measurement' is to be retained. Errors arising from items incorrectly calibrated will, at best, have to be recalled which wastes time, resources and destabilises enterprise credibility. At worst, if undetected, they may have severe safety implications to personnel or equipment, depending on the nature of the item.

Calibration (1)

A customer delivers a test pressure gauge and requires certification that the gauge conforms to manufacturer's specifications. Personnel in the item reception area log the job and the laboratory supervisor assigns it to a calibration technician. He/she reads the work order and retrieves the approved calibration procedure. The procedure requires the customer's gauge to be tested to 1000 kPa using a hydraulic test station. The technician assembles the required apparatus and personal protective equipment. The gauge is visually inspected for defects and contamination. The temperature of the environment is checked and the hydraulic test station confirmed as fully operational. The required pressures are applied to the gauge and the indicated readings are transcribed onto the test report. The technician notes that some readings are outside the allowable tolerance and adjustments will have to be made. He/she takes another set of readings after making the necessary adjustments and records them on the report. The technician applies the required labels to the gauge, updates the database, produces a test report and places the item on the quality assurance bench for inspection by the supervisor. The supervisor visually inspects the item and checks the readings on the report. The job has taken two hours to complete.

Calibration (2)

A client has asked the laboratory to calibrate a spectrum

EVIDENCE GUIDE

analyser to manufacturer's specification. The supervisor assigns the job to a calibration technician who reads the job sheet and locates the appropriate calibration procedure. Although this spectrum analyser will be calibrated partly with the aid of automated technology, the technician estimates that the calibration will still take about nine hours to complete. The technician reads the procedure and assembles the equipment and allows for the required warm-up time for instrument stabilisation. Possible sources of error are minimised by cleaning connectors and tensioning them with the torque spanner. The technician performs the manual phase of the test and manually records 12 pages of results. The equipment is reconnected for the automated part of the procedure the test recommenced. The technician produces a further six pages of results. These are assessed for errors and non-conformances and all calculations are carefully checked. A final report is produced which accompanies the spectrum analyser to the quality assurance bench for checking by the supervisor. All cables and equipment used for the calibration are returned to the store.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise procedures may include:

- Australian and international standards, such as:
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS ISO 9001:2008 Quality management systems - Requirements
 - AS/NZS ISO 10005:2006 Quality management systems - Guidelines for quality plans
 - AS/NZS ISO 10012:2004 Quality assurance requirements for measurement equipment
 - ISO 5725 Accuracy (trueness and precision) of measurement methods and results
 - ISO/IEC Guide 98-3:2008 Uncertainty of measurement - Part 3 Guide to the expression of uncertainty in measurement (GUM)
- Eurachem/CITAC Guide CG4 Quantifying uncertainty in analytical measurement
- material safety data sheets (MSDS)
- enterprise recording and reporting procedures and standard operating procedures (SOPs)
- quality manuals, equipment and operating/technical manuals
- test methods and calibration procedures (validated and authorised)
- test methods and calibration procedures

RANGE STATEMENT	
	<p>published by international, national or regional standards, reputable technical organisations, scientific texts or journals and equipment manufacturers</p> <ul style="list-style-type: none"> • incident and accident/injury reports • schematics, work flows, laboratory layouts and production and laboratory schedules
Standard calibrations	<p>Standard calibrations may include testing and/or calibrating the following equipment and reference materials using standard methods and procedures:</p> <ul style="list-style-type: none"> • test equipment, such as anemometers, balances, barometers, calipers, environmental chambers, hygrometers, manometers, masses, micrometers, pressure equipment, spectrophotometers, tape measures, rules, temperature (digital) indicating systems, thermometers, thermocouples, timing devices, vibration analysis equipment and weighing instruments • electrical reference standards, such as air-lines, analogue meters, attenuators, bridges-manual balance, capacitors, DC voltage references, digital instruments (calibrators, DMMs, electronic transfer standards), inductors, instrument and ratio transformers, instrument transformer test sets, potentiometers, resistors, radio frequency (RF) power meters, RF thermistor mounts and thermal converters, shunts, time interval and frequency standards, transfer standards AC-DC, voltage dividers, volt ratio boxes and watt-hour references • working standards, instruments and testing equipment, such as electromagnetic compatibility (EMC) test equipment, field strength meters, flammability test equipment, gauges/test fingers/test pins, hipot testers, impact hammers, impulse testers, instrument calibrators, network analysers, signal generators and spectrum and harmonic analysers
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • electric shock • disturbance or interruption of services

RANGE STATEMENT	
	<ul style="list-style-type: none"> • manual handling of heavy equipment boxes • sources of electromagnetic radiation (lasers and RF generators/transmitters) • fluids under pressure • heat sources, such as ovens
Safety procedures	<p>Safety procedures may include:</p> <ul style="list-style-type: none"> • use of personal protective equipment, such as hearing protection, gloves, safety glasses and coveralls • ensuring access to service shut-off points • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning of equipment and work areas
Reference materials	<p>Reference materials may include:</p> <ul style="list-style-type: none"> • colour standards • graded granular materials • hardness blocks
Communication	<p>Communication may be with:</p> <ul style="list-style-type: none"> • supervisors and managers (laboratory, quality and customer service) • peers and other laboratory or relevant technical personnel • clients and end users of equipment • external auditors, or accreditation agency for example, NATA • manufacturers of equipment and suppliers of spare parts and materials
Working environment	<p>The working environment will have a controlled environment but may include:</p> <ul style="list-style-type: none"> • purpose-built designed facility • mobile facility in the field
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these

RANGE STATEMENT

	<p>requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Calibration
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL924001A Process and interpret data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to retrieve data, evaluate formulae and perform scientific calculations, present and interpret information in tables and graphs and keep accurate records. The unit requires personnel to solve problems of limited complexity where the information may be less obvious, but not contradictory, and can be determined by direct reasoning.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory assistants, field/laboratory technicians and instrument operators in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Retrieve and check data	1.1.Store and retrieve data using appropriate files and/or application software 1.2.Verify the quality of data using enterprise procedures 1.3.Rectify errors in data using enterprise procedures
2. Calculate scientific quantities	2.1.Calculate statistical values for given data 2.2.Calculate scientific quantities using given formulae and data and estimate uncertainties 2.3.Ensure calculated quantities are consistent with estimations and expectations 2.4.Report all calculated quantities using the appropriate units and correct number of significant figures
3. Present data in tables, charts and graphs	3.1.Present data in clearly labelled tables and charts 3.2.Graph data using appropriate scales to span the range of data or display trends 3.3.Report all data using the appropriate units and number of significant figures
4. Interpret data in tables, charts and graphs	4.1.Interpret significant features of graphs, such as gradients, intercepts, maximum and minimum values, and limit lines 4.2.Recognise and report trends in data
5. Keep accurate records and maintain confidentiality	5.1.Transcribe information accurately 5.2.Verify the accuracy of records following enterprise procedures 5.3.File and store workplace records in accordance with enterprise procedures 5.4.File all reference documents logically and keep them up-to-date and secured 5.5.Observe enterprise confidentiality standards

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing calculations of scientific quantities
- using scientific notation
- applying the concepts of metrology
- applying calculations to the workplace
- coding, recording and checking of data accurately
- presenting accurate results in the required format
- preparing graphs, tables and charts (pie, bar, histogram) and interpreting trends
- preparing and interpreting process control charts
- maintaining the confidentiality of data in accordance with workplace and regulatory requirements

Required knowledge

Required knowledge includes:

- concepts of metrology
- the international system of units (SI)
- relevant scientific and technical terminology
- uncertainty associated with measurement steps
- procedures for coding, entering, storing, retrieving and communicating data
- procedures for verifying data and rectifying mistakes
- converting units involving multiples and submultiples
- significant figures, rounding off, estimating, approximating
- transposing and evaluating formulae
- calculations involving fractions, decimals, proportions and percent
- determining statistical values of data such as mean, median, mode and standard deviation
- procedures for maintaining and filing records, and maintaining security of data

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • code, record and check the documentation of data • calculate scientific and statistical quantities relevant to the workplace and present accurate results in the required format • recognise anomalies and trends in data • maintain the confidentiality of data in accordance with workplace and regulatory requirements • keep records up-to-date and secure.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL924002A Use laboratory application software</i> • technical units, such as: <ul style="list-style-type: none"> • <i>relevant MSL973000 series units of competency</i> • <i>relevant MSL974000 series units of competency.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • data sets and records • computer and relevant software or laboratory information system • relevant workplace procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of data worksheets, calculations, computer files (such as spreadsheets, databases, statistical analysis), graphs, tables and/or charts prepared by the candidate • review of records transcribed, maintained or stored by the candidate • feedback from supervisors and peers • questions to assess understanding of relevant procedures and trends in data • observation of the candidate as they process data, file

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	<p>and store records.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>A laboratory assistant in a materials testing laboratory was performing routine tensile tests on samples of vinyl sheet. The assistant converted the readings from the machine to appropriate units using a simple calculation and recorded them in the logbook for that test method. After comparing these test results with previous results for the same type of vinyl material, the assistant found that the tensile strength was within the required range. However, it was at the lower rather than the upper end of the range as in previous testing. The assistant discussed the results with the laboratory supervisor. The calibration file for that machine showed that it had been calibrated four months previously and had not needed adjustment. Test results for the same period showed that the machine was giving lower than normal tensile strength readings for the few higher strength materials tested over the last two months. The assistant did some more checks and confirmed this trend. The machine was re-calibrated by the instrument company and the frequency of internal calibration checks by the laboratory assistant was increased. This problem would not have been detected or corrected as quickly without the assistant's initiative and competent recording and retrieval of test results and</p>

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calibration information.

Biomedical

A technical assistant works in a team with laboratory scientists and technical officers. Analyses of electrolytes are routine and occur in large volume throughput even in this small diagnostic laboratory. The assistant is assigned tasks that contribute to the overall production of results, their reporting and the quality control evaluation of the results. One task is the daily collection of the electrolyte analyses from the internal quality control area. In this case, the technical assistant plots the results on a Levy-Jennings graph and computes the mean value. The assistant reports immediately to the supervisor if the plots show deviations which indicate out-of-control results.

Food processing

Cooking and holding temperatures greatly affect the nutrient composition of processed foods. The CSIRO provides documentation of nutrient losses with temperature variations. For cooked foods, there is the added problem of microbial growth in the so called 'danger zone'. In one laboratory, the technical assistant conducts simple testing of foods using a temperature probe and also measures the temperature of the storage areas, holding trays or bainmaries and individual tray units. Careful documentation of the temperatures of the foods and times of measurement must be kept. The technical assistant supplies the data as tables and a plot of temperature versus time. For quality control purposes, the assistant is directed to use a cross reference of mercury thermometer readings versus probe measurements for ambient temperature. The assistant plots the thermometer readings against the probe readings and reports to the supervisor if the plot shows a slope other than the defined value.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards such as: <ul style="list-style-type: none"> • AS ISO 1000-1998 The international system of units (SI) and its application • ISO 5725 Accuracy (trueness and precision) of measurement methods and results • ISO/IEC Guide 98-3:2008 Uncertainty of measurement - Part 3 Guide to the expression of uncertainty in measurement (GUM) • Eurachem/CITAC Guide CG4 Quantifying uncertainty in analytical measurement • national measurement regulations and guidelines • National Association of Testing Authorities (NATA) Technical notes • material safety data sheets (MSDS) • equipment manuals and warranty, supplier catalogues and handbooks • sampling and test procedures and standard operating procedures (SOPs) • enterprise quality manual and customer quality plan • validation of the equipment and associated software where applicable • validation of spreadsheets developed in-house for assay and process calculations
Concepts of metrology	Concepts of metrology may include:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Data	<p>Data may be recorded on:</p> <ul style="list-style-type: none"> • worksheets • spreadsheets • databases linked to information management systems <p>Data may include results of:</p> <ul style="list-style-type: none"> • observations • tests and measurements • analyses • surveys • quality assurance and control assessments <p>Data may be presented in the form of:</p> <ul style="list-style-type: none"> • graphs • tables • histograms • pie charts • bar charts • control charts • semi-quantitative observations and be expressed on a scale (for example, 1 to 4 or + to ++++)
Calculations	<p>Calculations may be performed:</p> <ul style="list-style-type: none"> • with or without a calculator • using computer software, spreadsheets, databases and statistical packages
Calculations of scientific quantities	<p>Calculated of scientific quantities may include:</p> <ul style="list-style-type: none"> • converting units involving multiples and submultiples

RANGE STATEMENT	
	<ul style="list-style-type: none"> • significant figures, round off, estimate and approximate • transposing and evaluating formulae • fractions, decimals, proportions and percentages • perimeters and angles • percentage and absolute uncertainties in measurements and test results • statistical values of data, such as mean, median, mode and standard deviation • areas (m²) and volumes (mL, L, m³) of regular shapes, such as packaging • dose (mg), average mass, mass percentage, density, specific gravity, moisture, relative and absolute humidity, viscosity and permeability • ratios, such as mass to mass, mass to volume and volume to volume percentages • concentration, such as molarity, g/100mL, mg/L, mg/(L, ppm, ppb, dilution mL/L • average count, colonies per swab surface and cell counts, such as live and dead/total • process variables, such as pressure, gauge pressure, velocity and flow rates • biological oxygen demand (BOD), chemical oxygen demand (COD) and total organic carbons (TOC) • % content of moisture, ash, fat, protein, alcohol, sulphur dioxide and trace metals, such as calcium or zinc • food properties, such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast viability • stress, strain, moduli and force
Records	<p>Records could include information associated with:</p> <ul style="list-style-type: none"> • purchase of equipment and materials, service records • safety procedures • history of calibration and test results
Occupational health and safety (OHS) and environmental	OHS and environmental management requirements:

RANGE STATEMENT

management requirements	<ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Data
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL924002A Use laboratory application software

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to use and apply computer application software in the laboratory, field and production plants for analysis and reporting.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to technical officers and laboratory technicians in all industry sectors. It describes the application and use of software packages in the context of laboratory or field work. Typically this software would be for the storage, retrieval, analysis and display of information. There is no expectation that candidates would be able to customise the software to meet specific needs.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These can be found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access application software	1.1. Identify software required for the task 1.2. Open software from a personal computer or network terminal
2. Use software for specified purposes	2.1. Input a range of scientific data into a computing system 2.2. Conduct searches for the retrieval of required data 2.3. Use application features for efficient computation 2.4. Construct data sets and databases for numerical and graphical analyses
3. Produce reports of retrieved data and/or processed data	3.1. Analyse data using features of the software package 3.2. Select options for constructing data reports 3.3. Print the results of data analyses using features of the software package 3.4. Integrate data from diverse application software units in a report 3.5. Report the outcomes and rationale for computerised database searches where appropriate 3.6. Reference computerised data sources according to the style requirements of the enterprise
4. Perform simple record housekeeping	4.1. Backup worked data according to enterprise standard procedures 4.2. Maintain archive data according to enterprise standard procedures 4.3. Maintain hard copy data according to standard enterprise operating procedures 4.4. Apply approved antivirus software and general standard quarantine procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using software application features and instructions to input, save, analyse, sort, retrieve and display the records or data
- using software for the analysis, reporting and management of laboratory and field data and information
- using in-house software manuals to augment skills and solve operational problems
- selecting the most appropriate software package for the task
- backing up electronic storage
- using scanning software to protect in-house software and data

Required knowledge

Required knowledge includes:

- applications of the software package
- terminology associated with the software packages
- basic knowledge of the types of spreadsheet, database, data analysis packages that are available
- application of specific software package features to relevant laboratory tasks
- relationship between the protocol for data input and file storage of the data
- general file and record maintenance
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • select the most appropriate software package for the task from the suite of software applications available • use routine instruction sets of the software package to complete the task • use software to analyse data such as quality control and instrument performance characteristics • back up electronic storage • use scanning software to protect in-house software and data.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL925001A Analyse data and report results</i> • <i>relevant MSL974000 series units of competency</i> • <i>relevant MSL975000 series units of competency.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • access to a computer network or a personal computer • software packages that include a database package, spreadsheet, statistical analysis and simple graphics output • input and output data.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of analysis tasks linking test results to the generation of meaningful reports by the candidate • review of simple statistical and/or graphical analysis of quality control data completed by the candidate • oral and written exercises in preparation for keyboard activities. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess</p>

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	<p>directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>A laboratory technician performs tests on starting materials, such as appearance, identity, melting point, moisture content, trace elements, sulfated ash and assay. The results are entered in a computer database that allows trend analysis to be carried out on the test results for materials from each supplier. As a result, the technician may recognise when a supplier is experiencing potential problems with their production process. The technician would then notify the supervisor and/or supplier that there is a high probability that future supplies may be out of specification and that constant monitoring of starting materials will be required.</p> <p>Biomedical</p> <p>An important task of the technical officer in a pathology laboratory is to perform statistical analysis for quality control purposes. The software package provides for the input of data, analysis of mean value and variance as well as graphical reporting. The technical officer uses a dedicated software package or a package within the customised pathology data management system in order to assess the validity of the results produced from the analytical instrument.</p> <p>Food processing</p> <p>A technical officer is required to perform a nutrient analysis of a food product, the results of which will be</p>

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displayed on the food container. The output from the nutrient analysis is fed into a software program that calculates the levels of these components 'per portion' and 'per 100g' and displays the information in the correct tabular format. The software package is designed so that the technical officer can input new data or access existing data and manipulate that data to provide a full and accurate nutrient display or report.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Information sources	Information sources may include: <ul style="list-style-type: none"> • manuals of enterprise standard instructions • hardware manuals • software manuals • training materials to orient software to enterprise needs • on-screen instructions embedded in the software
Software packages	Software packages may include: <ul style="list-style-type: none"> • word processing • spreadsheets • databases • graphical and statistical analysis • laboratory information systems
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and

RANGE STATEMENT

	State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Data
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL925002A Analyse measurements and estimate uncertainties

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to estimate and report measurement uncertainty in accordance with the <i>ISO Guide to the Expression of Uncertainty in Measurement</i> . Personnel are required to review their estimates of measurement uncertainty to assist with making decisions on the fitness for purpose of the measurements.
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Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory personnel who work in calibration and testing facilities and process and interpret data and are required to determine uncertainties using standard methods. The rigour required in estimating uncertainty will depend on the required accuracy of the particular calibration, test or measurement. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These can be found at the end of this unit of competency under the section 'This competency in practice'.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		
	<i>MSL924001A</i>	<i>Process and interpret data</i>

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the measured quantity and the uncertainty components	1.1. Specify an equation for the measurement 1.2. List uncertainty components that are associated with each input in the equation
2. Determine the size of each uncertainty component	2.1. Calculate the standard deviations and standard deviation of the mean from the measurement results 2.2. Use calibration reports, manufacturer's specifications, quality control and validation data, and experimental data to collect other available information on the uncertainty components
3. Reduce each uncertainty component to a standard uncertainty	3.1. Allocate an appropriate distribution for each uncertainty component 3.2. Calculate the standard uncertainties
4. Calculate an expanded uncertainty to the required confidence level	4.1. Calculate the sensitivity coefficient for each uncertainty component 4.2. Calculate a combined standard uncertainty 4.3. Determine an appropriate coverage factor based on the degrees of freedom associated with each uncertainty component 4.4. Calculate the expanded uncertainty
5. Report the expanded uncertainty	5.1. Report the result and uncertainty to an appropriate number of significant figures 5.2. Report the confidence level and coverage factor 5.3. Determine the appropriateness of the size of the expanded uncertainty relative to the tolerance or required accuracy of the test 5.4. Determine the fitness for purpose of the expanded uncertainty relative to the use of the measurement result

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- gathering information on uncertainty components from calibration reports or reference material report
- making logical assumptions based on experience or experimental data
- calculating sensitivity coefficients either experimentally or by partial differentiation
- calculating a combined standard uncertainty using root-sum-of-squares, accounting for correlations where necessary
- calculating expanded uncertainty
- using spreadsheets to calculate uncertainties
- deciding if the uncertainty is suitable for the accuracy required for the test and establishing whether it is fit for purpose using the tolerance to uncertainty ratio (TUR)

Required knowledge

Required knowledge includes:

- knowledge of the steps in the measurement, test or calibration involved
- evaluation of formulae containing powers, exponents, logarithms functions
- use of scientific notation, correct units and correct number of significant figures
- preparation and interpretation of linear graphs
- mean, standard deviation, standard deviation of the mean and degrees of freedom
- significance tests such as t-test, f-test and analysis of variance (ANOVA), variances, standard deviation of prediction and linear regression (for chemical industry sector)
- the difference between errors, corrections and uncertainties
- uncertainty in the uncertainty estimation process
- uncertainty components that are common to the use of an instrument
- uncertainty components that arise due to the instrument being used under different conditions to those when it was calibrated
- procedures for determining the uncertainty components associated with each of the inputs and whether they are significant and for applying appropriate corrections
- manufacturer's specifications (e.g. instrument drift specification and reference materials)
- procedures for determining uncertainty components from quality control data
- normal, rectangular, triangular distributions and the factors used to reduce each to a standard uncertainty

REQUIRED SKILLS AND KNOWLEDGE

- the concept of degrees of freedom and how to allocate degrees of freedom to each uncertainty component including use of the Welch-Satterthwaite equation
- use of the student's t-table to get a coverage factor for a particular level of confidence
- the characteristics of a valid measurement
- relevant reporting requirements such as the GUM, National Association of Testing Authorities (NATA) or other applicable reference material

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • prepare a realistic uncertainty budget that is appropriate for the application • fully document the uncertainty budget • report results and uncertainties in the required formats.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL904001A Perform standard calibrations</i> • <i>MSL905001A Perform non-standard calibrations.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • data sets and records • test methods and description of test setup • computer and relevant software or laboratory information system • relevant workplace procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of data worksheets, calculations, computer files (such as spreadsheets and databases), statistical analysis, graphs and/or tables prepared by the candidate • questions to assess understanding of relevant procedures, trends in data and sources of uncertainty • review of reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to estimate uncertainty in accordance with enterprise procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to</p>

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	<p>assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>Production workers in a water meter manufacturing company are required to batch test water meters. Twenty meters are connected together and tested at the same time using a test rig that collects the water in a tank that sits on top of a weighing instrument. The company's production technician needs to ensure that each water meter meets its maximum permissible error and that all measurements have a maximum permissible uncertainty that is below that specified by the regulator. The technician needs to consider the calibration uncertainty of the weighing instrument, any drift in it over time, the resolution of the meters under test and other factors relating to the temperature of the water, its effect on its density and the buoyancy correction for the weighing instrument.</p> <p>There are a number of corrections that need to be applied in order to achieve an uncertainty less than the maximum permissible uncertainty. Production workers enter readings from the meters into a palm-held device. This data is then downloaded to a computer which uses a spreadsheet program to make the required corrections, tabulate the readings, calculate the uncertainties and determine compliance of each meter with the regulations and produce a report. Uncertainty components may change for different models of water meters that have different flowrates, readability and minimum deliveries. To cope with this, the technician's</p>

EVIDENCE GUIDE

spreadsheet program has 'look-up' tables for these components according to the water meter model. Once this system was setup there is no ongoing overhead costs for uncertainty estimation. The calibration uncertainty may have to be updated when the weighing instrument is recalibrated. Estimating uncertainties have highlighted which uncertainty components have the biggest effect on the final uncertainty. This tells the technician which components to focus on and which have little effect.

Chemical

A consulting laboratory analyses beef fat for a meat export company to determine the concentration of the pesticide residue Dieldrin prior to export. The maximum residue limit for Dieldrin in beef fat is 0.2 mg/kg. The technician analyses the sample using a validated gas chromatography (GC) method. To estimate the measurement uncertainty of the analysis he/she needs to take into account such things as the:

- uncertainty from the GC calibration
- uncertainty associated with the reference materials used
- homogeneity of the sample
- calibration of the glassware used for the analysis
- the repeatability
- reproducibility of the method
- uncertainty of the method recovery.

The technician calculates a result and uncertainty of 0.19 ± 0.02 mg/kg. The reported uncertainty suggests to the meat export company that the concentration of Dieldrin in the meat products could be above the residue limit. They can now make informed decisions about whether to sell the meat or not and possibly avoid exporting meat with excessive levels of pesticide residue which could cost the exporter millions of dollars in lost revenue.

Calibration

Technicians in a commercial calibration laboratory routinely calibrate digital multimeters -including 3½ digit hand-held multimeters and high accuracy 6½ digit bench mounted multimeters. From experience, they know that there are some uncertainty components

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common to each calibration such as the:

- uncertainty of the calibration of their reference instrument (a calibrator)
- drift over time of their reference which they establish from its yearly calibrations over the last 5 years
- repeatability of their measured results at each test point from which they calculate a standard deviation of the mean
- resolution of the multimeter being calibrated.

Because of the higher accuracy of the 6½ digit multimeter, the technicians know that for these instruments they must also consider additional uncertainty components such as the input impedance of cables together with thermal and capacitive effects. (These components may be insignificant in terms of the accuracy of a 3½ digit multimeter). The uncertainty estimation and the rigour required relates to the accuracy required. The tolerance in electrical calibrations is typically the manufacturer's specification and the uncertainty needs to be smaller than that so that they can decide whether an instrument is within specification. A 4:1 tolerance to uncertainty ratio (TUR) is typical. The technician's thorough understanding of uncertainty estimation enables the laboratory to optimise their measurement effort to ensure they achieve the 4:1 ratio in an efficient manner. The laboratory has NATA accreditation which lists not only what calibrations they can perform, but their best accuracy ('least uncertainties of measurement'). As part of the process of gaining accreditation they need to submit to NATA for review their uncertainty estimations to justify the uncertainties that appear in their scope of accreditation and which they report on appropriate instruments.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
- AS ISO 1000-1998 The international system of units (SI) and its application
- AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
- AS/NZS ISO 10005:2006 Quality management systems - Guidelines for quality plans
- AS/NZS ISO 10012:2004 Measurement management systems - Requirements for measurement processes and measuring equipment
- AS/NZS ISO 9000 Set:2008 Quality management systems set
- ISO 5725 Accuracy (trueness and precision) of measurement methods and results
- ISO/IEC Guide 98-3:2008 Uncertainty of measurement-Part 3 Guide to the expression of uncertainty in measurement (GUM)
- Eurachem/CITAC Guide CG4 Quantifying uncertainty in analytical measurement
- Australian code of good manufacturing practice for medicinal products (GMP)
- enterprise quality manual, customer quality plan
- equipment manuals and warranty, supplier catalogues, handbooks
- Eurolab technical report
- NATA Accreditation programs requirements
- principles of good laboratory practice (GLP)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • NATA Technical notes • national measurement regulations and guidelines • Nordtest guide • sampling and test procedures and standard operating procedures (SOPs)
Data	<p>Data may:</p> <ul style="list-style-type: none"> • be recorded on worksheets or entered into spreadsheets or databases linked to information management systems • include the results of tests, measurements and analyses
Calculations	<p>Calculations may be performed with or without a calculator or computer software, such as spreadsheets, databases and statistical packages</p>
Statistical analysis	<p>Statistical analysis may include the use of:</p> <ul style="list-style-type: none"> • standard deviation, standard deviation of the mean, histograms and frequency plots • probability and normal probability plots • control charts • regression methods for calibration, linearity checks and comparing analytical methods • analysis of variance (ANOVA) • data acceptability tests, such as T and F
Records	<ul style="list-style-type: none"> • Records may include information associated with: • purchase of equipment and materials and service records • manufacturer's datasheets • calibration reports • history of calibration and test results
Uncertainty components	<p>Uncertainty components may include:</p> <ul style="list-style-type: none"> • calibration uncertainty • instability or drift in the calibrated instrument • repeatability of the results • resolution or readability of the instrument • environmental influences such as temperature, air pressure, humidity, vibration, electrical noise and gravity • reference material uncertainty

RANGE STATEMENT	
	<ul style="list-style-type: none"> • factors arising from using an instrument under a different operating environment or procedures (e.g. orientation of a transducer and immersion depth of a temperature probe) • reproducibility of quality control data
Confidence level	<ul style="list-style-type: none"> • The most common confidence level is 95% in accordance with the National Measurement Act, 1960. However, some applications require a higher level of confidence
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Data

Competency field

Competency field	

Co-requisite units

Co-requisite units		

MSL933001A Maintain the laboratory/field workplace fit for purpose

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the general cleaning of work surfaces, cleaning and storage of equipment and the monitoring of laboratory stocks under direct supervision.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory assistants and instrument operators working in all industry sectors.</p> <p>This unit of competency forms a major part of the work of laboratory assistants. They work in accordance with work instructions and standard operating procedures which incorporate all relevant aspects of occupational health and safety (OHS) legislation and the codes, guidelines, regulations and Australian standards applying to environmental hazards and dangerous goods.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clean work preparation areas	1.1.Clean preparation areas using appropriate cleaning agents and equipment according to enterprise procedures 1.2.Remove spillages, if they occur, using appropriate agents, personal protective equipment and enterprise procedures 1.3.Collect and segregate wastes in accordance with enterprise procedures, relevant codes and regulations
2. Clean and store equipment	2.1.Collect used equipment, inspect for faults and, where necessary, remove from service 2.2.Use appropriate agents, apparatus and techniques to clean equipment 2.3.Store clean equipment in the designated locations and manner
3. Monitor stocks of materials and equipment	3.1.Perform stock checks and maintain records of usage as directed 3.2.Store labelled stocks for safe and efficient retrieval 3.3.Inform appropriate personnel of impending stock shortages to maintain continuity of supply
4. Maintain a safe work environment	4.1.Use established safe work practices and personal protective equipment to ensure personal safety and that of other personnel 4.2.Report potential hazards and/or maintenance issues in own work area to designated personnel 4.3.Minimise the generation of wastes and environmental impacts 4.4.Dispose of wastes in accordance with enterprise procedures, relevant codes and regulations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- safely cleaning work preparation areas and equipment using appropriate cleaning agents, equipment and techniques
- safely removing spillages and disposing of wastes
- minimising the exposure to hazards of self, others and the laboratory
- safely storing equipment and materials using enterprise procedures, relevant codes and guidelines
- monitoring and reporting stock levels and the condition of laboratory materials and equipment
- keeping accurate, up-to-date records
- reporting potential hazards and maintenance issues using enterprise procedures

Required knowledge

Required knowledge includes:

- enterprise procedures for the cleaning of work preparation areas, materials and equipment
- storage requirements for specific materials and equipment
- enterprise procedures for minimisation and disposal of waste
- enterprise procedures for monitoring of laboratory stocks
- information contained in material safety data sheets (MSDS) for materials handled regularly during the performance of maintenance tasks
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • follow enterprise procedures, relevant codes and guidelines when maintaining the laboratory/field workplace • work safely and minimise exposure of hazards to self, others and the laboratory • keep accurate up-to-date records and report potential hazards and maintenance issues.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL943002A Participate in laboratory/field workplace safety.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • access to work preparation areas, stocks, materials and equipment • cleaning, decontamination and/or disinfection agents and equipment • personal protective equipment • stock order forms, labels and records/forms.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • observation of the candidate's techniques for cleaning and/or removal of spillages and waste disposal • review of stock records completed by the candidate • feedback from supervisors and peers • questioning to assess underpinning knowledge of regulations and procedures where direct observation is difficult (such as dealing with hazards) and choice of materials and equipment. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess</p>

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	<p>directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>On receipt of a bulk container of cleaning or sanitising agent, a laboratory assistant always attached to the container a description of its method of use. The assistant also attached a list of the surfaces, apparatus, utensils and machines that could be safely treated with that chemical agent as outlined in the company's quality manual. This practice reduced the likelihood of misuse of the chemical, wastage, damage to equipment and inadequate cleaning and sanitation.</p> <p>Biomedical and environmental</p> <p>Laboratory assistants and technical officers routinely examine fluids for micro-organisms using a microscope. They examine fluids, such as urine, seawater, chlorinated pool water, water from catchment areas and bottled water. To maintain microscopes in working order, they thoroughly clean the stage, oculars and each objective after use and sometimes between samples. The 100X objective requires particular care since this is the oil immersion objective. The oil is slightly acidic and will slowly corrode the objective if it is not cleaned thoroughly and regularly. After using the 100X objective they also take care not to drag the other objectives through the oil.</p> <p>Food processing</p> <p>A laboratory assistant regularly uses standard pH</p>

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solutions to calibrate the laboratory's pH meters. The assistant is aware from the label that the shelf life of these solutions after opening is two months and records the opening and disposal dates on the container. The assistant is also aware that the shelf life of unopened buffer solutions is twelve months from the date of manufacture and monitors this by noting the production date on the bottle. Requests for stock replacement take into account the normal rate of use of these buffer solutions so that unopened bottles have not reached their expiry date before use.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards such as:
 - AS 1678 Emergency procedure guide - Transport
 - AS 1940-2004 Storage and handling of flammable and combustible liquids
 - AS 2252 Biological safety cabinets
 - AS 3780-2008 The storage and handling of corrosive substances
 - AS 4332-2004 The storage and handling of gases in cylinders
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 1269 Set:2005 Occupational noise management set
- AS/NZS 1337 Eye protection
- AS/NZS 2161 Set:2008 Occupational protective gloves set
- AS/NZS 2210:1994 Occupational protective footwear
- AS/NZS 2243 Set:2006 Safety in laboratories set
 - AS/NZS 2243.8:2006 Safety in laboratories - Fume cupboards
 - AS/NZS 2865 Set:2005 Safe working in a confined space set
 - AS/NZS 2982.1:1997 Laboratory design and construction - General requirements

RANGE STATEMENT

- AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment, and maintenance of associated environments in health care facilities
- AS/NZS 4452:1997 The storage and handling of toxic substances
- AS/NZS 4501 Set:2008 Occupational clothing set
- AS/NZS ISO 14000 Set:2005 Environmental management standards set
- animal welfare legislation and codes of practice
- Australian code of good manufacturing practice for medicinal products (GMP)
- Australian Dangerous Goods Code
- Australian Quarantine and Inspection Service (AQIS) Export Control (Orders) Regulations 1982
- Australian Quarantine and Inspection Service (AQIS) Import Guidelines
- Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice
- enterprise or standard operating procedures (SOPs)
- equipment manuals and warranties, supplier catalogues and handbooks
- gene technology regulations
- guide to physical containment levels and facility types
- HB 9-1994 Occupational personal protection
- material safety data sheets (MSDS)
- National Code of Practice for the labelling of workplace substances (NOHSC:2012 (1994))
- national environment protection measures
- National Health and Medical Research Council (NHMRC) Guidelines
- national measurement regulations and guidelines
- occupational health and safety (OHS) national standards and codes of practice
- principles of good laboratory practice (GLP)
- Therapeutic Goods Regulations 1009

RANGE STATEMENT**Equipment, material procedures and facilities**

Equipment, material procedures and facilities may include:

- animal cages
- autoclaves
- balances
- blenders, centrifuges and separating equipment
- brushes
- cell counters and staining machines
- colorimeters/spectrometers and polarimeters
- compaction rammers and soil classification equipment
- conductivity meters and pH meters
- dishwashers, refrigerators, freezers, ovens, microwave ovens, incubators and water baths
- disintegration apparatus, thermometers and incubators
- fume hoods, biohazard containers and biological safety cabinets
- gas cylinders
- glassware, plastic ware; glass, plastic and quartz cuvettes
- hotplates, mantles, burners and muffle furnaces
- instrument chart recorders, penetrometers, force measuring equipment and tensiometers
- light and fluorescence microscopes
- melting point apparatus, viscometers and hardness testing equipment
- microtomes and tissue processors
- mixing and separating equipment such as centrifuges, riffers and splitters and mixers
- noise meters and blasting meters
- optical microscopes
- pipettes, burettes and volumetric glassware
- shovels, scoops, plates, rods, cylinder moulds and buckets
- steel ruler/tapes and spirit levels
- thermometers, thermohygrographs, instrument chart recorders, hydrometers, pH meters and ion-selective electrodes
- ultrasonic cleaners
- vehicles

RANGE STATEMENT	
Typical materials	<p>Typical materials may include:</p> <ul style="list-style-type: none"> • consumable items, such as syringes, pipette tips, weigh boats • disposable clothing and personal protective equipment • distilled water, reagents, chemicals, disinfectants, detergents, agar media and plates • equipment spares, such as fuses, bulbs and batteries • oils/lubricants, fuels, industrial gases and cryogenics, such as dry ice and liquid nitrogen • paper and stationery • reference samples and standards
Maintenance	<p>Maintenance may include:</p> <ul style="list-style-type: none"> • checking serviceability before storage • cleaning • prevention of contamination • storing
Cleaning requirements	<p>Cleaning requirements may include:</p> <ul style="list-style-type: none"> • decontamination and/or disinfection • hygiene monitoring • minimising environmental impacts • operation of automatic cleaning apparatus, such as pipette washer, ultrasonic cleaners and dishwashers • sterilisation and disposal of wastes using boiling, high pressure air or steam, microwaves, chemicals, gas, filtration, ultraviolet radiation and autoclaving • use of specialised techniques, such as chromic acid baths and soaking in hypochlorite
Preparation areas	<p>Preparation areas may include:</p> <ul style="list-style-type: none"> • benches • fume cupboards • sheds • sinks
Agents for cleaning	<p>Agents for cleaning may include:</p> <ul style="list-style-type: none"> • cleaning solutions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • decontaminants • organic solvents
Spillages	<p>Spillages may include:</p> <ul style="list-style-type: none"> • chemicals • radioactive materials • biologically active materials
Wastes	<p>Wastes may include:</p> <ul style="list-style-type: none"> • broken glass • batteries • disposable personal protective equipment • excess test samples • micro-organisms • plastic and metals • sharps • solvents • spent reagents • spent samples and test pieces • used containers, boxes, bags and palettes
Stock records	<p>Stock records may include:</p> <ul style="list-style-type: none"> • calibration and maintenance history • data sheets • handbooks, warranty documents, catalogues, manuals and MSDS • records of usage, loans and breakages
Communication	<p>Communication could involve other people, such as:</p> <ul style="list-style-type: none"> • laboratory, production, administration and cleaning staff • internal/external contractors • emergency personnel
Maintenance issues	<p>Maintenance issues could involve:</p> <ul style="list-style-type: none"> • checking materials and equipment are fit for purpose • equipment malfunction • hygiene issues • potential hazards, incidents and emergencies • recycling and waste disposal

RANGE STATEMENT	
	<ul style="list-style-type: none"> • spillages, leakages, breakages and contamination • stock requirements and shortages
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • aerosols from broken centrifuge tubes and pipetting • chemicals, such as acids, heavy metals, pesticides and hydrocarbons • crushing, entanglement and cuts associated with moving machinery or falling objects • cryogenics, such as dry ice and liquid nitrogen • electric shock • fluids under pressure, such as steam and industrial gas cylinders • manual handling, working at heights and working in confined spaces • microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • occupational overuse syndrome, slips, trips and falls • pedestrian and vehicular traffic • sharps, broken glassware and hand tools • solar radiation, dust and noise • sources of ignition, flammable liquids and gases
Established safe work practices	<p>Established safe work practices may include:</p> <ul style="list-style-type: none"> • applying containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities • ensuring access to service shut-off points • following established manual handling procedures for tasks involving manual handling • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • labelling of samples, reagents, aliquoted samples and hazardous materials • recognising and observing hazard warnings and safety signs • reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates • use of MSDS • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Maintenance
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL933002A Contribute to the achievement of quality objectives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the development of a working knowledge of quality principles and their application in laboratory/field work.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to samplers/testers, production operators and laboratory/field assistants working in all industry sectors. These personnel have defined roles and responsibilities within the enterprise's quality system which are set out in quality manuals and workplace procedures.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply quality control procedures	1.1. Record data for quality control purposes 1.2. Recognise and report non-conformances in keeping with job role and quality procedures
2. Contribute to quality improvements	2.1. Review own work practices for opportunities to continuously improve performance 2.2. Identify and report opportunities for improvements in procedures, processes and equipment in work area
3. Maintain commitment to enterprise quality standards in own work	3.1. Maintain an objective of 'right first time' 3.2. Conduct work in accordance with sustainable energy work practices 3.3. Minimise waste and rework in accordance with enterprise guidelines 3.4. Demonstrate 'job ownership' for whole tasks through a commitment to finish and follow-up 3.5. Ensure that personal actions conform with the code of ethics relevant to the workplace
4. Assist in maintaining customer relationships	4.1. Demonstrate an understanding of the business goals, products and services of the enterprise when dealing with customers in relation to own function 4.2. Communicate appropriately with customers in keeping with knowledge and authority limitations and quality requirements
5. Update knowledge and skills as required	5.1. Recognise own strengths and limitations and take advantage of opportunities for skill development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- applying the required quality control procedures
- providing quality products and services to customers consistent with the job role
- resolving simple customer requirements
- minimising waste and rework
- contributing to improvements in productivity and quality through teamwork and commitment to personal work standards

Required knowledge

Required knowledge includes:

- concepts of metrology
- continuous improvement and waste minimisation principles
- enterprise procedures associated with the candidate's regular technical duties
- layout of the enterprise, divisions and laboratory
- lines of communication
- organisational structure of the enterprise
- products and services provided by the enterprise
- quality requirements of the candidate's job role and functions
- recording, reporting and document control requirements
- relevant health, safety and environment requirements
- role of internal and external audits
- role of laboratory services to the enterprise and customers
- scheduling of tests and procedures to meet customer requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • apply the required quality control principles and procedures to their work • contribute to improvements in productivity and quality • maintain their personal commitment to quality objectives.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL913001A Communicate with other people</i> • technical units of competency dealing with sampling and testing. <p>Resources may include:</p> <ul style="list-style-type: none"> • enterprise quality manual and procedures • standard operating procedures (SOPs).
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of quality control data collected by the candidate • review of quality improvements suggested by the candidate • feedback from supervisors and peers • oral or written questions about quality concepts and enterprise procedures • flow charts or diagrams prepared by the candidate to describe work flows and workplace layout (alternatively, the candidate could explain existing charts or diagrams). <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p>

EVIDENCE GUIDE	
	<p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>Laboratory assistants must have a good working knowledge of quality control procedures and how they contribute to the achievement of enterprise quality objectives. An assistant was measuring the moisture content of coke by a standard method. The SOP for this test stated that the limits for moisture should be between 2% and 5% by weight. The assistant obtained a result of 5.8%. The assistant had followed the SOP correctly and performed the determination in triplicate and had confidence in the precision of the result. The assistant recognised and reported the non-conformance to the laboratory supervisor. The production manager took corrective action and modified the drying process to reduce the moisture content and provide a product which met the customer's requirements.</p> <p>Biomedical</p> <p>A laboratory assistant working in the pathology department of a rural hospital was responsible for serum lithium estimations by flame photometry. When asked by the office staff when the lithium results would be ready, the assistant replied that the testing schedule of the laboratory meant that the test would not be done until the following week and asked why the office staff needed to know. The answer was that an outpatient clinic was being held, and the results were needed for a consultation. Although samples were often taken a week before the clinic was to be held, the assistant realised that results were not always ready for the clinic because of</p>

EVIDENCE GUIDE

the testing schedule of the laboratory. The assistant reported the situation to the laboratory supervisor. The supervisor rescheduled lithium testing to match the clinic times, so that results would always be ready for the clinic consultation. This pleased the clinic staff, the patient did not waste a visit, the office staff no longer got irate phone calls and the quality of service was improved overall.

Food processing

A fruit processing company produced many tonnes of solid vegetable waste annually. This was dumped as landfill at considerable cost and the local council was concerned that the method of disposal was not sustainable. The laboratory assistants at the company were included in a quality improvement team to investigate the problem. The team concentrated on alternative production methods to minimise waste yields and additional production methods that would enable the waste to be profitably utilised. They identified four potential uses of the waste: a source of pectin, alcohol and sugar and conversion of raw fruit peel to glazed peel.

A cost-benefit analysis was performed in consultation with supporting industries, including a local winery to assess the merits of these value adding activities. The outcome was that the amount of waste produced by the company was significantly reduced with much of the waste channelled into marketable products with full cost recovery. After some initial doubts, the laboratory personnel realised that they were able to make useful contributions to the project. As a result, they became part of an ongoing investigation of waste minimisation and value adding practices.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards, such as: <ul style="list-style-type: none"> • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS ISO 9000 Set:2008 Quality management systems set • Australia New Zealand Food Standards (ANZFS) Code • Australian code of good manufacturing practice for medicinal products (GMP) • customer specific requirements/standards • National Association of Testing Authorities (NATA) Accreditation programs requirements • principles of good laboratory practice (GLP) • Therapeutic Goods Regulations 1009
Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Concepts of metrology	Concepts of metrology may include:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Sustainable energy principles and work practices	<p>Sustainable energy principles and work practices may include:</p> <ul style="list-style-type: none"> • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use • recycling and reusing materials wherever practicable • minimising process waste
Reporting	<p>Reporting may involve:</p> <ul style="list-style-type: none"> • verbal responses • data entry into laboratory information management system (LIMS) or enterprise databases • brief written reports using enterprise proformas
Quality improvement opportunities	<p>Quality improvement opportunities that relate to the work of laboratory assistants could include:</p> <ul style="list-style-type: none"> • improved methods for sampling, testing and recording data • improved hygiene and sanitation procedures • minimisation of waste and rework • improved laboratory layout and work flow
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through

RANGE STATEMENT

	<p>state/territory or federal legislation - these requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Maintenance
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

MSL934002A Apply quality system and continuous improvement processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the exercise of good laboratory practice and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory technicians working in all industry sectors who contribute to quality improvements in areas or processes associated with their own job function and/or specialisation. This unit of competency is relevant to experienced technical officers who may work individually or as part of a team.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Satisfy quality system requirements in daily work	1.1. Access information on quality system requirements for own job function 1.2. Record and report quality control data in accordance with quality system 1.3. Follow quality control procedures to ensure products, or data, are of a defined quality as an aid to acceptance or rejection 1.4. Recognise and report non-conformances or problems 1.5. Conduct work in accordance with sustainable energy work practices 1.6. Promote sustainable energy principles and work practices to other workers
2. Analyse opportunities for corrective and/or optimisation action	2.1. Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records 2.2. Recognise variances that indicate abnormal or sub-optimal performance 2.3. Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance 2.4. Use appropriate quality improvement techniques to rank the probabilities of possible causes
3. Recommend corrective and/or optimisation actions	3.1. Analyse causes to predict likely impacts of changes and decide on the appropriate actions 3.2. Identify required changes to standards and procedures and training 3.3. Report recommendations to designated personnel
4. Participate in the implementation of recommended actions	4.1. Implement approved actions and monitor performance following changes to evaluate results 4.2. Implement changes to systems and procedures to eliminate possible causes 4.3. Document outcomes of actions and communicate them to relevant personnel
5. Participate in the development of continuous improvement strategies	5.1. Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance 5.2. Identify options for removing or controlling the risk of sub-optimal performance

ELEMENT	PERFORMANCE CRITERIA
	<p>5.3. Assess the adequacy of current controls, quality methods and systems</p> <p>5.4. Identify opportunities to continuously improve performance</p> <p>5.5. Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness</p> <p>5.6. Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies</p> <p>5.7. Document outcomes of strategies and communicate them to relevant personnel</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- applying problem solving techniques and strategies
- applying statistical analysis and statistical sampling procedures
- detecting non-conforming products or services in the work area
- documenting and reporting information about quality
- contributing effectively within a team to recognise and recommend improvements in productivity and quality
- implementing and monitoring improved practices and procedures

Required knowledge

Required knowledge includes:

- specifications for laboratory products and services in the candidate's work area
- quality requirements associated with the individual's job function and/or work area
- scientific and technical knowledge underpinning the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties
- workplace procedures associated with the candidate's regular technical duties
- sustainable energy principles
- relevant health, safety and environment requirements
- layout of the enterprise, divisions and laboratory
- organisational structure of the enterprise
- lines of communication
- role of laboratory services to the enterprise and customers

Specific industry

Additional knowledge requirements may apply for different industry sectors. For example:

Biomedical sector:

- ethical requirements dealing with patient confidentiality
- animal welfare legislation and codes of practice
- guidelines for pre-transfusion testing
- gene technology regulations for large scale, small scale and planned release of genetically manipulated organisms

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use the enterprise's quality systems and business goals as a basis for decision making and action • apply all relevant procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided • apply and promote sustainable energy principles and work practices • detect non-conforming products or services in the work area • follow enterprise procedures for documenting and reporting information about quality • contribute effectively within a team to recognise and recommend improvements in productivity and quality • apply effective problem solving strategies • implement and monitor improved practices and procedures.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL924001A Process and interpret data</i> • <i>MSL954001A Obtain representative samples in accordance with sampling plan</i> • <i>relevant MSL974000 series units of competency</i> • <i>relevant MSL975000 series units of competency.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • enterprise quality manual and procedures • quality control data/records • customer complaints and rectifications • candidate's supervisors and peers.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of documentation completed by the candidate

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	<p>as part of regular quality control</p> <ul style="list-style-type: none"> • feedback from supervisors and/or customers regarding quality of products/services and/or data regularly provided by the candidate • observation of the candidate's performance and participation in quality improvement teams over time in the workplace • review of reports from quality improvement teams where the candidate's role is clearly outlined and verified • verified reports of improvements suggested and implemented by the candidate individually. <p>Those aspects of competency dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>A quality improvement team at a chemical manufacturing plant was asked to propose a way of minimising the cost of disposing of chromium rich waste. Using appropriate techniques, the team narrowed the alternatives down to the option of burning the waste stream. An experienced technician agreed that this was feasible, but suggested that because the waste was petroleum high in chromium the team should consider</p>

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the environmental implications. Subsequent research indicated that the permitted chromium levels in the incinerated air waste stream would not exceed 10 ppm, which was less than the air emission standards for the plant. The technician analysed samples of the air waste stream and determined that the chromium levels were below the regulatory standards. He/she then supported the team's suggestion.

Environmental

The manager of an environmental testing laboratory believed that the team of laboratory technicians relied too much on external direction. As a result, the manager requested that whenever technicians asked for assistance they should also be ready to suggest a solution to the problem if at all possible. This strategy was implemented in a non-threatening manner and was accepted by the team. In time, the manager noted that many of the suggestions for solving problems and improving work practices that came from the team were effective and reasonable. Their skill in making realistic recommendations came from their familiarity with many of the issues that needed to be considered. It became the norm that the laboratory technicians were given public credit for suggesting successful strategies that improved safety, productivity and staff morale.

Food processing

A company that produces apple juice uses 30-35% hydrogen peroxide (H_2O_2) to sterilise packaging. A mist of atomised H_2O_2 is sprayed into pre-formed cartons and later removed with a jet of hot sterile air. The laboratory manager was concerned that some batches of product were not sterile after standing at room temperature for several days. The cause of the failure in the sterilisation procedure was not apparent and a technical officer was asked to investigate this problem.

The technical officer examined each unit operation of juice manufacture and determined that the application of H_2O_2 was a critical sterilisation point where failure could occur. The concentration of H_2O_2 in the atomiser and in opened containers was unpredictable and several problems were found to contribute to this. H_2O_2 was left in the atomiser for up to several days between packaging runs. Containers of H_2O_2 were not always used sequentially, some being opened and then not used for a

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long time. The containers were stored at room temperature after opening and some may have become contaminated with atmospheric particulates that catalyse the breakdown of H₂O₂.

The recommendations that emerged from the investigation were that:

- fresh H₂O₂ should be used at the beginning of each packaging run
- only one stock container of H₂O₂ should be open at any one time and stored chilled, with residuals discarded after 14 days
- care should be taken to exclude foreign material from the opened vessels of H₂O₂ and the atomiser.

In summary, the intolerance of the company to even low incidences of faulty product and the competency of the technical officer to investigate the processing stream resulted in increased product quality without significant cost.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards, such as: <ul style="list-style-type: none"> • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS ISO 10005:2006 Quality management systems - Guidelines for quality plans • AS/NZS ISO 10012:2004 Measurement management systems - Requirements for measurement processes and measuring equipment • AS/NZS ISO 9000 Set:2008 Quality management systems set • AS 1199 Sampling procedures and tables for inspection by attributes • BS 5750 Quality systems • Australia New Zealand Food Standards (ANZFS) Code • Australian code of good manufacturing practice for medicinal products (GMP) • customer specific requirements/standards • enterprise and customer product specifications • National Association of Testing Authorities (NATA) Accreditation programs requirements • National Health and Medical Research Council (NHMRC) Guidelines • national measurement regulations and guidelines

RANGE STATEMENT	
	<ul style="list-style-type: none"> • principles of good laboratory practice (GLP) • quality manuals and procedures • Therapeutic Goods Regulations 1009
Quality control procedures	<p>Quality control procedures may include:</p> <ul style="list-style-type: none"> • standards imposed by regulatory and licensing bodies • enterprise quality procedures • working to a customer brief or batch card and associated quality procedures • checklists to monitor job progress against agreed time, costs and quality standards • preparation of sampling plans • the use of hold points to evaluate conformance • the use of inspection and test plans to check compliance
Methods for statistical analysis	<p>Methods for statistical analysis may include:</p> <ul style="list-style-type: none"> • means • median • mode • ranges • standard deviations • statistical sampling procedures
Problem solving techniques	<p>Problem solving techniques may include:</p> <ul style="list-style-type: none"> • identifying inputs and outputs • sequencing a process • identifying and rectifying a problem step • root cause analysis • implementing preventative strategies
Quality improvement tools and techniques	<p>Quality improvement tools and techniques may include:</p> <ul style="list-style-type: none"> • run charts, control charts, histograms and scattergrams to present routine quality control data • plan, do, check, act (PDCA) • Ishikawa fishbone diagrams and cause and effect diagrams • logic tree • similarity/difference analysis • Pareto charts and analysis

RANGE STATEMENT	
	<ul style="list-style-type: none"> • force field/strength weakness opportunities threats (SWOT) analysis
Sustainable energy principles and work practices	<p>Sustainable energy principles and work practices may include:</p> <ul style="list-style-type: none"> • examining work practices that use excessive electricity • switching off equipment when not in use • regularly cleaning filters • insulating rooms and buildings to reduce energy use • recycling and reusing materials wherever practicable • minimising process waste
Communication	<p>Communication may involve:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Reporting	<p>Reporting may include:</p> <ul style="list-style-type: none"> • verbal responses • data entry into laboratory or enterprise database • brief written reports using enterprise proformas
Quality improvement opportunities	<p>Quality improvement opportunities could include improved:</p> <ul style="list-style-type: none"> • production processes • hygiene and sanitation procedures • reductions in waste and re-work • laboratory layout and work flow • safety procedures • communication with customers • methods for sampling, testing and recording data
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management

RANGE STATEMENT

	<p>requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Maintenance
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

MSL934003A Maintain and control stocks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to order, maintain and control the use of laboratory materials and/or equipment in the work area.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to technicians and technical officers working in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain and control stocks of materials or equipment	1.1. Label, document and store stocks in accordance with relevant standards and specific safety requirements 1.2. Follow stock rotation procedures to maximise use of stocks within permitted shelf life 1.3. Identify stock discrepancies and replace redundant or outdated stocks to maintain stocks at prescribed level 1.4. Identify and replace damaged/worn equipment or arrange for repairs or disposal as appropriate 1.5. Initiate quality control sampling and testing procedures when appropriate 1.6. Report stock problems outside own knowledge and authority limitations to relevant personnel
2. Order and receive materials and equipment	2.1. Determine requirements of customers and suppliers using appropriate communication and interpersonal skills 2.2. Determine demand for stock, taking into account peak and seasonal variations in stock usage and production conditions 2.3. Place and/or follow up approved orders using enterprise systems and procedures 2.4. Check condition of received goods and take appropriate action
3. Maintain stock records	3.1. Record all relevant details accurately using the specified forms/computer system 3.2. Ensure that written information is legible and indelible 3.3. File all records in the designated place
4. Maintain a safe work environment	4.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 4.2. Minimise the generation of wastes and environmental impacts 4.3. Ensure the safe collection of redundant/outdated stocks for subsequent disposal

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- maintaining and controlling stocks or materials and equipment
- ordering and receiving materials and equipment
- maintaining stock records
- maintaining a safe work environment

Required knowledge

Required knowledge includes:

- technical terminology relating to ordering and storage of stocks
- laboratory stock, product and service information
- types of chemical reactions and rationale for recommended storage systems
- enterprise procedures and quality system requirements for stock control
- codes of practice and regulations concerning the handling, storage and transport of the stock involved
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • confirm customer requirements with senior personnel where there is doubt • access online databases and/or catalogues efficiently • interpret labelling information (lot number, batch and date) and MSDS correctly • apply procedures for safe handling, storage and transport of stocks • use required safety and manual handling equipment and procedures • perform quality control sampling and testing and rotate stock in accordance with SOPs • follow workplace procedures for predicting and/or determining demand for stock • maintain stock at prescribed levels for their work area, through regular inspections, timely ordering of replacement items and followup of late orders • cope with peak and seasonal variations in stock usage and production conditions • follow workplace procedures for researching, ordering and receipt of stock • complete and record all documentation accurately • demonstrate effective and appropriate communication and interpersonal skills when dealing with customers and suppliers.
<p>Context of and specific resources for assessment</p>	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL935004A Maintain instruments and equipment.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • stocks of materials and equipment • stock order forms and documentation • sampling and testing equipment.

EVIDENCE GUIDE**Method of assessment**

The following assessment methods are suggested:

- review of documentation for orders prepared by the candidate
- examination of stock records maintained by the candidate
- observation of the candidate handling stock and conducting quality control sampling and testing
- feedback from the laboratory manager, quality manager, customer service manager, supervisor, customers and peers
- explanation by the candidate of the labelling and storage requirements of a selection of stock items.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.

Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.

Access must be provided to appropriate learning and/or assessment support when required.

The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.

This competency in practice

Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.

Biotechnology

A technical officer arrived at work on Monday morning and discovered that the freezer had been turned off over the weekend and the restriction nucleases had thawed. These enzymes were to be used that morning. The technician needed to check the enzyme activity to determine whether the enzymes had been denatured by the rise in temperature. The technician quickly set up a digestion mix of affected enzyme with some viral DNA of known sequence. The digest produced DNA fragments of expected length, showing the enzyme still had activity.

EVIDENCE GUIDE

The technician reported the incident along with the results to the supervisor, who decided that the enzymes could be used for that day.

Manufacturing

Neglected chemicals may deteriorate on the shelf and turn into a completely different entity. Not only can this change in identity damage a chemical manufacturing process, it can also present an immediate hazard. For example, this occurred in a storeroom where stored ether built up high levels of peroxides. When it was used in an extraction process to make a starting material in a manufacturing process, the peroxides were concentrated and exploded. The company was fortunate that loss of life didn't occur. The company revised enterprise procedures to ensure that in the future, redundant or outdated stocks are identified and removed.

Food processing

The staff in a confectionary company laboratory use enzyme based methods to routinely analyse sugars (glucose, fructose, sucrose and lactose) in products. Although the enzymes are stored as directed by the manufacturer, typically at -20(C in the dark, they do not retain their activity indefinitely. To avoid using inactive enzyme in an analytical procedure and obtaining a reduced or false negative result, several features of each enzyme preparation are routinely noted. These include the date of purchase, the number of times the enzyme has been thawed and refrozen and its initial activity. Periodically, the enzyme activity is verified and stock is discarded where its activity has fallen to a less than acceptable value. These practices ensure that the analytical methods that use enzymes are performed with functional reagents and give accurate results.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards such as:
 - AS 1678 Emergency procedure guide - Transport
 - AS 1940-2004 Storage and handling of flammable and combustible liquids
 - AS 3780-2008 The storage and handling of corrosive substances
 - AS 4332-2004 The storage and handling of gases in cylinders
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 1269 Set:2005 Occupational noise management set
- AS/NZS 2243 Set:2006 Safety in laboratories set
 - AS/NZS 2982.1:1997 Laboratory design and construction - General requirements
 - AS/NZS 4452:1997 The storage and handling of toxic substances
 - AS/NZS ISO 14000 Set:2005 Environmental management standards set
- animal welfare legislation and codes of practice
- Australian code of good manufacturing practice for medicinal products (GMP)
- Australian Dangerous Goods Code
- Australian Quarantine and Inspection Service

RANGE STATEMENT	
	<p>(AQIS) Export Control (Orders) Regulations 1982</p> <ul style="list-style-type: none"> • Australian Quarantine and Inspection Service (AQIS) Import Guidelines • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • customer database and supplier catalogues • enterprise or standard operating procedures (SOPs) • equipment manuals and warranty, supplier catalogues and handbooks • gene technology regulations • internal/external stock orders and overdue actions • material safety data sheets (MSDS) • National Code of Practice for the labelling of workplace substances (NOHSC:2012 (1994)) • National Environment Protection Measures • National Health and Medical Research Council (NHMRC) Guidelines • national measurement regulations and guidelines • occupational health and safety (OHS) national standards and codes of practice • principles of good laboratory practice (GLP) • Therapeutic Goods Regulations 1009
Workplace procedures	<p>Workplace procedures may include:</p> <ul style="list-style-type: none"> • ordering, purchase and receipt of stocks • verification of temperature control for delivered and stored stocks (e.g. reagents containing enzymes) • organisation of compatible batch or lot numbers • storage of stocks, stock control and rotation of stock • quality control testing, monitoring of use by dates of standards and shelf life of reagents (e.g. DNA, enzymes, antibodies, radioisotopes and vitamins) • reporting non-conformances
Records	<p>Records could include:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • stock usage • orders and progress of orders • equipment servicing and repairs • current inventories • quality control sampling, testing and stock rotation
Communication	<p>Communication may require the use of equipment or systems, such as:</p> <ul style="list-style-type: none"> • telephone, fax, email and mail • online information systems, inventories, print records, databases and catalogues • filing systems <p>Communication may involve::</p> <ul style="list-style-type: none"> • suppliers • freight companies • internal customers • external customers
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • electric shock • chemicals, such as acids and hydrocarbons • microbiological organisms associated with blood and blood products • radioisotopes • sharps, such as broken glassware • disturbance or interruption of services • manual handling of heavy boxes • fluids under pressure and industrial gas bottles
Safety procedures	<p>Safety procedures may include:</p> <ul style="list-style-type: none"> • use of personal protective equipment, such as hearing protection, gloves, safety glasses, coveralls and safety boots • ensuring access to service shut-off points • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning of equipment and work areas
Occupational health and safety (OHS) and environmental	OHS and environmental management

RANGE STATEMENT

management requirements	requirements: <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Maintenance
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL943001A Work safely with instruments that emit ionising radiation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the ability to safely store, transport and operate instruments that emit ionising radiation following established safe work practices and in accordance with laboratory procedures and licensing requirements. Examples include, use of process control instrumentation, such as fluid level gauges using radioactive sources, on-site non-destructive testing of weldments using X-ray and gamma ray sources and density testing of asphaltic concrete.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory or field assistants working in construction materials testing or similar industry sectors. They work under supervision or direction of paraprofessionals.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Store instruments safely and securely	1.1. Identify state or territory requirements for storage facilities and associated document processes 1.2. Store instruments in accordance with state or territory requirements and documented procedures 1.3. Secure instruments to prevent unauthorised access 1.4. Record instruments' movements and usage in accordance with documented procedures
2. Transport instruments safely and securely	2.1. Select vehicle suitable for the purpose 2.2. Attach regulation signage in accordance with state or territory requirements to indicate that radioactive sources are being carried 2.3. Ensure that instruments are properly located and fixed securely in place 2.4. Ensure security of instruments when the vehicle is unattended
3. Use instruments safely and maintain security	3.1. Follow safe working practices to minimise own exposure to radiation 3.2. Use radiation dosimeter to monitor own exposure to radiation 3.3. Follow safe work practices to minimise exposure of others to radiation 3.4. Follow safe work practices to protect the instrument from damage 3.5. Maintain instrument security
4. Monitor radiation levels	4.1. Check operation and calibration status of radiation survey meter 4.2. Perform radiation survey following documented procedure 4.3. Report atypical conditions and/or problems to appropriate personnel
5. Maintain records	5.1. Record observations, data and results in accordance with enterprise procedures 5.2. Maintain confidentiality of enterprise information
6. Perform emergency procedures	6.1. Identify potential emergency situations 6.2. Respond to emergencies in accordance with documented procedures 6.3. Report emergency situations to appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- demonstrating emergency procedures
- performing and documenting radiation surveys using radiation monitors
- using a radiation dosimeter
- placing the instrument into storage safely and securely
- transporting the instrument in a motor vehicle safely
- safely handling and maintaining the instrument and keeping other personnel clear of radiation sources
- observing, interpreting and reporting atypical situations
- promptly communicating problems to appropriate personnel

Required knowledge

Required knowledge includes:

- health, safety and emergency procedures relevant to radioactive devices
- factors affecting radiation intensity
- principles of external radiation protection and practical methods of minimising radiation exposure
- methods of measuring and detecting ionising radiation
- nature of radiation, different types of radiation, their characteristics, sources and shielding methods
- physiological effects of ionising radiation
- state or territory licensing requirements
- national codes of practice
- general guidelines for safe handling of radiation sources

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> perform operations in accordance with standards, codes, procedures and enterprise requirements safely handle, store and transport instruments keeping other people clear of radiation sources perform and document radiation surveys recognise, interpret and report problems to appropriate personnel promptly.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> <i>MSL924001A Process and interpret data</i> <i>MSL943002A Participate in laboratory/field workplace safety</i> <i>MAL974010A Perform mechanical tests.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> appropriate tools, instruments, equipment and materials enterprise procedures, test methods, equipment and manuals.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> analysis of work completed by the candidate over a period of time to ensure accuracy, consistency and timeliness observation of candidate using the instruments in a range of work contexts review of enterprise documentation completed by the candidate feedback from peers and supervisors use of suitable simulation and/or a range of case studies/scenarios. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those</p>

EVIDENCE GUIDE	
	<p>aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Construction materials testing</p> <p>Soil moisture density gauges are used extensively for measuring the density of soils, cement treated roadbase, roller compacted concrete and asphalt. They provide a non-destructive means of monitoring compaction operations during construction, so that additional rolling can be provided before the material sets or is covered with another layer. National and state/territory codes of practice regulate the use of equipment that emits ionising radiation. States and territories also have licensing and registration requirements for people involved in owning, storing, transporting or using such equipment.</p> <p>Soil moisture density gauges are used on construction sites, so they are transported to the test site in motor vehicles. They must be protected from damage and stored safely and securely while not in use. The operator must ensure that bystanders are kept clear to minimise radiation exposure. Owners of gauges are required to have documented procedures and ensure that operators are adequately trained. To ensure the safety and integrity of the gauge, radiation surveys are required at regular intervals. A hand-held radiation meter is used, and the results recorded.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS 2243.4-1998 Safety in laboratories - Ionising radiations
 - AS/NZS 2243.5:2004 Safety in laboratories - Non-ionising radiations - Electromagnetic, sound and ultrasound
- Australian Dangerous Goods Code
- Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice
- calibration and maintenance schedules
- enterprise recording and reporting procedures
- equipment manuals
- equipment startup, operation and shutdown procedures
- licensing requirements
- material, production and product specifications
- National Association of Testing Authorities (NATA) Accreditation programs requirements
- national environment protection measures
- National Health and Medical Research Council (NHMRC) Guidelines
- occupational health and safety (OHS) national standards and codes of practice
- production and laboratory schedules
- quality manuals
- standard operating procedures (SOPs)

Instruments and equipment

Instruments and equipment used may include:

RANGE STATEMENT	
used	<ul style="list-style-type: none"> • soil moisture/density gauges • borehole logging probes • fluid density/level detectors • battery chargers • radiation monitors/dosimeters • motor vehicles • storage areas for nuclear sources • documentation, including user manuals and enterprise safety manuals • radiation warning signs
Hazards and problems	<p>Hazards and problems may include:</p> <ul style="list-style-type: none"> • jamming of the source rod in the exposed position • incidents during transportation • fire • theft of equipment containing radioactive sources • on-site accidents • keeping other personnel clear of instrument • instrument breakdown
Critical elements for radiation safety	<p>Critical elements for radiation safety include:</p> <ul style="list-style-type: none"> • time (reduce the exposure time) • distance (maintain greatest distance possible at all times) • shielding (interpose as much radiation shielding between yourself and the radiation source as possible)
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection

RANGE STATEMENT

	control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Occupational health and safety
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL943002A Participate in laboratory/field workplace safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to follow workplace occupational health and safety (OHS) policies and procedures, deal with the identification and control of hazards, work safely at all times, follow emergency response procedures and contribute to the maintenance of workplace safety.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory assistants and instrument operators working in all industry sectors. OHS responses are restricted to a 'first response' approach, including the notification of appropriate enterprise personnel. Workers will be provided with clear directions, information, training and appropriate supervision.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify, control and report OHS and environmental hazards	1.1. Routinely check immediate work area for hazards prior to commencing and during work 1.2. Address hazards within area of responsibility 1.3. Report hazards and incidents to designated personnel according to enterprise policies and procedures
2. Conduct work safely	2.1. Select, fit and use appropriate personal protective clothing and equipment 2.2. Follow enterprise procedures when carrying out work tasks 2.3. Keep all work areas clean and free from obstacles 2.4. Maintain enterprise standards of personal hygiene 2.5. Safely store, transport and dispose of hazardous materials and dangerous goods
3. Follow incident and emergency response procedures	3.1. Identify incident and emergency situations 3.2. Report and record incident and emergency situations according to enterprise procedures 3.3. Follow incident and emergency procedures as appropriate to the nature of emergency, using emergency equipment according to enterprise procedures
4. Contribute to OHS in the workplace	4.1. Raise OHS and environmental issues with designated personnel in accordance with enterprise procedures and legislated rights and obligations of employees 4.2. Participate in OHS activities within scope of responsibilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- recognising potential incidents and taking appropriate corrective action
- demonstrating workplace fire drill, incident, first aid and emergency evacuation procedures
- hazard identification and risk control, following OHS and environmental policies and procedures
- using, storing and maintaining personal protective equipment
- storing, transporting and disposing of dangerous goods following enterprise instructions and procedures
- using equipment to protect health and safety
- promptly communicating health and safety and environmental issues to designated personnel

Required knowledge

Required knowledge includes:

- roles, rights and responsibilities of self and employer
- signage, symbols and signals relating to OHS
- hazards commonly found in own job and work area and standard risk controls
- location and purpose of personal protective equipment and emergency/hazard control equipment in the work area, including first aid facilities and personnel
- use, care and storage requirements for personal protective clothing and equipment used
- location of advice and information on OHS issues, including material safety data sheets (MSDS)
- requirements and procedures for reporting OHS hazards and incidents, including injuries, illness and near misses
- the processes for raising a health and safety issue or concern
- safe work practices, including handling, storage and disposal of hazardous substances and requirements for labelling of hazardous substances
- work practices for use of handling equipment and any task-specific manual handling techniques as required by work role, according to enterprise procedures
- standard operating procedures (SOPs) for equipment used and key safety elements of the procedures
- environmental impacts and effects of interaction with hazards in the work area
- enterprise procedures and instructions that govern personal work, incidents and emergencies

REQUIRED SKILLS AND KNOWLEDGE

- reporting requirements for OHS issues and potentially hazardous situations
- site layout, including emergency exits, location and use of safety alarms, emergency response system, procedures and personnel
- enterprise OHS and environmental policies and procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • work safely • recognise potential incidents and hazards and take appropriate corrective action • follow workplace incident, first aid and emergency response procedures • promptly communicate OHS and environmental issues to designated personnel.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • other relevant technical units of competency. <p>Resources may include:</p> <ul style="list-style-type: none"> • laboratory/field work environment, equipment and materials • personal protective equipment • enterprise procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • observation of the candidate preparing for and undertaking a range of work tasks • written and/or oral questioning to assess underpinning knowledge and likely reactions in hazardous/emergency situations • feedback from peers and supervisors • review of candidate's responses to case studies, scenarios and/or 'what ifs'. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to</p>

EVIDENCE GUIDE	
	<p>accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>A laboratory assistant working in a laboratory was asked to produce a particular solvent-borne paint. Because of the hazardous nature of the task, the assistant referred to the MSDS which specified that a particular respirator and gloves be used. The assistant followed the requirements and safely prepared the batch of paint.</p> <p>Food processing</p> <p>One task of a laboratory assistant in a food processing company is the determination of total nitrogen in food samples by the Kjeldahl method. The assay involves digestion of the food with an aliquot of 30% hydrogen peroxide and several other reagents at more than 400°C. The assistant is familiar with the MSDS for hydrogen peroxide and uses this chemical with appropriate caution and personal protective equipment. Small spills of hydrogen peroxide sometimes occur. The assistant knows to clean these up immediately by liberally diluting the spill with water, mopping it up with a cloth and washing the hydrogen peroxide from the cloth into a sink with copious amounts of water. This attention to cleanliness is essential to minimise the risk of injury because 30% hydrogen peroxide has the appearance of water. Unlike water, it is corrosive to skin and presents a serious fire or explosion hazard if it should come into contact with many of the chemicals used in the laboratory.</p> <p>Biomedical</p> <p>After performing and verifying cell counts of plated samples, a technical assistant proceeded to dispose of the</p>

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waste. The wastes were placed in a biohazard bag. The bag was sealed with a sterilisation indicator sticker that was clearly visible, and placed in the autoclave. The assistant checked the colour of the indicator sticker to ensure that the waste was correctly processed before disposing of the bag in accordance with SOPs.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards such as:
 - AS 1678 Emergency procedure guide - Transport
 - AS 1940-2004 Storage and handling of flammable and combustible liquids
 - AS 2252 Biological safety cabinets
 - AS 3780-2008 The storage and handling of corrosive substances
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
- AS/NZS 1269 Set:2005 Occupational noise management set
- AS/NZS 1337 Eye protection
- AS/NZS 2161 Set:2008 Occupational protective gloves set
- AS/NZS 2210:1994 Occupational protective footwear
 - AS/NZS 2243 Set:2006 Safety in laboratories set
- AS/NZS 2982.1:1997 Laboratory design and construction - General requirements
 - AS/NZS 4452:1997 The storage and handling of toxic substances
- AS/NZS 4501 Set:2008 Occupational clothing set
 - AS/NZS ISO 14000 Set:2005 Environmental management standards set

RANGE STATEMENT	
	<ul style="list-style-type: none"> • HB 9-1994 Occupational personal protection • Australian Dangerous Goods Code • Australian Quarantine and Inspection Service (AQIS) Import Guidelines • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • gene technology regulations • Guide to physical containment levels and facility types • National Code of Practice for the labelling of workplace substances [NOHSC:2012 (1994)] • OHS national standards and codes of practice
Routine checks	<p>Routine checks may include:</p> <ul style="list-style-type: none"> • general housekeeping checks, such as obstructions which may cause trip hazards • checking of safety equipment, such as eye wash stations • checking reagents and equipment are safe to use • checking availability of emergency equipment • checking functionality of personal protective equipment
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • electric shock • microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals, such as acids, heavy metals, pesticides and hydrocarbons • aerosols from broken centrifuge tubes and pipetting • radiation, such as alpha, beta, gamma, X-ray and neutron • sharps, broken glassware and hand tools • flammable liquids • cryogenics, such as dry ice and liquid nitrogen • fluids under pressure, such as steam, hydrogen in gas liquid chromatography and acetylene in atomic absorption spectrometry

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sources of ignition • high temperature ashing processes • disturbance or interruption of services • occupational overuse syndrome, slips, trips and falls • manual handling, working at heights and working in confined spaces • crushing, entanglement and cuts associated with moving machinery or falling objects • pedestrian and vehicular traffic • vehicle and boat handling
Addressing hazards	<p>Addressing hazards may include:</p> <ul style="list-style-type: none"> • hazard and incident reporting and investigation procedures • elimination • substitution, such as review of nature of substances or processes used • isolation: <ul style="list-style-type: none"> • use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets • Class PCII, PCIII, and PCIV physical containment laboratories • engineering • administrative procedures, such as: <ul style="list-style-type: none"> • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning and decontaminating equipment and work areas regularly using recommended procedures • applying containment procedures

RANGE STATEMENT	
	<ul style="list-style-type: none"> • following established manual handling procedures for tasks involving manual handling • use of appropriate equipment and procedures to avoid personal contamination and contamination of others • following risk control measures to minimise environmental hazards • use of practices which minimise waste • reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates • minimising exposure to radiation, such as lasers, electromagnetic and ultraviolet • use MSDS • use of signage, barriers and service isolation tags • use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
Designated personnel	<p>Designated personnel may include:</p> <ul style="list-style-type: none"> • laboratory manager • supervisor • OHS coordinator • OHS representative
Enterprise policies and procedures	<p>Enterprise policies and procedures may refer to:</p> <ul style="list-style-type: none"> • OHS specific procedures, such as hazard and incident reporting, communication, consultation and issue resolution and risk management • controlling known hazards • minimising environmental threats • minimising and disposing of waste • responding to safety, emergency, fire and incidents • selecting/using personal protective clothing

RANGE STATEMENT	
	and equipment
Incidents	<p>Incidents may include:</p> <ul style="list-style-type: none"> • workplace injury and accidents • cutting, stabbing, puncturing, crushing, immersion in water, suffocation, hypothermia, burns, heat stress, animal bites, allergic reactions and assaults • biological, chemical or radioactive spills, fire, bomb threat, security threat and explosion
Emergency equipment	<p>Emergency equipment may include:</p> <ul style="list-style-type: none"> • first aid equipment • eye wash kit or shower • fire extinguisher
Participating in OHS activities	<p>Participating in OHS activities may include:</p> <ul style="list-style-type: none"> • seeking assistance to clarify obligations and procedures • clarifying work instructions that impact on safety and legal liability
OHS and environmental issues which may need to be raised by employees with designated personnel	<p>OHS and environmental issues which may need to be raised by employees with designated personnel may include:</p> <ul style="list-style-type: none"> • identification of hazards not otherwise addressed • assessment of risk and decisions on measures to control risk • risk reduction measures • problems with implementation of controls • problems with recycling, by-product collection and waste disposal • investigation of injury and incidents • clarification of understanding of OHS policies and procedures
OHS and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any

RANGE STATEMENT

	<p>time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Occupational health and safety
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL944001A Maintain laboratory/field workplace safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to monitor and maintain occupational health and safety (OHS) and environmental programs within a work area where the person has supervisory responsibility for others.
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Application of the Unit

Application of the unit	<p>This unit is applicable to laboratory technicians, senior technicians and laboratory managers in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Perform all work safely	1.1. Use established work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 1.2. Clean, care for and store equipment, materials and reagents as required 1.3. Minimise the generation of wastes and environmental impacts 1.4. Ensure safe disposal of laboratory/hazardous wastes
2. Ensure others in the work group are able to implement safe work practices	2.1. Ensure hazard controls and personal protective clothing and equipment appropriate to the work requirements are available and functional 2.2. Provide and communicate current information on OHS and environmental policies, procedures and programs to others 2.3. Ensure hazards and control measures relating to work responsibilities are known by those in the work area 2.4. Provide support to those in the work area to implement procedures to support safety 2.5. Identify and address training needs within level of responsibility
3. Monitor observance of safe work practices in the work area	3.1. Ensure enterprise procedures are clearly defined, documented and followed 3.2. Identify any deviation from identified procedures and report and address within level of responsibility 3.3. Ensure personal behaviour is consistent with enterprise policies and procedures 3.4. Encourage and follow up others to identify and report hazards in the work area 3.5. Monitor conditions and follow up to ensure housekeeping standards in the work area are maintained
4. Participate in risk management processes	4.1. Report and address any identified hazards and inadequacies in existing risk controls within level of responsibility and according to enterprise procedures 4.2. Participate in risk assessments to identify and analyse risks 4.3. Support the implementation of procedures to control risk (based on the hierarchy of control) 4.4. Ensure records of incidents in the work area and

ELEMENT	PERFORMANCE CRITERIA
	other required documentation are accurately completed and maintained according to enterprise procedures and legislative requirements
5. Support the implementation of participative arrangements	5.1. Inform and consult work group on OHS and environmental issues relevant to the work role 5.2. Promptly report outcomes of consultation on OHS and environmental issues back to the work group 5.3. Resolve, or promptly refer to appropriate personnel, matters raised relating to OHS and the environment
6. Support the implementation of emergency procedures within the work group	6.1. Ensure that enterprise procedures for dealing with incidents and emergencies are available and known by work group 6.2. Implement processes to ensure that others in the work area are able to respond appropriately to incidents and emergencies 6.3. Participate, as required, in investigations of hazardous incidents to identify their cause

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing all work safely
- following procedures for hazard identification and risk control
- ensuring others in the team are able to implement safe work practices
- preparing brief reports for a range of target groups, including OHS committees, OHS representatives, managers and supervisors

Required knowledge

Required knowledge includes:

- definition of hazard, physical hazard, risk and risk management
- hazards commonly found in the work area and standard risk controls
- signage, symbols and signals relating to OHS
- location and purpose of personal protective equipment and emergency/hazard control equipment in the work area, including first aid facilities and personnel
- use, care and storage requirements for personal protective clothing and equipment used in work areas
- roles and responsibilities under OHS legislation of employers and employees, including supervisors and contractors
- requirements for record keeping that address OHS, privacy and other relevant legislation
- principles and practices of effective OHS management, including hazard identification, risk assessment and risk control
- the hierarchy of control
- enterprise procedures for OHS and environmental management
- key personnel within enterprise management structure and the OHS management system
- sources of OHS information, including specialist advisors
- the elements of an OHS management system which includes that part of the enterprise's overall management system for developing, implementing, reviewing and maintaining the activities for managing OHS risks associated with their business
- how the characteristics and composition of the workforce impact on OHS management

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • work safely at all times • ensure others in the workgroup work safely and follow OHS and environmental policies and procedures for hazard identification and risk control • communicate OHS and environmental issues with designated personnel • ensure that enterprise procedures for dealing with incidents and emergencies are available and known by work group • communicate effectively with personnel at all levels within the enterprise and OHS specialists • prepare brief reports for a range of target groups.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>Resources may include:</p> <ul style="list-style-type: none"> • laboratory/field work environment, equipment and materials • personal protective equipment and safety equipment • enterprise OHS management system, policies and procedures.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • feedback from peers and supervisors • review of documentation prepared by candidate, such as OHS committee minutes, risk assessments and incident reports • written and/or oral questioning to assess underpinning knowledge of principles and practices of effective OHS management and the enterprise's OHS management system, OHS policies and procedures • observation of the candidate preparing for and undertaking a range of work tasks.

EVIDENCE GUIDE

	<p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Education</p> <p>A technical officer working for a university biology school assists honours and final year undergraduate students to perform their own experiments. The students discuss what technical work they want to do with the technical officer and what reagents and equipment will be needed. The technical officer provides MSDS and other information to the student. He/she also conducts a risk assessment to identify and analyse the risks, selects appropriate controls and outlines the risk management process to be used. In some cases, the toxicity of mixtures and the waste generated by experiments may pose an unacceptable level of risk and the technical officer will suggest safer alternatives.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards such as:
 - AS 1678 Emergency procedure guide - Transport
 - AS 1940-2004 Storage and handling of flammable and combustible liquids
 - AS 2252 Biological safety cabinets
 - AS 3780-2008 The storage and handling of corrosive substances
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
- AS/NZS 1269 Set:2005 Occupational noise management set
- AS/NZS 1337 Eye protection
- AS/NZS 2161 Set:2008 Occupational protective gloves set
- AS/NZS 2210:1994 Occupational protective footwear
 - AS/NZS 2243 Set:2006 Safety in laboratories set
- AS/NZS 2982.1:1997 Laboratory design and construction - General requirements
 - AS/NZS 4452:1997 The storage and handling of toxic substances
- AS/NZS 4501 Set:2008 Occupational clothing set
 - AS/NZS ISO 14000 Set:2005 Environmental management standards set

RANGE STATEMENT	
	<ul style="list-style-type: none"> • HB 9-1994 Occupational personal protection • Australian Dangerous Goods Code • Australian Quarantine and Inspection Service (AQIS) Import Guidelines • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • gene technology regulations • Guide to physical containment levels and facility types • National Code of Practice for the labelling of workplace substances [NOHSC:2012 (1994)] • OHS national standards and codes of practice
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • electric shock • microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals, such as acids, heavy metals, pesticides and hydrocarbons • aerosols from broken centrifuge tubes and pipetting • radiation, such as alpha, beta, gamma, X-ray and neutron • sharps, broken glassware and hand tools • flammable liquids and gases • cryogenics, such as dry ice and liquid nitrogen • fluids under pressure, such as steam, hydrogen in gas liquid chromatography and acetylene in atomic absorption spectrometry • sources of ignition • high temperature ashing processes • disturbance or interruption of services • occupational overuse syndrome, slips, trips and falls • manual handling, working at heights and working in confined spaces • crushing, entanglement and cuts associated with moving machinery or falling objects • pedestrian and vehicular traffic

RANGE STATEMENT	
	<ul style="list-style-type: none"> • vehicle and boat handling • factors, such as inadequate work practices, lack of training or fatigue are not hazards but are conditions that may result in the loss of control of the hazard and cause injury or damage
Addressing hazards	<p>Addressing hazards may include:</p> <ul style="list-style-type: none"> • hazard and incident reporting and investigation procedures • elimination • substitution, such as review of nature of substances or processes used • isolation: <ul style="list-style-type: none"> • use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets • Class PCII, PCIII, and PCIV physical containment laboratories • engineering • administrative procedures, such as: <ul style="list-style-type: none"> • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storing hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning and decontaminating equipment and work areas regularly using enterprise procedures • applying containment procedures • following established manual handling procedures for tasks involving manual handling • using appropriate equipment and procedures to avoid personal contamination and contamination of others

RANGE STATEMENT	
	<ul style="list-style-type: none"> • following risk control measures to minimise environmental hazards • using practices which minimise waste • reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates • minimising exposure to radiation, such as lasers, electromagnetic and ultraviolet • using MSDS • using signage, barriers and service isolation tags • using personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots
Enterprise policies, procedures and programs include those that directly or indirectly cover OHS and environmental issues	<p>Enterprise policies, procedures and programs include those that directly or indirectly cover OHS and environmental issues, such as:</p> <ul style="list-style-type: none"> • hazards and control measures • minimisation of environmental threats • minimisation and disposal of waste • standard operating procedures (SOPs), work instructions, laboratory manuals, operator's manuals and manufacturers' operating manuals • safety, emergency, fire and other incidents • selection and use of personal protective clothing and equipment • reporting of hazards and incidents • consultation and issue resolution • risk management • contractor and employee handbooks • formulas and batch sheets • industry codes of practice and guidelines
Risk assessment	<p>Risk assessment includes:</p> <ul style="list-style-type: none"> • analysing the risk • identifying factors influencing the risk and the range of potential consequences

RANGE STATEMENT	
	<ul style="list-style-type: none"> • effectiveness of existing controls • likelihood of each consequence considering exposure and hazard level • combining these in some way to obtain a level of risk • comparison of the determined risk with pre-established criteria for tolerance (or as low as reasonably achievable) and the subsequent ranking of risks requiring control
Hierarchy of control	<p>Hierarchy of control includes:</p> <ul style="list-style-type: none"> • the preferred order of risk-control measures from most to least preferred, that is: <ul style="list-style-type: none"> • eliminating risk • substituting with a lesser hazard • isolating personnel from hazard • engineering controls • applying administrative controls (e.g. procedures and training) • using personal protective equipment
OHS and environmental issues	<p>OHS and environmental issues may include:</p> <ul style="list-style-type: none"> • identification of hazards • assessment of risk and decisions on measures to control risk • risk reduction measures • implementation of controls • investigation of injury and incidents • hazards not otherwise addressed • problems in implementing risk controls • incidents • clarification of policies or procedures
Consultation with the workgroup on OHS and environmental issues	<p>Consultation with the workgroup on OHS and environmental issues may involve:</p> <ul style="list-style-type: none"> • following OHS procedures and environmental risk control measures • information sessions on existing or new issues • meetings between employer and employees or representatives • access to relevant workplace information • use of clear and understandable language

RANGE STATEMENT	
	<ul style="list-style-type: none"> • provision for non-English speaking personnel • provision for hearing-impaired personnel • awareness of databases and online software for the inventory, manifest and information retrieval regarding hazardous materials • formal arrangements, such as health and safety committees and health and safety representatives (where appointed) • informal arrangements, such as toolbox meetings and coffee breaks
Incidents and emergencies	<p>Incidents and emergencies may include:</p> <ul style="list-style-type: none"> • workplace injury and accidents • biological and chemical spills • leakage of radioactivity • fire • bomb threat • security threat
OHS and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Occupational health and safety
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL952002A Handle and transport samples or equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to pick up and transport samples or test/calibration equipment in a way which ensures the integrity of subsequent test results.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to couriers and laboratory and field assistants in all industry sectors. The person transporting the items is not necessarily responsible for sampling or testing. This unit does not cover sample collection or the ability to handle and transport animals as might be defined under prevailing animal care and ethics legislation and practices.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for pickup	1.1. Confirm pickup sequence and any licence/permit requirements with supervisor 1.2. Check that vehicle and communication devices are in working order 1.3. Check that required transport containers and materials are in the vehicle
2. Pick up and transport items	2.1. Confirm the number and nature of items to be picked up on arrival 2.2. Ensure items match paperwork 2.3. Apply enterprise requirements to the transport of samples and/or equipment 2.4. Alert laboratory personnel to any special needs that are identified on documents accompanying the items 2.5. Complete required documentation at pickup point 2.6. Stow items in the specified transport containers and under the required conditions 2.7. Maintain sample integrity at all times 2.8. Deliver items to reception point in accordance with enterprise procedures 2.9. Maintain confidentiality of information
3. Maintain transport equipment	3.1. Maintain vehicle according to enterprise requirements 3.2. Maintain state of transport containers to ensure they are fit for purpose 3.3. Requisition stocks of consumable materials as required 3.4. Replenish stocks of collecting equipment at collection centres as required
4. Maintain a safe work environment	4.1. Use established work practices and personal protective equipment to ensure personal safety and that of others 4.2. Clean up spills, if they occur, using enterprise procedures 4.3. Minimise the generation of waste 4.4. Dispose of all waste in accordance with enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- planning the picking up of items in conjunction with a supervisor
- preparing a vehicle for the required journey
- using communication devices so contact is possible between the courier, reception centre, and routine pickup locations
- communicating effectively and courteously with individuals, customers, clients and reception staff
- recording details of item exchange in relevant sections of chain of custody forms, as required
- maintaining the integrity of collected samples or equipment during transport
- containing and cleaning up spillage or breakages
- using appropriate techniques and equipment to safely dispose of waste materials
- maintaining confidentiality in all aspects of work
- reporting of problems, accidents or incidents in accordance with enterprise procedures

Required knowledge

Required knowledge includes:

- the relationship between effective communication with clients and customers and enterprise business
- the need for appropriate and timely transport
- control measures for minimising exposure to hazardous materials and equipment
- effect of changes in environmental conditions, vibration and shock on samples
- procedures for the containment and cleanup of spillages and breakages
- efficient waste containment and disposal practices
- maintenance requirements of equipment used in the processes of handling and transporting samples
- relevant health, safety and environment requirements
- enterprise procedures for responding to emergencies
- contact details for key personnel

Specific industry

Additional knowledge requirements may apply for different industry sectors. For example: Biomedical samples:

- labile nature of biological and environmental samples
- possible infectivity of biological materials

REQUIRED SKILLS AND KNOWLEDGE

- | |
|---|
| <ul style="list-style-type: none">• possible effects of exposure to radioactive materials |
|---|

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • follow required policies and procedures to maintain the integrity of collected samples or equipment during transport • deal with customers effectively and courteously • work safely • maintain confidentiality and report problems, accidents and incidents in accordance with procedures.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL943002A Participate in laboratory/field workplace safety.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • vehicle • enterprise procedures for the handling and transport of samples or equipment • communication devices • sample containers • containers for transporting samples and test/calibration equipment.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of the job sheets or journal of completed activities • direct observation of work as a courier • the quality of review of results traceable to the transport of samples or equipment by candidate • oral or written questions to assess knowledge of the handling of unforeseen circumstances • simulated role plays between a courier and personnel at a reception desk or customer pickup centre.

EVIDENCE GUIDE

	<p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
<p>This competency in practice</p>	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Calibration</p> <p>Calibration laboratories must take special care to ensure that they do not damage test equipment during handling, testing or storage. Information relating to equipment requiring special handling, transport or storage conditions should be provided to those responsible for collecting and transporting the items.</p> <p>A customer-orientated calibration laboratory offers a door to door calibration service to most of its clients. Once a week their driver arrives at a major facility and takes delivery of several precision measuring instruments. As always, the driver signs the acceptance note paying particular attention that all the items are recorded correctly, including listing all accessories and associated handbooks. But this time, two delicate items require unique transit cases to ensure they are stored and transported upright. Because the laboratory received prior notice, these cases were loaded into the van before setting off as well as a copy of the special transport and packaging instructions. The driver secures all the items in accordance with the accompanied written instructions to ensure their safe travel and minimise damage during transit. Upon return, the driver unloads the van and the instruments are acquitted by administration staff,</p>

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inspected for damage and booked into the laboratory. The lab supervisor makes sure that their technicians are aware of the special handling requirements of the two delicate instruments.

Biotechnology

During transit, samples must be handled and maintained under conditions which will ensure that their potency and efficacy are maintained. A courier has been asked to transport vaccine samples from the airport to the enterprise for laboratory evaluation. The supervisor faxes the courier company detailed instructions regarding pickup and handling/storage conditions during transit. In this case, the samples are in insulated containers and the temperature is monitored and recorded continuously. The courier collects the samples, puts them in the coolest part of the vehicle, ensuring that the package will not be subject to any sudden jolts, and transports them to the enterprise. After the samples arrive they are checked by the enterprise and appropriate documentation completed.

Biomedical

At 8 am the courier commences the day shift. The shift supervisor identifies the collection centres to be visited. The courier takes the mobile phone from the charger and checks their pager. In the vehicle, the courier logs in the odometer reading, makes a mental note of the fuel level, checks the cooler boxes and other equipment and carefully drives out. Today, there are pickups from four private hospitals and 12 collecting centres in a 200 sq km zone. As they approach the first hospital, there is a call from base with instructions to collect a tissue biopsy and bring it back immediately. He/she asks the base contact to tell haematology that their 10 am specimen arrival will be 40 minutes late because of this unforeseen diversion. Eventually, they complete the round, having remembered to replenish specimen collecting stock at each centre visited.

Environmental (1)

A technical assistant regularly handles and transports sensitive equipment over rough terrain in a 4WD vehicle. After reaching a field site, they are asked to transport expensive water monitoring equipment across an estuary in a small aluminium boat. The assistant notes that the equipment boxes are open to the weather and will need to be made waterproof. Because the water is choppy, the

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assistant adds extra packing material to cushion the most shock sensitive items. They choose to travel with the equipment rather than entrusting it to the local fisherman. Together, they carefully secure the items on the seats rather than placing them on the floor of the boat which is wet.

Environmental (2)

A waste management authority has sent one of their laboratory technicians to collect six containers that have been found by a member of the public on the verge of an industrial area service road. Given that the materials may be hazardous the technician assembles a full set of safety equipment. They also locate a laptop computer with MSDS information, a list of phone contacts for agencies responsible for handling hazardous materials and suitable containers for storing/transporting potentially hazardous materials. Upon arrival at the site, the technician locates six containers of concentrated sulphuric acid which are clearly labelled. The technician consults the MSDS for information on appropriate handling, storage and transportation procedures and follows them closely.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used.
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards such as: • AS 1678 Emergency procedure guide -Transport • AS 1940-2004 Storage and handling of flammable and combustible liquids • AS 4332-2004 The storage and handling of gases in cylinders • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS 4452:1997 The storage and handling of toxic substances • AS/NZS ISO 14000 Set:2005 Environmental management standards set • animal welfare legislation and codes of practice • Australia Post Guides • Australian Dangerous Goods Code • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • International Air Transport Association (IATA) Regulations • material safety data sheets (MSDS) • occupational health and safety (OHS) national standards and codes of practice
Paperwork and documentation	Paperwork and documentation may include:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • enterprise protocols regarding customer liaison and communication • vehicle log books • protocols for use of pagers, mobile telephones and two-way radios • precautions for safe handling and handling of specific materials (e.g. toxic, infective, radioactive and dangerous goods) • precautions for the transport of volatile and unstable fluids • incident/accident report forms • spillage and waste containment and disposal protocols and containment materials
Maintenance of the integrity of samples or test/calibration equipment	<p>Maintenance of the integrity of samples or test/calibration equipment could involve:</p> <ul style="list-style-type: none"> • use of appropriate sample containers (glass, plastic and opaque) • use of appropriate preservatives • wrapping container in foil to exclude light • temperature control, which may involve prevention of direct contact between the sample and coolant • use of appropriate equipment boxes (insulated, shockproof and waterproof) • restraint of containers to prevent movement • checking sample viability during transport while avoiding unnecessary handling
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • biohazards, such as micro-organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • chemicals, such as acids and hydrocarbons • sharps and broken glassware • manual handling of heavy sample bags and containers and equipment
Safety practices	<p>Safety practices may include:</p> <ul style="list-style-type: none"> • use of MSDS • use personal protective equipment, such as gloves, safety glasses, goggles and coveralls

RANGE STATEMENT	
	<ul style="list-style-type: none"> • use of biohazard containers • safe road/off road driving practices • correct labelling of hazardous materials • handling and storing hazardous material and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontaminating of equipment and vehicle
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Sampling
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL953001A Receive and prepare samples for testing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to log samples, check sample documentation, schedule and prepare samples for testing in accordance with enterprise procedures. This unit does not include testing, tissue processing or similar techniques.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to field and laboratory assistants in all industry sectors who receive and prepare samples as part/all of their jobs in a sample reception area.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Log samples	1.1. Record date (and time of arrival, if required) of samples at enterprise 1.2. Check and match samples with request forms before they are accepted 1.3. Enter samples into the laboratory information management system (LIMS) 1.4. Apply required document tracking mechanisms 1.5. Process 'urgent' test requests according to enterprise requirements 1.6. Ensure security and traceability of all information, laboratory data and records
2. Address customer service issues	2.1. Report to referring client when samples and request forms do not comply with enterprise requirements 2.2. Refer to supervisor for instruction where 'return to source' is inappropriate or not possible 2.3. Maintain confidentiality of all client/enterprise data and information 2.4. Ensure that information provided to customers is accurate, relevant and authorised for release 2.5. Deal with customers politely and efficiently and in accordance with enterprise procedures
3. Prepare samples for testing	3.1. Perform physical separation of the samples, as required 3.2. Prepare the required number of sub-samples 3.3. Perform chemical separation of the samples as required 3.4. Place samples in appropriate transport media, if appropriate 3.5. Monitor and control sample conditions before, during and after processing
4. Distribute samples	4.1. Group samples requiring similar testing requirements 4.2. Distribute samples to work stations maintaining sample integrity 4.3. Distribute request forms for data entry or filing in accordance with enterprise procedures 4.4. Check that samples and relevant request forms have been received by laboratory personnel
5. Maintain a safe work	5.1. Apply safe work practices to ensure personal safety

ELEMENT	PERFORMANCE CRITERIA
area and environment	and that of other laboratory personnel 5.2. Use appropriate protective equipment to ensure personal safety when sampling, processing, transferring or disposing of samples 5.3. Report all accidents and spillages to supervisor 5.4. Clean up splashes and spillages immediately using appropriate techniques and precautions 5.5. Minimise the generation of wastes and environmental impacts 5.6. Ensure the safe disposal of hazardous materials and other laboratory wastes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- receipt and logging in of samples
- checking of samples for history and acceptable transport conditions
- preparing and sub-sampling of samples
- labelling samples accurately and completely
- using standard precautions when dealing with potentially hazardous materials
- applying knowledge of the relationship between specific sample preparation and associated tests
- clarifying specific client requirements with appropriate personnel promptly
- labelling and storing samples in a way which maintains sample integrity and traceability
- disposing of samples following required procedures
- maintaining equipment and the workspace

Required knowledge

Required knowledge includes:

- enterprise procedures for the receipt, documentation, distribution and storage of samples
- potentially hazardous and unstable nature of samples
- requirement of specified sample types for specific tests
- importance of maintaining effective customer relations
- sample storage and transport requirements
- relevant health, safety and environment requirements

Specific industry

Additional knowledge requirements may apply for different industry sectors. For example: Biomedical laboratories:

- potentially infective nature of all biological materials
- nature of unstable solutions, such as anti-coagulated whole blood
- non-conformance of clotted samples for procedures, such as routine haematological tests

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • safely receive and log samples in accordance with enterprise procedures • apply knowledge of the relationship between sample preparation requirements and associated tests • deal with customers politely and efficiently • recognise and deal with problems according to enterprise procedures • maintain sample integrity and traceability.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL913001A Communicate with other people</i> • <i>MSL943002A Participate in laboratory/field workplace safety.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • a selection of sample containers, tubes, request forms and sample documentation • simulated samples when an authentic sample is unavailable or inappropriate.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of sample receipt and preparation records prepared by the candidate • feedback from supervisors and peers • direct observation of sample receipt and preparation • questioning to assess knowledge of procedures where direct observation is difficult (such as sample receipt and preparation in the field). <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p>

EVIDENCE GUIDE	
	<p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Environmental</p> <p>A laboratory assistant at a hazardous liquid waste recycling plant is required to log in all samples, match all samples with the in-house profile of the source of the waste, label them and activate the tracking procedure. He/she then prepares a sample for a series of standard tests which are determined by the profile of the waste material (acid or alkali, organic or heavy metal, etc). Given the hazardous nature of the waste, the laboratory assistant must use appropriate safety equipment at all times and ensure the safe disposal of all hazardous material. The assistant must work efficiently as these procedures are activated upon arrival of a road tanker and when the hazardous waste has been verified and judged acceptable for treatment at the plant by the laboratory supervisor. The laboratory assistant also liaises with the truck driver, or the referring client, should the samples (and/or subsequent tests) not comply with enterprise conditions for receiving the hazardous waste.</p> <p>Construction materials testing and mineral assay</p> <p>A laboratory assistant has received a consignment of disturbed soil samples from a client for classification testing. A test request and field logs have been sent by mail. Each sample is bagged and labelled, with the label showing the name of the client, project, date and sampling location, and a field description of the material. The laboratory policy is that samples weighing more than 20 kg must be bagged so that the individual bags do not exceed this limit and labelled as bag 1 of ..., bag 2 of ...</p>

EVIDENCE GUIDE

etc. The assistant checks to ensure all component bags of such samples are present. He/she is careful to handle the samples using safe manual handling techniques. The assistant arranges the samples in order of location and reconciles them with the test request and logs. Two samples have been shown on the request but have not been received. The assistant emails the technician who despatched them and subsequently is advised that they were overlooked during despatch and will be forwarded as soon as possible.

The assistant compares the samples with the field descriptions and finds that they match. Samples that are not designated for testing immediately are set aside in the laboratory store. The remainder are placed in trays for drying in the 50°C oven. The tray numbers are carefully written on the respective worksheets. When the samples have dried and cooled they are split out sufficiently for sieve analysis and plasticity testing, making allowance for the maximum particle size of each sample. The assistant is careful to avoid raising dust during the process.

Biomedical

A laboratory assistant has just started a shift in specimen reception and puts on a coat and gloves before touching any samples. There is a pile of samples and forms in the sample box. In some cases, the samples and forms are enclosed in a plastic bag. In other cases, they are seemingly unconnected. The assistant notices that one of the samples has a bloodstained label. She/he quickly examines the samples, isolates the leaking sample in a lockable plastic bag and places the related request form in the bag's separate compartment. The assistant then disposes of her/his dirty gloves. The assistant now logs all samples into the computer, placing to one side a sample and request form that is inadequately labelled. She/he makes a note to call the referring doctor as soon as possible. The assistant places the haematology samples in the colour-coded tray and calls the laboratory for their pickup. She/he then calls the doctor of the patient whose sample is inadequately labelled. She/he records the missing date of birth on the request form, and then barcode/labels tubes for the samples' testing. Within 30 minutes, she/he has cleared the first rush of samples. She/he takes the time to carefully empty the bin of

EVIDENCE GUIDE	
	wastes.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards such as: <ul style="list-style-type: none"> • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS ISO 14000 Set:2005 Environmental management standards set • Australia Post Guides • Australian Dangerous Goods Code • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • enterprise operating procedures for preparing samples • enterprise quality manuals • gene technology regulations • International Air Transport Association (IATA) Regulations • material safety data sheets (MSDS) • occupational health and safety (OHS) national standards and codes of practice • procedure sheets for physical and chemical separation • procedure sheets indicating how samples and sub-samples are to be labelled, processed, distributed, flagged for urgent testing or for other non-routine requirements, including referral to external laboratories

RANGE STATEMENT	
	<ul style="list-style-type: none"> • procedure sheets indicating transport and storage requirements • safety manuals describing personal protective equipment requirements, control of hazardous wastes, containment and cleanup of spillages, and disposal and recycling of wastes
Samples received	<p>Samples received may include:</p> <ul style="list-style-type: none"> • gas or air samples • liquid samples, such as water and waste water, stormwater, sludges and complex mixtures and sewage • solid samples, such as soils and sediments, rocks/minerals, concrete, quarry or mining products • solid wastes, such as hazardous, non-hazardous, domestic, commercial, industrial, mining and agricultural • biological specimens such as tissue and blood • raw materials, start, middle, end of production run samples and final products
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • biohazards, such as micro-organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • dust and noise • chemicals, such as acids and hydrocarbons • aerosols • sharps and broken glassware • manual handling of heavy sample bags and containers • crushing, entanglement and cuts associated with moving machinery
Safe work practices	<p>Safe work practices may include:</p> <ul style="list-style-type: none"> • use of MSDS • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • use of biohazard containers and laminar flow cabinets

RANGE STATEMENT	
	<ul style="list-style-type: none"> • correct labelling of reagents and hazardous materials • handling, and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontamination of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Sampling
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL963001A Operate basic handblowing equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to operate handblowing equipment to perform basic glasswork. Personnel may be less experienced workers working under the guidance of an experienced scientific glassblower.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to personnel working with experienced scientific glassblowers, generally in scientific educational institutions.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for handblowing operations	1.1. Identify job, appropriate procedure, hazards and safety requirements 1.2. Use personal protective equipment and safety procedures specified for the job and materials to be used 1.3. Record description of the job to be undertaken, compare with specification and report any variations 1.4. Select and prepare tools and equipment in accordance with job requirements 1.5. Identify glass stocks and components required for the job
2. Follow sequence of operations for glasswork procedure to be performed	2.1. Prepare glass stocks and components as required for the job 2.2. Check and adjust equipment and tools for the job as applicable 2.3. Start up equipment using enterprise procedures 2.4. Carry out glasswork procedure using the appropriate standard method 2.5. Monitor process and rectify routine problems 2.6. Follow equipment shutdown procedures
3. Use annealing equipment	3.1. Prepare annealing equipment for the job 3.2. Start up, operate and shut down annealing equipment using enterprise procedures 3.3. Monitor, adjust and record annealing operation 3.4. Rectify routine problems
4. Maintain a safe work environment	4.1. Follow established work practices to ensure safety of self and other workers 4.2. Minimise the generation of wastes 4.3. Ensure the safe disposal of wastes 4.4. Clean, care for and maintain work area, equipment and tools 4.5. Report any hazards or incidents according to enterprise procedures
5. Maintain records	5.1. Record data as per enterprise requirements 5.2. Maintain equipment logs as per enterprise requirements 5.3. Maintain security and confidentiality of enterprise information

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- working safely with glass
- using tools and equipment to perform basic glassblowing operations
- using appropriate glassblowing hand manipulation techniques
- cutting, heating, bending, shaping, sealing and related glassworking techniques
- techniques for minimising strain
- using coefficients of expansion
- maintaining safe working pressures
- storing glass appropriately
- making and grinding components, such as stopcocks than meet specifications
- starting up, setting up, shutting down and maintaining equipment in accordance with work instructions
- selecting appropriate grades of glass and preparation for use
- optimising of equipment operating parameters
- maintaining temperature and stress parameters
- reporting atypical results and problems to appropriate personnel according to enterprise procedures
- recording and communicating of work results
- following correct occupational health and safety (OHS) and principles of good laboratory practice (GLP)

Required knowledge

Required knowledge includes:

- composition and nature of glass types
- function and correct use of apparatus
- basic chemical and physical concepts relating to properties and behaviour of glass
- safe startup and shutdown procedures
- critical material properties and appropriate glassworking parameters
- pre-heating procedures
- basic theory of re-entry angles and stress points
- setup and annealing/conditioning process
- relationship of temperature and temporary and permanent stress
- pre-annealing, annealing and post-annealing processes
- potential quality problems
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use basic bench/hand glasswork techniques and equipment to fabricate general glass apparatus • start up, set up and shut down equipment in accordance with work instructions • report atypical results and problems to appropriate personnel.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>Resources may include:</p> <ul style="list-style-type: none"> • access to a scientific glassblowing facility, appropriate equipment, materials and procedures • a bank of case studies is required where these form part of the assessment method.
Method of assessment	<p>It is strongly recommended that assessment is conducted through observation over time.</p> <p>The timeframe must allow for adequate assessment of operation under all normal and a range of abnormal conditions. Where this is not practical additional assessment techniques must be used.</p> <p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • inspection of glasswork and workplace documentation completed by the candidate • analysis of work outputs over a period of time to ensure accurate and consistent work is obtained within required timelines • feedback from peers and supervisors • use of suitable simulation and/or a range of case studies/scenarios. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p>

EVIDENCE GUIDE	
	<p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Education</p> <p>A trainee glassblower has been requested by her/his supervisor to make 100 Pasteur pipettes for a university chemistry practical class the next day. The trainee selects the appropriate glass and type and cuts 50 lengths of glass (two pipettes per length). She/he then proceeds to pull points at the designated markings in the centre of the glass tube using the bench burner. At the conclusion of this operation, the pipettes are cut to the relevant length and then flared at the other end using a specially profiled carbon hand tool. The pipettes are then annealed to eliminate stress caused by the manufacture process. After inspection through a polariscope, the pipettes are delivered to the laboratory for use.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • industry codes of practice • material safety data sheets (MSDS) • material, production and product specifications • National Environment Protection Measures • OHS national standards and codes of practice • production and laboratory schedules • quality manuals • standard operating procedures (SOPs)
Tools and equipment	<p>Tools and equipment may include:</p> <ul style="list-style-type: none"> • bench burner, hand torch, micro torch and ribbon burner, gas supplies and gas economiser • dydinium glasses and polariscope • glassworking lathe • annealing oven • measuring and recording equipment • hand tools, such as carbon paddles and mandrels, range of forceps, glass tubing gauges, angle setting jigs, calipers, glass support rollers, brass shapers, carbon rods, glass knife, stainless steel gauze, vernier calipers and other measuring tools, and strain viewer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • mechanical glass cutters and saws • mechanical glass grinding equipment • communication equipment
Quality problems	<p>Quality problems may include:</p> <ul style="list-style-type: none"> • temperature and strain problems • devitrification • non-uniform thickness of seals or joints • equipment problems • quality problems, such as poor optics, distortion, excessive breakage, non-uniform break pattern, incorrect cross bend, excessive bow, scratches and poor glass shape • loss of utilities
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • sharps and broken glassware • heat sources, such as burners and ovens • fluids under pressure (acetylene and oxygen) • glass dust • cuts associated with glass grinders and cutters • manual handling of heavy sample bags and containers
Safe work practices	<p>Safe work practices may include:</p> <ul style="list-style-type: none"> • use of personal protective equipment, such as heat resistant gloves, safety glasses, goggles, face guards, coveralls, respirators and safety boots • correct labelling of reagents and hazardous materials • handling, and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontamination of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these

RANGE STATEMENT

	<p>requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Scientific glassblowing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL963002A Repair glass apparatus using simple glassblowing equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform basic repairs to glass apparatus using simple glassblowing equipment. It includes the ability to assess the economics of salvage and to follow a procedure of disassembly/assembly of the apparatus in accordance with specifications.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to scientific glassblowers. It covers work that will sometimes be performed by less experienced workers under the guidance of an experienced scientific glassblower.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		
	<i>MSL963001A</i>	<i>Operate basic handblowing equipment</i>

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for repair operations	1.1. Identify job, appropriate procedure, hazards and safety requirements, and apparatus required 1.2. Establish correct cleaning procedure for contaminated glassware before commencing repair operations 1.3. Use personal protective equipment and safety procedures as specified for job and materials to be used 1.4. Record job description, compare with blueprint, drawing, sketch, design or similar specification and report perceived difficulties 1.5. Prepare equipment for repair in accordance with job requirements 1.6. Identify, select and prepare glass stocks and components for job
2. Repair apparatus	2.1. Check and adjust equipment and tools for job requirements 2.2. Check and adjust equipment and tools for the job 2.3. Start up equipment using enterprise procedures 2.4. Follow supplied designs and enterprise procedures to perform the repairs required 2.5. Follow equipment shutdown procedures
3. Operate annealing equipment	3.1. Prepare annealing equipment for the job 3.2. Start up, operate and shut down annealing equipment using enterprise procedures 3.3. Monitor, adjust and record annealing operation 3.4. Rectify routine problems
4. Maintain a safe work environment	4.1. Follow established safe work practices to ensure safety of self and other workers 4.2. Minimise the generation of wastes 4.3. Ensure the safe disposal of wastes 4.4. Clean, care for and maintain work area, equipment and tools 4.5. Report hazards and incidents according to enterprise procedures
5. Maintain records	5.1. Record data as per enterprise requirements 5.2. Maintain equipment logs as per enterprise requirements 5.3. Maintain security and confidentiality of enterprise

ELEMENT	PERFORMANCE CRITERIA
	information

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- determining types of contaminants present on/in apparatus
- cleaning techniques for contamination carried out before repair operations are undertaken
- using appropriate treatment processes, with particular attention to risks associated with blowing used and possibly contaminated glass
- reading and following blueprints, drawings, sketches and designs relevant to repair work
- selecting appropriate grades of glass and preparing for use
- preparing apparatus for repair
- optimising and using glassblowing equipment
- identifying atypical or out of normal repair problems
- reporting problems to either supervisor or outside service technician according to enterprise procedures
- recording and communicating work results
- following correct occupational health and safety (OHS) and principles of good laboratory practice (GLP)

Required knowledge

Required knowledge includes:

- relevant glassblowing techniques
- the risks associated with blowing used and contaminated glass
- contamination cleaning techniques to be carried out before repair operations are undertaken
- use and function of the broken apparatus
- repair materials and reason for their choice
- use of appropriate tools and equipment
- basic chemical and physical concepts related to behaviour of glass under heat and stress
- basic knowledge of how apparatus to be repaired is used
- critical material properties and appropriate glassworking parameters
- pre-repair apparatus preparation procedures
- annealing procedures
- methods of minimising potential quality problems
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • safely repair glass apparatus following enterprise procedures • assess the economics of salvage • follow a procedure of disassembly/assembly of apparatus in accordance with specifications • apply contamination cleaning techniques before repair operations are undertaken • report problems to appropriate personnel.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL963001A Operate basic handblowing equipment.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • access to a scientific glassblowing facility, appropriate equipment, materials and procedures • a bank of case studies where these form part of the assessment method.
Method of assessment	<p>It is strongly recommended that assessment is conducted through observation over time. The timeframe must allow for adequate assessment of operation under all normal and a range of abnormal conditions. Where this is not practical additional assessment techniques must be used.</p> <p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • inspection of glasswork and workplace documentation completed by the candidate • analysis of work completed over a period of time to ensure accurate and consistent work is obtained within required timelines. • feedback from peers and supervisors • use of suitable simulation and/or a range of case studies/scenarios.

EVIDENCE GUIDE	
	<p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Education</p> <p>A trainee glassblower has been asked by his/her supervisor to repair several pieces of used and broken laboratory glassware as part of a cost saving exercise. Firstly, he/she determines whether the glassware will be used for general tasks or for qualitative analysis and how urgently the job is required. He/she then clarifies whether any hazardous material has been used in the equipment and applies the correct cleaning procedures. After determining the nature of the glass and the appropriate glassworking parameters, he/she repairs the equipment using safe apparatus. Finally the glassblower subjects the equipment to the appropriate annealing/conditioning process and checks the final outcome with his/her supervisor. Any contaminated or used glass waste is disposed of appropriately.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • industry codes of practice • material safety data sheets (MSDS) • material, production and product specifications • national environment protection measures • OHS national standards and codes of practice • production and laboratory schedules • quality manuals • standard operating procedures (SOPs)
Tools, materials and equipment	<p>Tools, materials and equipment may include:</p> <ul style="list-style-type: none"> • burners, gas supplies and gas economisers • glassworking lathes • mechanical glass cutters and saws • mechanical glass grinding equipment • annealing ovens • measuring and recording equipment • hand tools, such as carbon paddles and mandrels, range of forceps, glass tubing gauges, angle setting jigs, calipers, glass support rollers, brass shapers, carbon rods, glass knife, stainless steel gauze, vernier calipers and other measuring tools, and strain viewer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • various glass types, including soda-lime, borosilicate, quartz, silica and special formula glasses • glass to metal seals • communication equipment
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • sharps and broken glassware • heat sources, such as burners and ovens • fluids under pressure (acetylene and oxygen) • glass dust • cuts associated with glass grinders and cutters • manual handling of heavy sample bags and containers
Safe work practices	<p>Safe work practices may include:</p> <ul style="list-style-type: none"> • use of personal protective equipment, such as heat resistant gloves, safety glasses, goggles, face guards, coveralls, respirators and safety boots • correct labelling of reagents and hazardous materials • handling, and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontamination of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and

RANGE STATEMENT

	State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Scientific glassblowing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL973001A Perform basic tests

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform tests and measurements using standard methods with access to readily available advice from supervisors.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory/field assistants working in all industry sectors. In general, they do not calibrate equipment and make only limited adjustments to the controls. They do not interpret or analyse results or troubleshoot equipment problems.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret test requirements	1.1. Review test request to identify samples to be tested, test method and equipment involved 1.2. Identify hazards and enterprise controls associated with the sample, preparation methods, reagents and/or equipment
2. Prepare sample	2.1. Record sample description, compare with specification, record and report discrepancies 2.2. Prepare sample in accordance with appropriate standard methods
3. Check equipment before use	3.1. Set up test equipment in accordance with test method 3.2. Perform pre-use and safety checks in accordance with enterprise procedures and manufacturer's instructions 3.3. Identify faulty or unsafe equipment and report to appropriate personnel 3.4. Check calibration status of equipment and report any out of calibration items to appropriate personnel
4. Perform tests on samples	4.1. Identify, prepare and weigh or measure sample and standards to be tested 4.2. Conduct tests in accordance with enterprise procedures 4.3. Record data in accordance with enterprise procedures 4.4. Perform calculations on data as required 4.5. Identify and report out of specification or atypical results promptly to appropriate personnel 4.6. Shut down equipment in accordance with operating procedures
5. Maintain a safe work environment	5.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 5.2. Minimise the generation of wastes and environmental impacts 5.3. Ensure safe disposal of laboratory and hazardous wastes 5.4. Clean, care for and store equipment and reagents as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting enterprise procedure or standard methods accurately
- using safety information, such as material safety data sheets (MSDS) and performing procedures safely
- checking test equipment before use
- completing all tests within required timeline without sacrificing safety, accuracy or quality
- calculating, recording and presenting results accurately and legibly
- maintaining security, integrity and traceability of all samples, data/results and documentation
- cleaning and maintaining equipment

Required knowledge

Required knowledge includes:

- concepts of metrology
- the international system of units (SI)
- purpose of test
- principles of the standard method
- pre-use equipment checks
- relevant standards/specifications and their interpretation
- sources of uncertainty in measurement and methods for control
- enterprise and/or legal traceability requirements
- interpretation and recording of test result, including simple calculations
- procedures for recognition/reporting of unexpected or unusual results
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • accurately interpret enterprise procedures or standard methods • complete all tests within the required timeline without sacrificing safety, accuracy or quality • demonstrate close attention to the accuracy and precision of measurements and the data obtained • maintain the security, integrity and traceability of all samples, data/results and documentation.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL922001A Record and present data.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate equipment standards and materials • enterprise procedures and standard methods, and equipment manuals • MSDS.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of the quality of test data/results achieved by the candidate over time • inspection of records and workplace documentation completed by the candidate • feedback from peers and supervisors • observation of the candidate performing a range of basic tests • oral or written questioning to check underpinning knowledge of test procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess</p>

EVIDENCE GUIDE	
	<p>directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>Standard testing methods may be viewed as legal requirements that must be followed to ensure that a product manufactured in a chemical plant meets the specification by which it is sold to the customer. Technical assistants perform tests in a quality control laboratory to ensure that material meets legal requirements and the material is safe and effective in use. Peroxides may be present in ether as a result of light-catalysed air oxidation. Peroxides are toxic and can give rise to mixtures which are explosive when distilled. Technical assistants test ether to ensure that the level of peroxide is within acceptable limits. The test is done by shaking ether with a solution of potassium iodide. After standing for 30 minutes in the dark the yellow colour of the aqueous phase, due to the liberation of iodine, must not be more intense than a prepared standard solution. These tests ensure the quality and safety of the ether.</p> <p>Food processing</p> <p>A snack food company produces a range of high quality, impulse purchase snack foods. Some of these products are moisture and/or oxygen sensitive and are therefore packaged in multi-layer flexible packaging to provide optimum shelflife. The packaging must also be able to withstand the rigours of the production and distribution process. While the packaging is purchased to meet the shelflife and distribution specifications, the quality</p>

EVIDENCE GUIDE

assurance program requires the periodic evaluation of the packaging materials against these specifications. A laboratory assistant uses standard methods to test the tearing resistance, bursting strength, impact resistance and permeability and/or leakage of the snack food packaging. Tests are also conducted on aspects of the manufacturing process that can affect shelflife. These tests involve the measuring of the heat-seam strength and the sealing performance of the closure process. The test results are recorded by the laboratory assistant to verify the conformance of the materials to the supplier specifications and of the process to the manufacturing specifications. The assistant reports any anomalies or non-conformances to the appropriate personnel.

Construction materials testing

A technician performs an Aggregate Stripping Test (AS 1141.50) and enters the results in the laboratory's information management system (LIMS). The resulting 20-30% stripped values (i.e. 70-80% adhering) indicate a 'fail' result. The technician notes that he has repeated the test and obtained the same 'fail' result. The laboratory manager reviews the results and asks the technician to explain how he performed the test. He describes how he prepared 3-4 mm thick plates of bitumen and binding agent in the mould and then placed 50 small clean pieces of aggregate on top. After treatment in an oven for 24 hours and a 50°C water bath in accordance with the test method, the technician had then carefully pulled out the pieces of aggregate and avoiding any twisting motion. He then estimated the % of bitumen adhering to each of the stones with the expectation that the stripped value would be about 5% (i.e. 95% adhering). The manager is satisfied that the technician has performed the test in accordance with the method and suggested that he now re-run the test with a known aggregate as a control. This test gives a stripped value of 5-7% (i.e. 93-95% adhering). The manager is now sufficiently confident of the laboratory's results to sign and issue the test report and explain the aggregate's 'test failure' to the client.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards, such as: <ul style="list-style-type: none"> • AS ISO 1000-1998 The international system of units (SI) and its application • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • Australian code of good manufacturing practice for medicinal products (GMP) • calibration and maintenance schedules • enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • MSDS and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals • standard operating procedures (SOPs)
Concepts of metrology	<p>Concepts of metrology may include:</p> <ul style="list-style-type: none"> • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters

RANGE STATEMENT	
	<ul style="list-style-type: none"> • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Preparation of samples	<p>Preparation of samples may include:</p> <ul style="list-style-type: none"> • sub-sampling or splitting using procedures, such as riffing, coning and quartering, manual and mechanical splitters • diluting samples • physical treatments, such as ashing, dissolving, filtration, sieving, centrifugation and comminution • moulding, casting or cutting specimens
Typical tests carried out by laboratory/field assistants	<p>Typical tests carried out by laboratory/field assistants may include:</p> <ul style="list-style-type: none"> • visual/optical tests of appearance, colour, texture, identity, turbidity, refractive index (alcohol content and Baume/Brix) • physical tests: <ul style="list-style-type: none"> • density, specific gravity and compacted density • moisture content and water activity • particle size, particle shape and size distribution • chemical tests: <ul style="list-style-type: none"> • gravimetric • colorimetric • electrical conductivity (EC) and pH • specific ions using dipsticks and kits • nutrients (e.g. nitrates and orthophosphates) using basic kits • ashes, including sulphated ashes • biological/environmental tests: <ul style="list-style-type: none"> • pH, oxygen reduction potential (ORP), dissolved oxygen (DO) and (EC) • E coli using test kits

RANGE STATEMENT	
	<ul style="list-style-type: none"> • surface hygiene/presence of microbes • packaging tests: <ul style="list-style-type: none"> • tearing resistance, bursting strength and impact resistance • permeability and/or leakage • mechanical tests: <ul style="list-style-type: none"> • Emerson class • concrete slump
Measurements	<p>Measurements may include:</p> <ul style="list-style-type: none"> • simple ground surveys • meteorological parameters, such as wind direction/strength, rainfall, maximum/minimum temperature, humidity and solar radiation • simple background radiation survey • production/process parameters, such as temperature, flow and pressure • gas levels in a confined space
Common measuring equipment	<p>Common measuring equipment may include:</p> <ul style="list-style-type: none"> • dimension apparatus • DO and EC • analogue and digital meters and charts/recorders • basic chemical and biological test kits • dipsticks and site test kits (e.g. HACK) • timing devices • temperature measuring devices, such as thermometers and thermocouples
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • electric shock • biohazards, such as microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals, such as sulphuric acid, fluorides and hydrocarbons • aerosols • sharps, broken glassware and hand tools

RANGE STATEMENT	
	<ul style="list-style-type: none"> • flammable liquids • dry ice and liquid nitrogen • fluids under pressure • sources of ignition • occupational overuse syndrome, slips, trips and falls • manual handling, working at heights and working in confined spaces • crushing, entanglement and cuts associated with moving machinery or falling objects
Enterprise controls to address hazards	<p>Enterprise controls to address hazards may include:</p> <ul style="list-style-type: none"> • use of MSDS • use of signage, barriers and service isolation tags • use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • use of appropriate equipment, such as biohazard containers and cabinets and laminar flow cabinets • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions, and enterprise procedures and regulations • cleaning and decontaminating equipment and work areas regularly using recommended procedures • following established manual handling procedures for tasks involving manual handling
Minimising environmental impacts	<p>Minimising environmental impacts may involve:</p> <ul style="list-style-type: none"> • recycling of non-hazardous waste, such as chemicals, batteries, plastic, metals and glass • appropriate disposal of hazardous waste • correct disposal of excess sample/test material • correct storage and handling of hazardous

RANGE STATEMENT	
	chemicals
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

MSL973002A Prepare working solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to prepare working solutions and to check that existing stocks are suitable for use. Calculations of quantities, choice of reagent grades and required dilutions will be specified by the supervisor.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory assistants working in all industry sectors. Test solutions include those required to perform laboratory tests.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Safely use laboratory chemicals, glassware and equipment	1.1. Apply appropriate safety precautions for use of laboratory equipment and hazardous chemical materials 1.2. Use appropriate laboratory glassware and measuring equipment 1.3. Clean and store glassware and equipment in accordance with enterprise procedures
2. Make up working solutions	2.1. Identify the relevant standard methods for solution preparation 2.2. Assemble specified laboratory equipment 2.3. Select and prepare materials and solvent of specified purity 2.4. Measure appropriate quantities of reagents for solution preparation and record data 2.5. Prepare labels and log solution details in laboratory register 2.6. Transfer solutions to appropriately labelled containers
3. Check existing stock of solutions	3.1. Monitor shelf life of working solutions according to laboratory procedures 3.2. Replace out-of-date or reject solutions according to laboratory procedures 3.3. Conduct routine titrimetric analyses, if appropriate, to determine if solutions are fit for purpose

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using appropriate materials, equipment and procedures to prepare solutions
- following appropriate occupational health and safety (OHS), and hygiene procedures, if appropriate
- using all equipment safely and efficiently
- using enterprise procedures to calculate concentrations
- identifying solutions not fit for use
- using titrations to determine the concentration of solutions
- labelling, storing and disposing of solutions appropriately
- recording and presenting data appropriately

Required knowledge

Required knowledge includes:

- relevant biological, chemical, food and laboratory terminology
- principles of metrology
- the international system of units (SI)
- concentration terms, such as % w/w, % w/v, % v/v, ppm (mg/L) and molarity
- basic theory of acids, bases, salts, buffers and neutralisation
- enterprise procedures for preparing solutions
- calculations required to prepare specified amounts of solutions of specified concentration
- appropriate OHS procedure for preparing, handling and disposal of solutions
- use of material safety data sheets (MSDS)
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • prepare working solutions in compliance with relevant standards, appropriate procedures and/or enterprise requirements • follow OHS procedures to safely use laboratory chemicals glassware and equipment • make up working solutions according enterprise procedures • check existing stocks of solutions as being fit for purpose.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL922001A Record and present data</i> • <i>MSL943002A Participate in laboratory/field workplace safety.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate equipment and reagents • SOPs and testing methods • access to appropriate containers and storage facilities.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • inspection of solutions prepared, labelled and stored by the candidate • review of solution records and workplace documentation completed by the candidate • feedback from peers and supervisors • observation of the candidate preparing working solutions • oral or written questioning. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess</p>

EVIDENCE GUIDE

	<p>directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>When starting materials used for the manufacture of common household materials are in transit from the supplier to the manufacturer, they may degrade if subjected to conditions, such as heat, moisture, light and oxygen. Even when the supplier ships quality materials to the manufacturing plant, the materials may be sub-standard when they arrive. Quality control tests are designed to test starting materials to ensure they are within specification. For example, aspirin forms salicylic acid when stored under adverse conditions. Laboratory assistants prepare and monitor the quality of solutions, such as ferric chloride solution, which gives an intense violet colour when added to salicylic acid but gives no colour with aspirin. Absence of the violet colouration indicates that breakdown of the aspirin hasn't occurred.</p> <p>Biomedical</p> <p>A laboratory assistant made up 1 litre of buffer solution using buffer tablets and a 1 litre volumetric flask as specified in the method. To ensure the solution was suitable for use the assistant measured the pH and found it was within acceptable range. The assistant then appropriately labelled a storage vessel and stored the buffer according to requirements. By following enterprise procedures the shelf life of the buffer was maximised.</p>

EVIDENCE GUIDE**Environmental**

An environmental laboratory is contracted to determine the acidity of water samples taken from local lakes and streams. A laboratory assistant is required to make up small batches of 0.01M sodium hydroxide and to determine its concentration by titrating it against a standard solution of potassium acid phthalate using phenolphthalein indicator. This procedure is carried out monthly to ensure that the concentration of the sodium hydroxide solution is accurately known. Alternatively, the laboratory assistant may be required to prepare and standardise a fresh batch of sodium hydroxide on a monthly basis. In this case, he/she must understand the underpinning knowledge of basic acid/base theory, potential problems of interferences (such as slow absorption of carbon dioxide by sodium hydroxide solution) so as to ensure that the concentrations of workup solutions are accurately known. He/she must also be skilled in calculating and performing dilution when required to prepare such low concentrations (0.01M) of working solutions.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS 2163-2000 Laboratory glassware - Measuring cylinders
 - AS 2165-1996 Laboratory glassware - Burettes AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware
 - AS ISO 1000-1998 The international system of units (SI) and its application
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 2243 Set:2006 Safety in laboratories set
- Australian code of good manufacturing practice for medicinal products (GMP)
- calibration and maintenance schedules
- enterprise recording and reporting procedures
- equipment manuals
- equipment startup, operation and shutdown procedures
- MSDS and safety procedures
- material, production and product specifications
- national measurement regulations and guidelines
- principles of good laboratory practice (GLP)
- production and laboratory schedules
- quality manuals

RANGE STATEMENT	
	<ul style="list-style-type: none"> • standard operating procedures (SOPs)
Concepts of metrology	<p>Concepts of metrology may include:</p> <ul style="list-style-type: none"> • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Typical test solutions	<p>Typical test solutions may include:</p> <ul style="list-style-type: none"> • solutions required for diagnostic/analytical and limit tests in food and chemical laboratories, such as sulphates, chlorides and heavy metals • solutions, such as stains for standard diagnostic/analytical procedures in biomedical/environmental laboratories, such as cell staining, fixation of cells and tissues, suspension of cells and titrimetric indicators • solutions required for laboratory maintenance and disinfection, such as 70% ethanol and hypochlorite
Laboratory equipment	<p>Laboratory equipment may include:</p> <ul style="list-style-type: none"> • pH meters • balances • magnetic stirrers, water baths and hot plates • measuring cylinders, beakers, conical flasks, volumetric flasks, pipettes and burettes • filter papers and funnels • fume cupboards
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • corrosive chemicals, such as acids and alkalis • sources of heat, such as burners • sharps and broken glassware • spillages
Safety precautions	<p>Safety precautions may include:</p>

RANGE STATEMENT	
	<ul style="list-style-type: none"> • use of MSDS • use of personal protective equipment, such as safety glasses, gloves and coveralls • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontamination of equipment and work areas
Monitoring quality of solutions	<p>Monitoring quality of solutions may include:</p> <ul style="list-style-type: none"> • noting turbidity to exclude absorption of moisture • noting deposits to exclude microbial contamination or chemical degradation • noting crystals to exclude evaporation • conducting titrations to check concentration • noting colour changes indicating a pH shift with solutions containing indicators • checking expiry dates on solution containers
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL973003A Prepare culture media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to prepare culture media which is free of contamination to facilitate optimal growth of organisms and cells. It includes the ability to organise the materials, equipment and work environment and follow standard methods.
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Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants in the biomedical, biological, environmental, food processing and pharmaceutical industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare culture media	1.1. Prepare mixture of media and solvent to ensure solution and even settling of heat soluble materials 1.2. Label media to allow tracking in subsequent processes 1.3. Use a vessel large enough to endure adequate mixing and heating of the media 1.4. Dispense media into vessels for sterilisation, leaving room for expansion during heating and cooling
2. Sterilise media	2.1. Load the steriliser in keeping with maximum permitted loads and appropriate positioning of materials 2.2. Ensure a sterilisation indicator is correctly placed with the load to monitor sterilisation process 2.3. Operate sterilisation cycle in accordance with manufacturer's requirements to achieve sterilisation at the required settings 2.4. Cool media to the temperature specified in the media formulation procedures
3. Pour, label and store media	3.1. Add labile constituents where necessary, under conditions that will not lead to their denaturation or contamination of media 3.2. Ensure even mixing of additives and media before dispensing 3.3. Aseptically dispense media to minimise occurrence of procedural contamination 3.4. Label media to allow for selection, avoiding areas of the culture vessel required for examination of colony growth 3.5. Store media to maximise shelf life and minimise contamination 3.6. Date batch media to ensure correct batch rotation 3.7. Incubate control plates as a sterility check
4. Perform quality control checks	4.1. Inspect media for any evidence of possible contamination or problems with structure or sterilisation 4.2. Check useability of selective media by growth of expected organism 4.3. Check stored stocks at regular intervals for conformance to required standards

ELEMENT	PERFORMANCE CRITERIA
5. Maintain work area and equipment to prevent cross-infection and contamination	5.1. Use personal protective equipment and safe work practices to ensure safety of self and others 5.2. Place disposable and reusable items into relevant receptacles 5.3. Clean and disinfect work area and equipment after use 5.4. Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- calculating mass and volume
- measuring accurately
- making media to support growth of the relevant micro-organism or tissue
- preventing cross-contamination
- following enterprise procedures consistently
- labelling and storing culture media according to enterprise procedures
- accurately recording data
- reporting non-compliance, anomalies or out of specification results
- sorting, collecting, treating, recycling or disposing of waste
- using appropriate personal protective equipment

Required knowledge

Required knowledge includes:

- basic microbiological concepts and terminology such as growth rates in culture, production of gas and haemolysis of red cells in media
- growth requirements of micro-organisms (bacteria, fungi, protozoans, viruses and multi-cellular parasites) in terms of their laboratory culture
- the purpose, content and features of culture media and the relationship between the correct preparation of culture media and the optimal growth of organisms or cells
- nature, properties and use of a range of biological media
- the relationship between sterile practices, hygiene procedures and the ability to obtain growth free of contamination
- the importance of physical requirements, such as pH and temperature on optimal growth of organisms and cells
- the effect of inappropriate storage on culture media quality and performance
- cleaning and sanitising requirements of equipment and work area
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure candidates can:</p> <ul style="list-style-type: none"> • prepare culture media which is free of contamination to facilitate the optimal growth of organisms and cells • use appropriate sterilisation techniques, such as maintaining adequate space between containers • perform post-sterilisation procedures, such as dispensing or adding using aseptic technique • ensure the sterilised media has cooled down sufficiently to ensure that heat labile constituents, such as blood, hormones or antibodies are not inactivated when added to the media • consistently follow enterprise procedures • report non-compliances, anomalies or out of specification results.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL943002A Participate in laboratory/field workplace safety</i> • <i>MSL973004A Perform aseptic techniques.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • work schedule and enterprise procedures, including advice on safe work practices • relevant equipment and personal protective equipment • MSDS.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of quality assurance results and examination of batches of media prepared by the candidate • observation of the candidate preparing culture media • written and/or oral questioning to assess underpinning knowledge.

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	<p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
<p>This competency in practice</p>	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Food processing</p> <p>A laboratory assistant's task was to prepare and pour agar plates in readiness for milk sampling. The assistant collected all the equipment and material needed to make an agar plate and ensured the working area was suitably prepared. The agar solution was carefully prepared and poured into a large conical flask prior to sterilisation in the autoclave. On completion of the sterilisation cycle, the agar was cooled to 42°C in a water bath. It was then poured into the plates after flaming the neck of the flask. The lids were quickly replaced on the plates to minimise contamination. The plates were then stored. Any excess plates were bagged in a laminar flow unit and then placed in the fridge. The equipment was hot washed and the benches swabbed with 70% ethanol solution.</p> <p>Biomedical</p> <p>Media preparation is a routine task of the technical assistant. The methods and standard procedures are all documented but common working knowledge and standard 'don'ts' are not always written into the methods. Some ingredients, such as labile nutrients and antibiotics must be added under sterile conditions after the basic ingredients have been mixed and autoclaved. In one laboratory there is a list of ingredients not to be</p>

EVIDENCE GUIDE

autoclaved posted on the notice board, in the media recipe book and for good measure, on the autoclave itself. One day, a technical assistant who was preparing media added all the ingredients, including the glucose, then autoclaved all 20L of it. The technical assistant learned the consequences of not paying full attention to the procedure the hard way and spent most of the day removing the 'toffee' residue from inside the autoclave!

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes procedures and/or enterprise requirements	<p>Standards, codes procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards, such as: <ul style="list-style-type: none"> • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS 2982.1:1997 Laboratory design and construction - General requirements • AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment and maintenance of associated environments in health care facilities • AS/NZS ISO 14000 Set:2005 Environmental management standards set • Australia New Zealand Food Standards (ANZFS) Code • Australian code of good manufacturing practice for medicinal products (GMP) • Australian Dangerous Goods Code • client and product specifications • HB 9-1994 Occupational personal protection • manufacturer's instructions or verbal direction from laboratory manager, supervisor or senior technician • material safety data sheets (MSDS) • National Code of Practice for the labelling of workplace substances [NOHSC:2012 (1994)] • occupational health and safety (OHS) national standards and codes of practice • operation and maintenance manuals for

RANGE STATEMENT	
	automated media preparation equipment <ul style="list-style-type: none"> • principles of good laboratory practice (GLP) • production schedules and instructions • standard operating procedures (SOPs)
Equipment	Equipment may include: <ul style="list-style-type: none"> • balance • pH meter • hot plate stirrer and Bunsen burners • autoclave and Arnold steamer • membrane filtration equipment • measuring cylinders, flasks and glassware and Petri dishes • distilled water apparatus • automatic agar pourers • labelling equipment • refrigerators • sterilisation indicators • self-refilling syringes • Falcon dishes • media storage bottles and tissue culture bottles
Media	Media maybe prepared from: <ul style="list-style-type: none"> • formulated powders obtained from microbiological companies • first principles under supervision of a technical officer or scientist
Cell and tissue culture media	Cell and tissue culture media may include: <ul style="list-style-type: none"> • agars • broths • solutions • slopes • basic balanced salt solutions, such as Hank's or Kreb-Ringer's • deeps • enriched media, such as blood sugar, chocolate agar, tetrathionate broth and selenite broth • control media • differential media, such as eosin-methylene blue agar and MacConkey's agar • selective media, such as deoxycholate-citrate

RANGE STATEMENT	
	agar, Lowenstein-Jensen medium <ul style="list-style-type: none"> • tissue culture media • labile constituents, such as blood, hormones or antibodies
Sterilisation techniques	Sterilisation techniques may include: <ul style="list-style-type: none"> • autoclaving • steam and membrane filtration • boiling • microwaving • radiation • high temperature • high pressure steam • gas • chemical treatments
Quality control checks	Quality control checks may include: <ul style="list-style-type: none"> • streaking out of cultures to a single colony • lawn cultures
Hazards	Hazards may include: <ul style="list-style-type: none"> • micro-organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • sources of heat, such as ovens, burners and autoclaves • sharps and broken glassware • fluids under pressure and such as steam • radiation used for sterilisation
Safe work practices	Safe work practices may include: <ul style="list-style-type: none"> • use of MSDS • use of personal protective equipment, such as safety glasses, gloves and coveralls • use of biohazard containers and laminar flow cabinets • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • allowing the chamber pressure of the autoclave

RANGE STATEMENT	
	<p>to return to zero and temperature to cool to 80-90°C before opening autoclave door to prevent boil over or plugs/caps being blown off flasks or tubes</p> <ul style="list-style-type: none"> regular cleaning and/or decontaminating equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time all operations assume the potentially hazardous nature of samples and require standard precautions to be applied where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

Co-requisite units		

MSL973004A Perform aseptic techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform aseptic techniques to maintain the integrity of both the sample source and the sample. It applies to sampling techniques in tissue culture and to generic microbiological procedures.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory assistants and technicians working in the field or laboratory in the biomedical, biological, food processing and environmental industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for aseptic sampling or transfer	1.1.Ensure that any sampling procedure conforms with the requirements of the sampling plan 1.2.Use specified personal protective clothing and equipment 1.3.Prepare the work area for safe and effective sample transfer 1.4.Select equipment and materials specified by the procedure 1.5.Organise equipment to minimise contamination during manipulations 1.6.Label containers for clear identification 1.7.Record details in relevant log or database
2. Transfer materials aseptically	2.1.Protect the integrity of the sample source by sterilising the sampling site and the mouth of transport or culture vessel 2.2.Sterilise inoculating loops and/or pipette where used to prevent contamination 2.3.Perform transfer while minimising opportunities for contamination and cross-infection 2.4.After transfer, and before sealing the transport or culture vessel, flame the vessel mouth to maintain sterility 2.5.Re-sterilise inoculating loops, minimising the generation of aerosols 2.6.Perform quality control checks, if required 2.7.Label transport or culture vessels for clear identification
3. Maintain work area and equipment to prevent cross-infection and contamination	3.1.Place disposable and reusable items into relevant receptacles 3.2.Clean and disinfect work area and equipment after use 3.3.Transport disposable and reusable contaminated materials to relevant areas for disinfection, sterilisation and cleaning or disposal

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- sterilising equipment such as flasks, loops and pipettes
- handling of laboratory equipment and glassware to prevent contamination
- streak plating of inoculations
- sampling transfers
- labelling and storing culture media according to enterprise procedures
- recording data accurately
- reporting non-compliance, anomalies or outofspecification results
- sorting, collecting, treating, recycling or disposing of waste
- following enterprise procedures consistently
- using appropriate personal protective equipment

Required knowledge

Required knowledge includes:

- the relationship between sterile practices, hygiene procedures and the ability to obtain growth free of contamination
- cleaning and sanitising requirements of equipment and work area and effects of physical and chemical agents on microbial growth and death
- principles of infection control related to occupational health and safety (OHS), sampling and transfer of materials in microbiological investigations
- disinfection and sterilisation procedures used in the collection, processing and safe disposal of samples and materials
- importance of pure culture techniques and aseptic transfer to the successful microbiological investigation and correct interpretation of laboratory results
- growth requirements of micro-organisms (bacteria, fungi, protozoans, viruses and multi-cellular parasites) in terms of their laboratory culture
- relevant health, safety and environment requirements

Specific industry

Additional knowledge requirements may apply for different industry sectors. For example:

Food processing:

- food spoilage symptoms
- food safety principles
- beneficial/detrimental organisms relevant to specific food industry sector

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>In particular, assessors should look to see that the candidate:</p> <ul style="list-style-type: none"> • follows established laboratory procedures, including recording of samples, operation of equipment and cleaning/decontamination • prevents cross-contamination of sample source and sample • manipulates equipment to prevent contamination of culture medium during transfer • sterilises equipment as required to prevent cross-contamination of work area, personnel and environment.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL943002A Participate in laboratory/field workplace safety</i> • <i>MSL973003A Prepare culture media.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory with appropriate equipment and materials • enterprise procedures and standard methods • MSDS.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of quality assurance results and examination of samples transferred by the candidate • observation of the candidate successfully transferring a range of samples • written and/or oral questioning to assess underpinning knowledge. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess</p>

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	<p>directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Food processing</p> <p>As part of the quality assurance program at an ice-cream manufacturer, six ice-creams were removed from the production line, placed in sterile bags and then stored in a freezer in the microbiology laboratory. Later in the morning, the laboratory assistant removed the samples from the freezer, registered the samples with the date received and test code and signed the register book. She/he then placed the samples in a water bath set at 42(C. While the samples were melting, the laboratory assistant labelled the respective agar plates with the registered codes. Using aseptic techniques she/he carefully transferred 1ml of ice-cream mix into the total plate count agar. The plates were then placed in the incubator. The final results were noted and recorded.</p> <p>Biomedical</p> <p>In preparation for antibiotic sensitivity testing and biochemical identification of presumed pathogenic bacteria, a technical assistant was asked to prepare a sterile peptone suspension of a lactose fermenting colony. The colony had been previously identified by the supervisor on a MacConkey's agar plate. The assistant labelled a 5mL tube of peptone broth with the sample number and a code for the identified colony and then donned a pair of disposable gloves. Bringing the labelled tube and the MacConkey's plate near to the Bunsen, she/he took an inoculating loop and sterilised it in the</p>

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incandescent flame. She/he carefully cooled the loop in a sterile area of the agar and gently scraped off half the colony. With the other hand, and in the vicinity of the heated air of the Bunsen, she/he removed the cover of the peptone tube in her/his crooked finger. In a continuous and coordinated way she/he flamed the lip of the tube and emulsified the colony in the broth. She/he then flamed the lip of the tube and replaced its cover. Finally, the technical assistant re-sterilised the inoculating loop by introducing and holding it in the Bunsen flame to minimise the generation of bacterial aerosols.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS/NZS 2243 Set:2006 Safety in laboratories set
 - AS/NZS 2982.1:1997 Laboratory design and construction - General requirements
 - AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment and maintenance of associated environments in health care facilities
 - AS/NZS ISO 14000 Set:2005 Environmental management standards set
- HB 9-1994 Occupational personal protection
- Australia New Zealand Food Standards (ANZFS) Code
- Australian code of good manufacturing practice for medicinal products (GMP)
- Australian Dangerous Goods Code
- client and product specifications
- manufacturer's instructions or verbal direction from laboratory manager, supervisor or senior technician
- material safety data sheets (MSDS)
- National Code of Practice for the labelling of workplace substances [NOHSC:2012 (1994)]
- National Health and Medical Research Council (NHMRC) Guidelines
- OHS national standards and codes of practice

RANGE STATEMENT	
	<ul style="list-style-type: none"> • operation and maintenance manuals for automated media preparation equipment • principles of good laboratory practice (GLP) • production schedules and instructions • standard operating procedures (SOPs)
Personal protective equipment	<p>Personal protective equipment may include:</p> <ul style="list-style-type: none"> • gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits and respirators • biohazard containers and laminar flow cabinets
Sample pot and transfer media and the subculturing and/or passaging of culture	<p>Sample pot and transfer media and the subculturing and/or passaging of culture to:</p> <ul style="list-style-type: none"> • sterile broth • media for isolation of colony • tissue culture media • media for continuous culture systems
Samples	<p>Samples may include:</p> <ul style="list-style-type: none"> • body fluids and liquids • water and soil • sterile pharmaceuticals • yeasts and moulds • milk and yoghurt • swabs and smears • propagation tissue • plant material • fermented foods and beverages
Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> • transfer equipment, such as inoculating loops, pipettes (quantitative and qualitative), flasks, tubes and spatulas • Bunsen burners and bench incinerators • anaerobic jars • incubators, water baths, refrigerators, freezers and possibly dry ice and liquid nitrogen cylinders • laminar flow units and biohazard cabinets • autoclave or pressure cooker • swabs • continuous culture systems

RANGE STATEMENT	
The range of material	<p>The range of material may involve:</p> <ul style="list-style-type: none"> • solid and/or liquid media • supplied media, such as media manufactured in the enterprise or raw material supplies for media • disinfecting and sterilising agents and materials, such as methylated spirits, ethanol and ether • disposable equipment and clothing • tissue culture media • growth media in broths, plates, deeps or slopes • receptacles for safe disposal of wastes and for processing of reusable materials • bar coding material and labels
Sterilisation techniques	<p>Sterilisation techniques may include:</p> <ul style="list-style-type: none"> • autoclaving • flaming • steam and membrane filtration • boiling • microwaving • radiation • high temperature • high pressure steam • gas and chemical treatments
Quality control checks	<p>Quality control checks may include:</p> <ul style="list-style-type: none"> • streaking out of cultures to a single colony • lawn cultures
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • accessing the sample from difficult or dangerous areas • dry ice and liquid nitrogen vapour • ultraviolet (UV) light sources • heat from Bunsen burners • molten agar • sharps • hazardous substances and/or infectious agents
Workplace information	<p>Workplace information may include:</p> <ul style="list-style-type: none"> • SOPs

RANGE STATEMENT	
	<ul style="list-style-type: none"> • specifications for safe waste disposal of bio-hazardous materials • production schedules and instructions • work notes • MSDS • manufacturer's instructions • verbal instructions from laboratory manager, supervisor or senior technician • guidelines for small scale genetic manipulation work
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL973005A Assist with fieldwork

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency describes the ability to perform tasks associated with the organisation of fieldwork and field surveys. It also covers basic field survival skills and collection of samples in the field.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory and field assistants working in the environmental, mining, construction materials testing and rural industry sectors.</p> <p>All aspects of field and laboratory work covered by this unit of competency would be supervised by a scientific officer or technical officer. Though a supervisor may not always actually be present, the worker will follow standard operating procedures that clearly describe the permitted scope of practice. This unit of competency does not include gaining clearance for animal trapping, tagging, keeping or experimentation. It does not cover animal handling techniques.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist with organisation of fieldwork	1.1. Purchase supplies and equipment as specified by senior staff 1.2. Assemble supplies and equipment and check against inventory 1.3. Pack supplies and equipment appropriately for safe transport
2. Support field operations	2.1. Check unpacked items against inventory 2.2. Store supplies and equipment as specified 2.3. Restock supplies as necessary 2.4. Collect and/or dispose of waste in accordance with enterprise and environmental requirements
3. Assist with field activities	3.1. Assemble equipment and materials for fieldwork as directed 3.2. Collect samples, if required, in accordance with enterprise procedures, animal care and ethics and other legislative requirements 3.3. Store samples in accordance with special requirements for continued wellbeing, viability or integrity of sample 3.4. Perform simple field measurements as directed 3.5. Collect and maintain records of site data as directed
4. Demonstrate basic field survival skills	4.1. Follow specified safety procedures 4.2. Follow specified survival procedures in the event of emergencies and accidents 4.3. Wear suitable clothing as protection against solar radiation, extreme temperatures and impact injury
5. Assist with the completion of fieldwork	5.1. Pack supplies, equipment and samples appropriately for safe return transport 5.2. Check and clean used equipment to prevent deterioration and contamination 5.3. Check that the condition of vehicles, equipment and materials comply with environmental/quarantine requirements for preventing transfer of pests 5.4. Return supplies and equipment to storage at enterprise location 5.5. Conduct a stocktake of equipment and supplies for replenishment where required 5.6. Assist with the dispatch of collected samples for laboratory analysis, as necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using two-way radio and satellite phone in accordance with enterprise procedures
- using basic field survival strategies, such as map reading, use of compass and global positioning system (GPS) and 'stay with vehicle' in the event of accident or emergency
- organising, packing/unpacking and stowing materials and equipment with close attention to detail
- collecting samples in accordance with enterprise procedures and legislative requirements
- storing and maintaining samples in accordance with special requirements for continued wellbeing, viability and integrity of sample
- maintaining accurate and complete data records and checklists
- working safely and in accordance with environmental requirements
- cleaning equipment and collecting and disposing of wastes in accordance with safety and environmental requirements

Required knowledge

Required knowledge includes:

- terms used to describe the relevant industry sector's field equipment, materials, samples and specimens
- enterprise procedures relating to sample collection, maintenance and storage
- enterprise procedures relating to field testing
- specific legislation and codes of practice related to sample and animal collection (if relevant in the industry sector)
- principles of safety relating to fieldwork, such as use of LPG, operation of generators and use of protective clothing
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> perform all field activities according to enterprise procedures, legislative and environmental requirements, industry guidelines and codes of practice complete all tasks efficiently and safely.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> <i>MSL913001A Communicate with other people</i> <i>MSL913002A Plan and conduct laboratory/field work.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> enterprise procedures, regulations and codes of practice relevant field equipment, samples, test kits and reagents.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> review of performance with a focus on completing field activities safely and efficiently, collection of field samples and data, basic field survival skills, teamwork and accurate record keeping paper exercises associated with organisation of fieldwork, fieldwork operations and basic field survival strategies role plays based on possible accident and emergency situations requiring use of communication procedures and basic field survival strategies oral or written questions. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p>

EVIDENCE GUIDE	
	<p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Environmental (1)</p> <p>On a field trip to determine the biodiversity of an island fringing reef, a technical assistant assists with constructing a grid map of the study area. The assistant counts the number of six different species of plant in part of the grid, taking care to minimise the impact on the environment. He/she also accurately records the data on a map to show the location of each plant using a predetermined key.</p> <p>Environmental (2)</p> <p>A technical assistant is asked to pack and safely transport water sampling and monitoring equipment to a distant field site. Firstly, the assistant checks that all the equipment is in working order and that he/she is able to use and maintain it. Given that the technical assistant is licenced to operate a small boat and is a competent underwater diver, he/she also performs a simple underwater survey of macrophytes in a lake in the study area. The assistant follows standard safety and operating procedures and records the results on a grid map and in the daily log book.</p> <p>Construction materials testing</p> <p>A contract laboratory has assigned a team of three to conduct pavement investigations in a rural/remote region. The field assistant uses a checklist to assemble all the required equipment and supplies for a three day trip. The assistant checks the vehicle, toolkit and spares, communication equipment, GPS, water, first aid kit and</p>

EVIDENCE GUIDE

personal protective equipment. He/she also checks that the generator, fuel, jackhammer, dynamic cone penetrometer (DCP), sample bags, measuring devices and camera are all present and in good working order. Because the team will be working away from base for three days, the assistant knows that it is vital that all items are present and stowed safely before he/she tells the team leader that the vehicle is ready for departure.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards such as:
 - AS 1678 Emergency procedure guide -Transport
 - AS 1940-2004 Storage and handling of flammable and combustible liquids
 - AS 4332-2004 The storage and handling of gases in cylinders
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 2243 Set:2006 Safety in laboratories set
 - AS/NZS 4452:1997 The storage and handling of toxic substances
 - AS/NZS ISO 14000 Set:2005 Environmental management standards set
- animal welfare legislation and codes of practice
- Australian Dangerous Goods Code
- Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice
- basic sampling procedures (labelling, preparation, storage, transport and disposal)
- basic test procedures (validated and authorised)
- cleaning, hygiene and personal hygiene requirements
- environmental requirements related to disposal

RANGE STATEMENT	
	<p>of waste</p> <ul style="list-style-type: none"> • first aid kit and survival manual • incident and accident/injury reports • instructions to comply with new legislation, standards, guidelines and codes • material safety data sheets (MSDS) • occupational health and safety (OHS) national standards and codes of practice • safety requirements for equipment, materials or products • written fieldwork procedures, standard operating procedures (SOPs) and operating manuals
Items of equipment	<p>Items of equipment may include:</p> <ul style="list-style-type: none"> • pH meters, dissolved oxygen probes, portable colourimeters, field microscopes, hand centrifuges, sieves and filters • chemical field test kits • environmental monitoring systems • equipment required for the collection of samples and animals • equipment required for ensuring the wellbeing of animals • equipment suitable for the safe collection and disposal of biological and non-biological wastes • basic first aid equipment • data loggers • communication systems, such as two-way radio and conventional codes and symbols for signalling • tools, vehicle recovery equipment and spare parts • navigation and communication equipment, including GPS
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • solar radiation, dust and noise • personnel getting lost • incidents or emergencies, such as snake or animal bites • severe weather conditions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • manual handling of heavy objects • vehicle and boat handling in rough/remote conditions • moving machinery and hand tools • driving vehicles in rough terrain and over long distances during day or night
Safety procedures	<p>Safety procedures may include:</p> <ul style="list-style-type: none"> • use of personal protective equipment, such as sunscreen, hats, safety glasses, gloves and safety boots • 'stay with vehicle' and other basic survival techniques • use of a regular communication schedule • handling, storage and disposal of all hazardous materials/waste in accordance with MSDS, labels, and enterprise procedures and regulations
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL973006A Prepare trial batches for evaluation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to prepare trial batches of materials for evaluation. Materials can include soil, minerals and manufactured products, such as concrete, asphalt, food, plastics, paint and other industrial chemicals.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory assistants working in all industry sectors. It describes work conducted by laboratory assistants, generally working under the guidance of a senior technician or laboratory supervisor/manager.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for trial batch mixing	1.1. Identify the job, materials, appropriate procedures and safety requirements 1.2. Record description of the job to be undertaken, compare with specification and report any variations 1.3. Select and prepare tools, equipment and materials in accordance with job requirements 1.4. Confirm the properties and quantities of materials to be used 1.5. Confirm that the required materials are available and ready for use
2. Mix trial batch for evaluation	2.1. Measure out quantities of materials ready for mixing 2.2. Mix the materials according to established procedures 2.3. Discharge the mixture ready for inspection and testing according to established procedures 2.4. Record details of the mix and any observations according to established procedures
3. Evaluate properties of the mixture by inspection and standard test methods	3.1. Obtain representative samples of the mix for testing 3.2. Perform specified tests according to established procedures 3.3. Handle and transport samples in accordance with established procedures 3.4. Label samples and record details in accordance with established procedures
4. Clean equipment and dispose of materials	4.1. Clean mixing, measuring, sampling and testing equipment after use 4.2. Return unused materials to storage 4.3. Dispose of excess materials safely and ethically
5. Maintain records	5.1. Record data in accordance with established procedures 5.2. Maintain equipment records in accordance with established procedures 5.3. Maintain confidentiality of enterprise information
6. Maintain a safe work environment	6.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 6.2. Minimise the generation of wastes and environmental impacts

ELEMENT	PERFORMANCE CRITERIA
	<p>6.3.Ensure safe disposal of laboratory and hazardous wastes</p> <p>6.4.Clean, care for and store equipment and reagents as required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing simple calculations
- making accurate measurements of volume and mass
- representative sampling
- working safely with equipment and hazardous materials
- working safely in laboratory and field conditions
- setting up and maintaining tools and equipment
- using tools and equipment to perform basic sampling and testing techniques
- observing and recording information on testing and sampling
- handling, transporting and storing materials
- observing interpreting and reporting atypical situations

Required knowledge

Required knowledge includes:

- the international system of units (SI)
- concepts of metrology
- the properties of mixing materials and how they affect the properties of the final product
- hazards involved with materials and equipment involved
- representative sampling
- uses of various materials/enterprise products
- basic testing methods for relevant materials
- enterprise traceability requirements
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • perform operations in accordance with laboratory and/or enterprise procedures, and appropriate legislative requirements • accurately measure, calculate and record batch quantities, concentrations and other relevant parameters • evaluate properties of the mixture by inspection and standard test methods • recognise and report problems and atypical situations to relevant personnel.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL952002A Handle and transport samples or equipment</i> • <i>MSL954001A Obtain representative samples in accordance with sampling plan</i> • <i>MSL973001A Perform basic tests.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard facility with appropriate tools, equipment and materials • enterprise procedures, MSDS and product formulation/specifications.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • analysis of trial batches prepared by the candidate over a period of time to ensure accurate and consistent work is obtained within required timelines • inspection of workplace documentation completed by the candidate • feedback from peers and supervisors • use of suitable simulation and/or a range of case studies/scenarios.

EVIDENCE GUIDE

	<p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
<p>This competency in practice</p>	<p>Industry representatives have provided the case study below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Construction materials</p> <p>A laboratory assistant works for a concrete manufacturer. A client requires concrete for a specific project that cannot be supplied using existing standard mixes. The manufacturer must use special aggregates and cement to meet the durability and strength specifications for the project. The laboratory manager obtains quantities of the materials for evaluation purposes. The assistant tests the aggregates to determine their grading properties. From these results, he/she designs a mix to satisfy the project specifications using a standard design method. The mix requires the use of pozzolanic materials and admixtures that were obtained from the suppliers.</p> <p>The manager provides the assistant with the batch quantities required to produce one cubic metre of concrete. To test the mix design, the assistant will produce a 20litre batch in the laboratory. He/she calculates that this quantity will provide sufficient material for the required tests, without undue waste. He/she calculates the quantity of each material required for the trial batch. The assistant selects and prepares the tools and equipment she needs to mix, sample and test the concrete. He/she wears overalls, safety boots and glasses, and uses a barrier cream. He/she measures out</p>

EVIDENCE GUIDE

the quantities required for the trial batch, charges the mixer and allows it to mix for the specified time. He/she then discharges the concrete onto a suitable surface. He/she checks its slump, cohesiveness and air content, recording the data on standard enterprise forms. The manager inspects the concrete, and decides that it is over-sanded and has excessive slump. He/she adjusts the batch quantities and draws up amended values. He/she disposes of the excess concrete and cleans the equipment and tools.

He/she then mixes a new batch using the amended figures. This process continues until the manager is satisfied with the concrete quality. He/she then mixes a larger batch so that he/she can prepare specimens for testing its hardened-state properties.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards such as: • AS ISO 1000-1998 The international system of units (SI) and its application • enterprise recording and reporting procedures • enterprise sampling procedures for specific samples, sites and clients • equipment manuals • equipment startup, operation and shutdown procedures • maps and site plans • material safety data sheets (MSDS) • material, production and product/formulation specifications • national measurement regulations and guidelines • production and laboratory schedules • safety procedures • standard operating procedures (SOPs)
Materials, tools and equipment	<p>Materials, tools and equipment may include:</p> <ul style="list-style-type: none"> • soils, concrete, asphalt, aggregates, polymers, ceramics, metals, foodstuffs and solvents • ovens, sieves, balances, volumetric measures and mixers • hand tools, including shovels, scoops and spatulas • consumables, including sample bags and labels • documentation, including specifications,

RANGE STATEMENT	
	<p>manufacturers' handbooks and worksheets</p> <ul style="list-style-type: none"> • test equipment appropriate to the various materials
Simple calculations	<p>Simple calculations may include:</p> <ul style="list-style-type: none"> • proportion, ratio and percentage for batch quantities • concentrations • other relevant parameters
Concepts of metrology	<p>Concepts of metrology may include:</p> <ul style="list-style-type: none"> • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Typical problems	<p>Typical problems may include:</p> <ul style="list-style-type: none"> • not following SOPs • measurement errors • calculation errors • materials of unreliable quality • insufficient mixing • poor sampling procedures • equipment breakdown and breakage
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • electric shock • biohazards, such as microbiological organisms and agents associated with soil, air and water • solar radiation, dust and noise • chemicals • sharps, broken glassware and hand tools • flammable liquids and gases • fluids under pressure • manual handling heavy objects • crushing, entanglement and cuts associated

RANGE STATEMENT	
	with moving machinery or falling objects
Safety procedures	<p>Safety procedures may include:</p> <ul style="list-style-type: none"> • recognising hazard warnings and safety signs • use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls and safety boots • use of MSDS • following established manual handling procedures • regular cleaning and/or decontaminating of equipment and work areas • ensuring access to service shut-off points • identifying and reporting operating problems or equipment malfunctions
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL973007A Perform microscopic examination

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to set up a light microscope for optimum resolution, to prepare routine samples and to observe, identify and report sample characteristics.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory or technical assistants in all industry sectors. The unit of competency covers limited interpretation and analysis of results. Troubleshooting of equipment and procedures is not required.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret test requirements	1.1. Review test request to identify samples to be tested, test method and equipment involved 1.2. Identify hazards associated with the sample, preparation methods and equipment and implement enterprise control measures
2. Set up work area for preparation and examination of samples	2.1. Collect equipment and arrange the workspace so that equipment can be used safely and efficiently 2.2. Perform pre-use and safety checks to ensure equipment is fit for purpose and report faulty or unsafe equipment to appropriate personnel
3. Prepare samples for examination	3.1. Log and label samples according to enterprise procedures to ensure traceability 3.2. Check suitability of the original and prepared sample for the examination and report unsuitable samples to appropriate personnel 3.3. Prepare and store the sample for examination following enterprise methods
4. Set up and use a light microscope	4.1. Set up the light path to optimise resolution 4.2. Select the appropriate objectives and filter for the sample being examined 4.3. Ensure that the lenses are clean 4.4. Adjust settings and alignment of the light path to optimise performance 4.5. Place sample correctly on the stage
5. Observe, identify and report sample characteristics	5.1. Recognise and identify significant sample characteristics 5.2. Perform required calculations accurately 5.3. Prepare and view control samples and check that results are consistent with expected values 5.4. Identify and report out of specification or atypical results promptly to appropriate personnel 5.5. Record and report data in accordance with enterprise procedures
6. Maintain a safe work environment	6.1. Ensure safety and minimise cross-contamination through the use of personal protective clothing and safety equipment 6.2. Handle all samples and equipment in accordance with enterprise safety protocols 6.3. Clean up spills using appropriate techniques to

ELEMENT	PERFORMANCE CRITERIA
	protect personnel, work area and environment 6.4.Minimise generation of waste and environmental impacts 6.5.Collect and dispose of all wastes safely 6.6.Report hazards and incidents to designated personnel using enterprise procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- setting up the workbench and microscope ergonomically
- setting up, cleaning and using a light microscope to achieve optimum resolution of the specimen
- using personal protective clothing and other safety equipment correctly
- performing counts on samples
- performing basic measurements using grids
- logging and tracking samples through all steps from receiving a sample through to completion of a procedure and reporting
- interpreting and recording test results, including simple calculations
- correctly handling and storing samples and equipment

Required knowledge

Required knowledge includes:

- parts and functions of a light microscope
- importance and appropriate use of controls and certified reference materials
- hazards and risks in laboratories associated with performing microscopic examination
- enterprise and/or legal traceability requirements
- relevant health, safety and environment requirements

Specific industry

Additional knowledge requirements may apply for different industry sectors. For example:

Biological industry:

- basic structure and function of cells and organelles
- basic classes and classification of organisms of organisms, such as prokaryotes, eukaryotes, plants, animals, bacteria, viruses and prions
- cell physiology and processes, such as simple and facilitated diffusion, plasmolysis, osmosis, tonicity, active transport, energy production, mitosis, motility, phagocytosis and pinocytosis
- purposes and mechanisms of staining (e.g. Gram +ve and -ve)

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • follow enterprise standards, procedures and practices • prepare suitable samples • recognise, identify and document significant sample characteristics • set up a light microscope for optimal resolution • maintain personal safety and that of others • minimise cross-contamination and contamination of the laboratory and environment.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL922001A Record and present data</i> • <i>MSL933002A Contribute to the achievement of quality objectives</i> • <i>MSL943002A Participate in laboratory/field workplace safety</i> • <i>MSL953001A Receive and prepare samples for testing.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate equipment, such as light microscopes and samples • enterprise procedures, standard methods and materials.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • observation of the candidate performing microscopic examinations • review of data records prepared by the candidate, such as counts, observations and results • feedback from supervisors and peers about adherence to enterprise/technical procedures • questioning to assess underpinning knowledge.

EVIDENCE GUIDE

	<p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting.</p> <p>Construction materials testing</p> <p>The supply of river sand is running out and quarries are accessing alternative sources of sand for use in concrete mixes in construction. The sand should not be an aggregate that is likely to break down into smaller particles. A technician in a quarry company is required to analyse samples of crushed rock using a light microscope. The technician looks for characteristics of the sample, such as angularities, roundness, sharpness, cracks, presence of organic matter, mineral structure and whether the particles are a conglomerate. If the sample does not meet the characteristics, the company will need to treat it to make it suitable for use in concrete mixes (for example by washing, crushing and sieving).</p> <p>Food processing</p> <p>A customer complaint is received about the baking properties of a flour delivery. The laboratory assistant at the flour mill is given the task of testing the starch content of the suspect flour. He/she prepares iodine stained samples of the returned flour and a range of baked and partially baked products prepared from it. First, the assistant makes up fresh iodine staining solution and then prepares slides of each sample for microscopic examination. He/she identifies the</p>

EVIDENCE GUIDE

characteristic starch granules of the flour sample and records the degree of gelatinisation in the starch granules in the baked samples. He/she discusses the results with the supervisor and prepares a report for the customer.

Biomedical

A laboratory assistant works in the microbiology laboratory of a public hospital and is responsible for preparing and staining sputum smears from patients for micro and culture. The assistant puts on a clean gown and gloves before collecting the specimens from the reception area of the laboratory. The assistant prepares cultures of the sputum specimens on simple and selective media before preparing, fixing and staining smears for microscopic examination. The results are checked by the supervisor, entered into the laboratory information management system (LIMS) and sent to the appropriate section of the hospital.

Environmental

A laboratory assistant prepares media for plant tissue culture. There has been some contamination of Gram-positive bacteria in the last two batches and the supervisor has initiated an overhaul of the preparation and aliquotting procedure. The laboratory assistant has been asked to follow the new procedure exactly and to remove samples at each stage of ingredient addition for microscopic examination. The laboratory assistant records the exact addition amounts, batch numbers and brands of the reagents, the location of the addition (which biohazard cabinet), the equipment used and the pre-sterilisation records of all equipment.

The laboratory assistant then prepares slides, fixes them and performs a Gram stain on each of the aliquots removed from the new preparation run. Microscopic analysis of each aliquot reveals nil contamination. The supervisor decides that there has been a breach in the old procedure and the laboratory assistant is asked to follow the new procedure and to perform a routine microscopic check on all batches for the next month.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS ISO 9000 Set:2008 Quality management systems set
 - AS/NZS 2243 Set:2006 Safety in laboratories set
- principles of good laboratory practice (GLP)
- Australian code of good manufacturing practice for medicinal products (GMP)
- safety manuals
- quality manuals and equipment and procedure manuals
- standard operating procedures (SOPs)
- material safety data sheets (MSDS)
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications

Preparation of samples

Preparation of samples may include:

- aseptic transfer of specimen
- centrifugation
- cooling
- drying
- filling a counting chamber in one continuous flow without bubbles or overflow
- filtration

RANGE STATEMENT	
	<ul style="list-style-type: none"> • fixing of films to minimise cell damage and the production of artefacts • labelling • mounting of stained films, sections and whole mounts to ensure long term preservation • permanent labels for smears, films and sections for presentation, storage and retrieval • physical or chemical separation • selection of diluent to preserve or enhance visibility of the cells to be counted • selection, filling and cover slipping of a clean, dry counting chamber to ensure even distribution of cells during filling • serial dilution to enable individual cells to be reliably counted • staining of fixed material to illustrate required characteristics • sub-sampling • thin film or smear on a slide
Checking sample condition	<p>Checking sample condition may include:</p> <ul style="list-style-type: none"> • labelling • spillage • spoilage due to incorrect storage and transport conditions • temperature control • suitability for the examination
Pre-use checks	<p>Pre-use checks may include:</p> <ul style="list-style-type: none"> • calibration • cleaning/checking use by dates of reagents • routine maintenance
Equipment	<p>Equipment may include:</p> <ul style="list-style-type: none"> • glass slides • counting chambers (e.g. haemocytometer) • optical graticules and stage micrometers • tissue culture flasks
Light microscopes	<p>Light microscopes may include:</p> <ul style="list-style-type: none"> • bright field illumination microscopic examination up to 1000x magnification • stereomicroscopes and dissection microscopes

RANGE STATEMENT	
	<ul style="list-style-type: none"> • compound microscopes • phase contrast microscopes • inverted microscopes
Biological samples	<p>Biological samples may include:</p> <ul style="list-style-type: none"> • smears, impression smears, sections, squashes, films and whole mounts • a monolayer of cells in smears and films • fixed smears for demonstration of bacteria by the methylene blue and Gram staining techniques • blood films stained by a Romanowsky technique to clearly show differentiation of granulocytes • stained sections of animal tissues using regressive haematoxylin and eosin to differentiate cytoplasmic and nuclear detail • differentially stained monocotyledon and dicotyledon stem sections to demonstrate the structure of vascular bundles (xylem, phloem and cambium) • stained whole mounts of helminths • whole mounts, such as liver flukes, planaria and samples of animal faeces to demonstrate ova, cysts and larvae • pond water organisms • onion root tip squash • midstream sample of urine
Physical samples	<p>Physical samples may include:</p> <ul style="list-style-type: none"> • sand • asbestos fibres • coal samples • construction testing materials • geological specimens
Checking prepared samples	<p>Checking prepared samples may include looking for:</p> <ul style="list-style-type: none"> • clean and scratch-free microscope slides to reduce artefacts • preparation according to SOPs • a homogeneous suspension of sample • films and smears that have been fixed rapidly

RANGE STATEMENT	
	<ul style="list-style-type: none"> • thin films with a monolayer of cells • appropriate whole mounts for intact organisms • correct sample identification during and after processing
Sample characteristics	<p>Sample characteristics are restricted to what can be viewed by bright light microscopy and may include:</p> <ul style="list-style-type: none"> • shape and size of particles • presence of contamination • colour • consistency and variability • number of cells (e.g. cells in blood or other particulate samples, such as a yeast suspension or pollen grains) • type of cells, percentage of atypical cells, presence/absence of cells, size of cells, viable and non-viable cells and trajectory • presence of stained material, such as starch • colour/staining and morphology • motility
Calculations	<p>Calculations may include:</p> <ul style="list-style-type: none"> • dilutions • percentage viability • number of cells in original sample after dilution • calculation of cells/ml in a number of squares of a counting chamber
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • micro-organisms and agents associated with soil, air, water, blood and blood products and human or animal tissue and fluids • chemicals and stains • sharps and broken glassware • aerosols
Safety practices and personal protective equipment	<p>Safety practices and personal protective equipment may include:</p> <ul style="list-style-type: none"> • use of MSDS • use of personal protective equipment, such as safety glasses, gloves and coveralls

RANGE STATEMENT	
	<ul style="list-style-type: none"> • use of biohazard containers and laminar flow cabinet • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS and manufacturer's instructions • ergonomic layout, correct illumination and organisation of workbench • regular cleaning and/or decontamination of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL974001A Prepare, standardise and use solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to prepare, standardise and monitor the quality of solutions.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory technicians working in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare solutions	1.1. Select appropriate procedure for solution preparation 1.2. Select equipment, materials and solvent of specified purity 1.3. Measure appropriate quantities of reagents for solution preparation and record data. 1.4. Select and assemble specified laboratory equipment and appropriate grade of glassware 1.5. Perform specified dilutions 1.6. Prepare solutions to achieve homogeneous mix of the specified concentration 1.7. Label and store solutions to maintain identity and stability
2. Standardise and use volumetric solutions	2.1. Assemble appropriate laboratory equipment 2.2. Perform serial dilutions as required 2.3. Standardise the solution to the required specified range and precision 2.4. Label and store solutions to maintain identity and stability 2.5. Use standard volumetric solutions to determine concentration of unknown solutions
3. Calculate and record data	3.1. Calculate specified concentrations 3.2. Use authorised procedure if data is to be modified 3.3. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required 3.4. Record all relevant details according to laboratory procedures and report results 3.5. Report concentration with appropriate units
4. Monitor the quality of laboratory solutions	4.1. Check solutions for visual deterioration and expiry date 4.2. Restandardise or dispose of dated or deteriorated solutions 4.3. Record details and label solutions according to laboratory procedures
5. Maintain a safe work environment	5.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 5.2. Clean up spills using appropriate techniques to protect personnel, work area and environment 5.3. Minimise generation of waste and environmental

ELEMENT	PERFORMANCE CRITERIA
	impacts 5.4.Ensure the safe collection of laboratory and hazardous waste for subsequent disposal 5.5.Store equipment and reagents as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting and following enterprise standard operating procedures (SOPs)
- determining equivalence points using indicators and graphical methods
- using calculation methods, including appropriate units, uncertainties, balancing equations, the concentration of the solution given the chemical reaction for the titration
- using apparatus and reagents to prepare standard solutions such as balances and volumetric glassware
- selecting and using primary and secondary standards and indicators
- performing quality assurance checks for solution performance
- performing titrations
- recognising control results that are not within acceptable range
- interpreting and using safety information, such as that provided by material safety data sheets (MSDS) and follow relevant safety procedures

Required knowledge

Required knowledge includes:

- solution terminology, chemistry of acids, bases, buffers, redox reactions and complexometric reactions
- concepts of metrology
- grades of glassware, reagents and their use
- reactions used for standardisation and desirable characteristics
- enterprise communication and reporting procedures
- occupational health and safety (OHS) procedures, including those for using corrosive materials
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • use balances and volumetric glassware • select and use primary and secondary standards • select and use indicators • perform quality assurance checks for solution performance • perform titrations using laboratory procedures with required accuracy and precision and within required timelines • calculate the concentration of the solution given the chemical reaction for the titration • recognise control results that are not within acceptable range • record results to enterprise standards • label and store solutions in accordance with enterprise procedures • interpret and follow enterprise SOPs • interpret and use safety information, such as that provided by MSDS and follow relevant safety procedures.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>relevant MSAL974000 series units of competency, and</i> • <i>relevant MSAL975000 series units of competency dealing with sampling, tests and measurements.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate volumetric equipment • laboratory reagents and equipment • SOPs and testing methods.
Method of assessment	<p>The following assessment methods are suggested:</p>

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • inspection and/or testing of solutions prepared by the candidate • review of records and workplace documentation completed by candidate • review of work outputs by the candidate over time to ensure accuracy, consistency and timeliness • feedback from peers and supervisors • observation of the candidate preparing, standardising and using a range of solutions • oral or written questioning. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>A standard solution is used to determine the concentration of unknown solutions. The quality of these analyses is critically related to the accuracy with which the concentration of the standard solution is known. Therefore, laboratory technicians spend considerable effort to ensure that the materials and methods used for the preparation and standardisation will lead to a solution of accurately known concentration. For example, anhydrous sodium carbonate is often used to prepare solutions to determine the concentrations of acids. The sodium carbonate is heated at a suitable temperature to remove any trace of moisture and cooled in a dessicator. An appropriate quantity is dissolved in distilled water</p>

EVIDENCE GUIDE

and made up to volume in a volumetric flask. This solution of known concentration is then titrated with acids of unknown concentration and the concentration of the acids determined.

Environmental

A laboratory technician was required to determine the total acidity of a water sample as part of a quality control program. The total acidity was measured by titrating the water sample with sodium hydroxide of known concentration using an appropriate indicator. The concentration of the sodium hydroxide was determined via a volumetric titration against a primary standard of potassium hydrogen phthalate.

The value of the total acidity was determined by multiplying the volume of sodium hydroxide used with a numerical 'factor' which had been determined by the laboratory supervisor in order to save time. The value of the 'factor' was displayed on the titration equipment. However, a new technical assistant did the full calculation and found that his/her result differed slightly from that obtained using the 'factor'. After discussion with the laboratory supervisor it was agreed that the error was in the 'factor' and the assumption that each new batch of sodium hydroxide prepared was exactly the same concentration as all previous batches. This was incorrect as the concentration of each batch differed slightly and its actual concentration was determined accurate, using the primary standard. The procedure was changed so that the full calculation was required for all tests.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS 2163-2000 Laboratory glassware - Measuring cylinders
 - AS 2165-1996 Laboratory glassware - Burettes AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware
 - AS ISO 1000-1998 The international system of units (SI) and its application
 - AS/NZS ISO 9000 Set:2008 Quality management systems set
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 2243 Set:2006 Safety in laboratories set
- Australian code of good manufacturing practice for medicinal products (GMP)
- calibration and maintenance schedules
- enterprise recording and reporting procedures
- equipment manuals
- equipment startup, operation and shutdown procedures
- MSDS and safety procedures
- material, production and product specifications
- national measurement regulations and guidelines
- principles of good laboratory practice (GLP)

RANGE STATEMENT	
	<ul style="list-style-type: none"> • production and laboratory schedules • quality manuals • SOPs • waste minimisation and safe disposal procedures
Solutions	<p>Solutions may include but are not limited to:</p> <ul style="list-style-type: none"> • solutions of strong/weak acids and bases • oxidising/reducing agents • solutions used for complexometric or precipitation titrations • stains for cells and tissues, enzymes, buffers and antibodies • diluents for maintaining isotonicity • organic solutions and histological fixatives
Apparatus and reagents to prepare standard solutions	<p>Apparatus and reagents to prepare standard solutions may include:</p> <ul style="list-style-type: none"> • balances • pipettes, burettes, volumetric glassware and weighing bottles • dessicators and filtering media • ovens and muffle furnaces • solutions, indicators and primary and secondary standards • auto titrators, pH meters and other related meters and electrodes for determining equivalence points, top pan and analytical balances • magnetic stirrers and heaters, and water baths
Checking useability of solutions	<p>Checking useability of solutions may include:</p> <ul style="list-style-type: none"> • examining stained samples for correct staining reactions • performing pH checks • confirming enzyme activity • checking red cell suspensions for haemolysis • ferric chloride for phenolic solutions • isotonicity for saline
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • chemicals, such as strong acids and bases, and stains

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sharps and broken glassware • burners, hot plates, ovens and furnaces
Safe work practices	<p>Safe work practices may include:</p> <ul style="list-style-type: none"> • use of MSDS • use of personal protective equipment, such as gloves, safety glasses, goggles, faceguards, coveralls and gowns • use of biohazard containers, laminar flow cabinets and fume hoods • correct labelling of reagents and hazardous materials • handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and enterprise procedures and regulations • regular cleaning and/or decontaminating of equipment and work areas
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

MSL974003A Perform chemical tests and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to interpret chemical test requirements, prepare samples, conduct pre-use and calibration checks on equipment and perform routine chemical tests/procedures. These tests will involve several measurement steps. The unit includes data processing and interpretation of results and tracking of obvious test malfunctions where the procedure is standardised. However, personnel are not required to analyse data, optimise tests/procedures for specific samples or troubleshoot equipment problems where the solution is not apparent.
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory or technical assistants and instrument operators in all industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and schedule test requirements	1.1. Review test request to identify samples to be tested, test method and equipment/instruments involved 1.2. Identify hazards and enterprise control measures associated with the sample, preparation/test methods, reagents and/or equipment 1.3. Plan work sequences to optimise throughput of multiple samples, if appropriate
2. Receive and prepare samples	2.1. Log samples using standard operating procedures (SOPs) 2.2. Record sample description, compare with specification and note and report discrepancies 2.3. Prepare samples and standards in accordance with chemical testing requirements 2.4. Ensure traceability of samples from receipt to reporting of results
3. Check equipment before use	3.1. Set up equipment/instruments in accordance with test method requirements 3.2. Perform pre-use and safety checks in accordance with relevant enterprise and operating procedures 3.3. Identify faulty or unsafe components and equipment and report to appropriate personnel 3.4. Check equipment calibration using specified standards and procedures, if applicable 3.5. Quarantine out of calibration equipment/instruments 3.6. Ensure reagents required for the test are available and meet quality requirements
4. Test samples to determine chemical species or properties	4.1. Operate equipment/instruments in accordance with test method requirements 4.2. Perform tests/procedures on all samples and standards, if appropriate, in accordance with specified methods 4.3. Shut down equipment/instruments in accordance with operating procedures
5. Process and interpret data	5.1. Record test data noting atypical observations 5.2. Construct calibration graphs, if appropriate, and compute results for all samples from these graphs 5.3. Ensure calculated values are consistent with expectations 5.4. Record and report results in accordance with

ELEMENT	PERFORMANCE CRITERIA
	<p>enterprise procedures</p> <p>5.5. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required</p> <p>5.6. Interpret trends in data and/or results and report out of specification or atypical results promptly to appropriate personnel</p> <p>5.7. Determine if obvious procedure or equipment problems have led to atypical data or results</p>
6. Maintain a safe work environment	<p>6.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel</p> <p>6.2. Minimise the generation of wastes and environmental impacts</p> <p>6.3. Ensure the safe collection of laboratory and hazardous waste for subsequent disposal</p> <p>6.4. Care for and store equipment and reagents as required</p>
7. Maintain laboratory records	<p>7.1. Enter approved data into laboratory information management system</p> <p>7.2. Maintain confidentiality and security of enterprise information and laboratory data</p> <p>7.3. Maintain equipment and calibration logs in accordance with enterprise procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting test methods and procedures
- sample preparation procedures
- performing calibration checks
- using instruments for qualitative and/or quantitative analysis
- maintaining and evaluating reagents
- troubleshooting basic equipment/method
- using calculation methods, including appropriate units, uncertainties, balancing equations, and the concentration of the solution given the chemical reaction for the titration
- preparing calibration graphs and calculating results using appropriate units and precision
- applying theoretical knowledge to interpret gross features of data and make relevant conclusions such as identifying atypical results as out of normal range or an artefact
- tracing and sourcing obvious causes of an artefact
- recording and communicating results in accordance with enterprise procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data, results and documentation

Required knowledge

Required knowledge includes:

- chemical principles and concepts underpinning test/procedure
- purpose of the tests
- concepts of metrology
- principles and concepts related to equipment/instrument operation and testing
- function of key components of the equipment/instrument and/or reagents
- effects of modifying equipment/instrument variables
- use of calibration procedures
- enterprise and/or legal traceability requirements
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • interpret test methods/procedures accurately • prepare and test samples using procedures appropriate to the nature of sample • perform calibration checks (if required) • safely operate test equipment/instruments to enterprise standards and/or manufacturer's specification • prepare calibration graphs and calculate results using appropriate units and precision • apply basic theoretical knowledge to interpret gross features of data and make relevant conclusions • identify atypical results as out of normal range or an artefact • trace and source obvious causes of an artefact • communicate problems to a supervisor or outside service technician • record and communicate results in accordance with enterprise procedures • maintain security, integrity, traceability of samples, sub-samples, test data and results and documentation.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL924001A Process and interpret data</i> • <i>MSL974001A Prepare, standardise and use solutions.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate test equipment/instruments, standards and reagents • enterprise procedures and standard methods.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of test data/results obtained by the candidate

EVIDENCE GUIDE

	<p>over a period of time to check accuracy, consistency and timeliness of results</p> <ul style="list-style-type: none"> • review of test records and workplace documentation completed by the candidate • observation of candidate conducting a range of chemical tests and procedures and sample preparation • feedback from peers and supervisors • oral or written questioning of chemical principles and concepts, test methods and enterprise procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>Ultraviolet spectroscopy is a suitable method for determining the concentration of sulphanilamide in pharmaceutical preparations. The ultraviolet absorption spectrum is pH dependent, with the wavelength maximum different in acid and alkaline solutions.</p> <p>Example: a technician was conducting an analysis and noted that the wavelength maxima had moved from approximately 250nm to below 230nm. After reviewing the procedure being used and checking for possible errors, the technician found that an incorrect solvent had been used for the analysis. The hydrochloric acid solvent was replaced with sodium hydroxide, as per the standard method, and the correct absorption spectrum was obtained.</p>

EVIDENCE GUIDE**Environmental**

A technician was asked to test water samples from a local lake over several days to determine the lake's nutrient levels following reports of algal blooms in the lake over the preceding weeks. He/she used a field colorimeter kit to determine both nitrates and orthophosphates using SOPs. Because the same colorimetric cells were used for the nitrate and orthophosphate tests, they were carefully washed and rinsed with distilled water between all tests (as specified in the SOP). After reviewing the results from the first three days, the technician noted that the first orthophosphate result, which was done immediately after all the nitrate tests, was much higher than subsequent orthophosphate tests which were all consistently low. The technician argued that the 'high' results for the first orthophosphate test may be due to cross-contamination from trace amounts of reagents used in previous nitrate tests despite having closely followed the cleaning/rinsing SOPs. After discussion with his/her supervisor, the technician modified the field procedures by using totally different colorimetric cells for the nitrate and orthophosphate tests. For all subsequent tests no 'high' orthophosphate results were obtained for the first sample. As a result, the laboratory supervisor amended the SOPs to incorporate this new requirement.

Food processing

Regular checks are conducted on the percentage of salt in cheese at a dairy company's laboratory. A technician checks the results from the aromatic salt-titration equipment and, if the results are abnormal, notifies the supervisor before taking appropriate action. After obtaining a high result, for example, the assistant notified the supervisor and then began checking the machine to identify a possible reason for the high reading. He/she found that the supply bottle of silver nitrate used in the test was almost empty. This had resulted in less solution being pumped through the equipment than required, leading to graph readings that indicated a high percentage of salt. After replacing the silver nitrate bottle and recalibrating the equipment, the assistant retested the cheese samples and found that they contained the expected 1-2% salt.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Codes of practice

Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, codes, procedures and/or enterprise requirements

Standards, codes, procedures and/or enterprise requirements may include:

- Australian and international standards, such as:
 - AS 2134.1-1999 Recommended practice for chemical analysis by atomic absorption spectrometry - Flame atomic absorption spectrometry
 - AS 2162.1-1996 Verification and use of volumetric apparatus - General - Volumetric glassware
 - AS 3753-2001 Recommended practice for chemical analysis by ultraviolet/visible spectrophotometry
 - AS ISO 1000-1998 The international system of units (SI) and its application
 - AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 2243 Set:2006 Safety in laboratories set
 - AS/NZS ISO 9000 Set:2008 Quality management systems set
- Australian code of good manufacturing practice for medicinal products (GMP)
- calibration and maintenance schedules
- enterprise recording and reporting procedures
- equipment manuals
- equipment startup, operation and shutdown procedures
- industry methods, such as Royal Australian

RANGE STATEMENT	
	<p>Chemical Institute (RACI) and/or American Association of Cereal Chemists (AACC) methods for inorganic constituents</p> <ul style="list-style-type: none"> • material safety data sheets (MSDS) and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals and equipment and procedure manuals • SOPs • waste minimisation and safe disposal procedures
Sample preparation processes	<p>Sample preparation processes may include:</p> <ul style="list-style-type: none"> • grinding • mulling • preparation of discs • digestion • dissolving • ashing • refluxing • tracting • filtration • evaporation • flocculation • precipitation • washing • drying • centrifugation
Non-instrumental test/procedures	<p>Non-instrumental test/procedures may include:</p> <ul style="list-style-type: none"> • gravimetric analysis: <ul style="list-style-type: none"> • loss on drying • suspended solids • ashes, such as sulphated and gravimetric assays (e.g. sulphates and nitrogen in fertilisers) • Ni by dimethylglyoxime • bitumen content of asphaltic concrete

RANGE STATEMENT	
	<ul style="list-style-type: none"> • titrimetric analysis: <ul style="list-style-type: none"> • acid/base determinations • compleximetric, such as water hardness, Fe by dichromate and binder content analysis • redox, such as precipitation of chlorides in water • dissolved oxygen (DO), chemical oxygen demand (COD) and biochemical oxygen demand (BOD) • filtration, separation and solvent extraction techniques • corrosion testing, cement content and accelerated weathering
Instrumental tests	<p>Instrumental tests may include:</p> <ul style="list-style-type: none"> • spectrometry • chromatography • electrochemistry
Types of instrumentation and instrumental techniques	<p>Types of instrumentation and instrumental techniques may include:</p> <ul style="list-style-type: none"> • colorimetric techniques, such as enzyme activity, chlorine in water, specific cations and anions • infrared, ultraviolet-visible (UV-VIS) spectrophotometry • other spectrometric techniques: <ul style="list-style-type: none"> • fluorimetric analysis, flame atomic emission and flame atomic absorption spectrometry • fourier transform infrared • chromatographic techniques: <ul style="list-style-type: none"> • column and thin layer analytical and preparative chromatography • gas or liquid chromatography for purity, raw material and formulation checks • ion chromatography for detection of nitrates, phosphates, sulphates, chlorides and bromides • gel filtration chromatography for purification of proteins

RANGE STATEMENT	
	<ul style="list-style-type: none"> • electrochemical techniques, such as pH, eH, conductivity and ion-selective electrodes • electrophoretic techniques for DNA patterns and determination of protein purity • soil testing: <ul style="list-style-type: none"> • moisture content • organic matter content • specific anions and cations • auto-analysers for determination of total P, total Kjeldahl N, orthophosphate, nitrite/nitrate and ammonia
Chemical principles and concepts	<p>Chemical principles and concepts may include:</p> <ul style="list-style-type: none"> • ions, atoms, molecules, bonding and links to chemical properties • chemical reactions involving acid/base, redox, complex ion formation, solubility and equilibrium • energy levels and absorption/emission spectra
Chemical tests methods	<p>Chemical tests methods may include:</p> <ul style="list-style-type: none"> • control of starting materials, in-process materials and finished products • environmental monitoring • basic troubleshooting and/or problem solving within the scope of SOPs and enterprise processes
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • chemicals: <ul style="list-style-type: none"> • acids (e.g. sulphuric, perchloric and hydrofluoric) • heavy metals and pesticides • anions (e.g. fluoride) • hydrocarbons (e.g. mono-aromatics) • aerosols from broken centrifuge tubes, pipetting • sharps and broken glassware • flammable liquids and gases • cryogenics, such as dry ice and liquid nitrogen • fluids under pressure, such as hydrogen in gas liquid chromatography, acetylene in atomic

RANGE STATEMENT	
	<p>absorption spectrometry</p> <ul style="list-style-type: none"> • sources of ignition • high-temperature ashing processes • disturbance or interruption of services
Hazard control measures:	<p>Hazard control measures may include:</p> <ul style="list-style-type: none"> • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning and decontaminating equipment and work areas regularly using enterprise procedures • using personal protective clothing and equipment, such as gloves, safety glasses and coveralls • using containment facilities (PCII, PCIII and PCIV physical containment laboratories), containment equipment (biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets) and containment procedures • reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates to appropriate personnel
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test and calibration results • equipment use, maintenance and servicing history • faulty or unsafe equipment
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management

RANGE STATEMENT

	<p>requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time</p> <ul style="list-style-type: none"> • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units	

MSL974005A Perform physical tests

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the ability to interpret physical test requirements, prepare samples, conduct pre-use and calibration checks on equipment and perform routine physical tests. These tests will involve several measurement steps. The unit includes data processing and interpretation of results and tracking of obvious test malfunctions where the procedure is standardised. However, personnel are not required to analyse data, optimise tests/procedures for specific samples or troubleshoot equipment problems where the solution is not apparent.</p>
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Application of the Unit

Application of the unit	<p>This unit of competency is applicable to laboratory or technical assistants and instrument operators working in the manufacturing, environment, food and construction materials testing industry sectors.</p> <p>Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and schedule test requirements	1.1. Review test request to identify samples to be tested, test method and equipment/instruments involved 1.2. Identify hazards and enterprise control measures associated with the sample, preparation/test methods and/or equipment 1.3. Plan work sequences to optimise throughput of multiple samples, if appropriate
2. Receive and prepare samples	2.1. Log samples using standard operating procedures (SOPs) 2.2. Record sample description, compare with specification and note and report discrepancies 2.3. Prepare samples and standards in accordance with physical testing requirements 2.4. Ensure traceability of samples from receipt to reporting of results
3. Check equipment before use	3.1. Set up equipment/instruments in accordance with test method requirements 3.2. Perform pre-use and safety checks in accordance with relevant enterprise and operating procedures 3.3. Identify faulty or unsafe components and equipment and report to appropriate personnel 3.4. Check equipment calibration using specified procedures, if applicable 3.5. Quarantine out of calibration equipment/instruments
4. Test samples to determine physical properties	4.1. Operate equipment/instruments in accordance with test method requirements 4.2. Perform tests/procedures on all samples and standards, if appropriate, in accordance with specified methods 4.3. Shut down equipment/instruments in accordance with operating procedures
5. Process and interpret data	5.1. Record test data noting atypical observations 5.2. Ensure calculated values are consistent with expectations 5.3. Estimate and document uncertainty of measurement in accordance with enterprise procedures, if required 5.4. Record and report results in accordance with enterprise procedures 5.5. Interpret trends in data and/or results and report out

ELEMENT	PERFORMANCE CRITERIA
	<p>of specification or atypical results promptly to appropriate personnel</p> <p>5.6.Determine if obvious procedure or equipment problems have led to atypical data or results</p>
6. Maintain a safe work environment	<p>6.1.Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel</p> <p>6.2.Minimise the generation of wastes and environmental impacts</p> <p>6.3.Ensure the safe collection of laboratory and hazardous waste for subsequent disposal</p> <p>6.4.Care for and store equipment and materials as required</p>
7. Maintain laboratory records	<p>7.1.Enter approved data into laboratory information management system</p> <p>7.2.Maintain confidentiality and security of enterprise information and laboratory data</p> <p>7.3.Maintain equipment and calibration logs in accordance with enterprise procedures</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using instruments for qualitative and/or quantitative analysis
- interpreting test methods and procedures
- sample preparation procedures
- performing calibration checks
- metrology techniques underpinning test/procedure including estimating uncertainty
- using instruments for qualitative and/or quantitative analysis
- maintaining and evaluating reagents
- troubleshooting basic equipment/method
- preparing calibration graphs and calculating results using appropriate units and precision
- applying theoretical knowledge to interpret gross features of data and make relevant conclusions such as identifying atypical results as out of normal range or an artefact
- tracing and sourcing obvious causes of an artefact
- recording and communicating results in accordance with enterprise procedures
- maintaining security, integrity, traceability of samples, sub-samples, test data, results and documentation

Required knowledge

Required knowledge includes:

- physical principles and concepts underpinning the test/procedure
- purpose of tests
- function of key components of the equipment/instrument
- effects on test of modifying equipment/instrument variables
- sample preparation procedures
- concepts of metrology
- basic equipment/method troubleshooting procedures
- enterprise and/or legal traceability requirements
- relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • interpret test methods/procedures accurately • prepare and test samples in accordance with specified methods • perform calibration checks (if required) • safely operate test equipment/instruments to enterprise standards and/or manufacturer's specifications • apply basic knowledge of physical properties of materials to interpret gross features of data and make relevant conclusions • identify atypical results, such as out of normal range or an artefact • trace and source obvious causes of an artefact • communicate problems to a supervisor or outside service technician • calculate, record and communicate results in accordance with enterprise procedures • maintain security, integrity and traceability of samples, sub-samples, test data/results and documentation.
Context of and specific resources for assessment	<p>This unit of competency is to be assessed in the workplace or simulated workplace environment.</p> <p>This unit of competency may be assessed with:</p> <ul style="list-style-type: none"> • <i>MSL924001A Process and interpret data.</i> <p>Resources may include:</p> <ul style="list-style-type: none"> • standard laboratory equipped with appropriate test equipment/instruments, standards and materials • enterprise procedures and standard methods.
Method of assessment	<p>The following assessment methods are suggested:</p> <ul style="list-style-type: none"> • review of test data/results obtained by the candidate over a period of time to check accuracy, consistency and timeliness of results

EVIDENCE GUIDE

	<ul style="list-style-type: none"> • review of test records and workplace documentation completed by the candidate • observation of candidate conducting a range of physical tests and procedures and sample preparation • feedback from peers and supervisors • oral or written questioning of physical principles and concepts, test methods and enterprise procedures. <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required.</p> <p>The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.</p>
This competency in practice	<p>Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting.</p> <p>Manufacturing</p> <p>A technical assistant was measuring the specific density of a shipment of glycerol using a standard laboratory procedure. The result did not agree with the manufacturer's certificate of analysis. The assistant notified the manufacturer who came to the plant and checked the delivered material. It had been raining while the glycerol was in transit and rain water had entered the drum, diluting the glycerol. The drum was returned to the manufacturer and a new drum was supplied to the manufacturing plant. The manufacturer investigated the seals on the glycerol drums and took action to ensure that new seals would protect the product in transit.</p> <p>Food processing</p> <p>A technician was testing the melt flow index of a new type of polymer that was to be used as a sealant for</p>

EVIDENCE GUIDE

packages of freeze dried coffee. The technician measured the melt flow rate and found it was much too high. The technician then checked the melt flow equipment as per the manufacturer's directions and found the machine was out of calibration. After recalibration using recommended standards, another sample was obtained and retested. This time, the polymer was within specification and was released for use in production.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, codes, procedures and/or enterprise requirements	<p>Standards, codes, procedures and/or enterprise requirements may include:</p> <ul style="list-style-type: none"> • Australian and international standards, such as: <ul style="list-style-type: none"> • AS ISO 1000-1998 The international system of units (SI) and its application • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS ISO 9000 Set:2008 Quality management systems set • Australian code of good manufacturing practice for medicinal products (GMP) • calibration and maintenance schedules • data quality procedures • enterprise recording and reporting procedures • equipment startup, operation and shutdown procedures • material safety data sheets (MSDS) • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals, equipment and procedures manuals • SOPs
Physical principles and concepts	Physical principles and concepts underpinning the

RANGE STATEMENT	
underpinning the test/procedure	<p>test/procedure may include:</p> <ul style="list-style-type: none"> • matter, interatomic and intermolecular forces and states of matter • mass, weight, forces, pressure, energy, friction and slip resistance • properties of gases, pressure/volume/temperature, density, diffusion and compressibility • cohesive/adhesive forces, hydrostatic pressure, fluid flow, viscosity and friction • thermal expansion, thermal conductivity and coefficients of expansion • changes of state, energy content, enthalpy change and endothermic and exothermic processes • electromagnetic spectrum, primary/secondary colours, reflection, refraction diffraction and interference of light • electrical concepts, including electric field, voltage, current, resistance and AC/DC • electromagnetic concepts, including magnetic field and flux, and electromagnetic induction • sound concepts, including wave properties, amplitude, frequency and loudness (dB) • elasticity, hardness, strength of materials, plasticity, permeability and dispersion • electrical safety concepts including voltage, current, resistance, conductors/insulators and AC/DC
Preparation of samples	<p>Preparation of samples may include processes, such as:</p> <ul style="list-style-type: none"> • drying, washing, grinding, sieving, melting and moisture conditioning • cutting, trimming or machining of test specimens, etching
Physical tests and procedures	<p>Physical tests and procedures may include:</p> <ul style="list-style-type: none"> • precise measurement of position, orientation and dimensions: <ul style="list-style-type: none"> • three-dimensional setup of manufacturing tools using inclinometers, verniers and laser • thickness using vernier, X-ray and gamma

RANGE STATEMENT

	<p>ray</p> <ul style="list-style-type: none"> • particle size using sieving and laser • dimensional stability involving expansion, contraction and weathering • movement using strain gauge and accelerometer • mass, density and specific gravity: <ul style="list-style-type: none"> • moisture/density relationship • compaction • loose and compacted density • thermal tests: <ul style="list-style-type: none"> • thermal conductivity • coefficients of expansion (e.g. linear and volume) • melt flow index • calorimetry, (e.g. specific heat and latent heat) • combustion properties (e.g. enthalpy and energy content) • drying times • thermal stability of products • optical tests: <ul style="list-style-type: none"> • flatness and surface finish • refractive index • optical rotation • transmission/absorption of filters • colour matching of products • acoustic tests: <ul style="list-style-type: none"> • absorption, reflection and transmission • intensity, attenuation and loudness (dB) • amplitude and frequency • electrical tests: <ul style="list-style-type: none"> • conductance, resistance and insulation • temperature dependence of dielectrics • magnetic tests: <ul style="list-style-type: none"> • permeability • retentivity, hysteresis loss and coercivity • intrinsic induction
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RANGE STATEMENT	
Test and sample preparation equipment/materials	<p>Test and sample preparation equipment/materials may include:</p> <ul style="list-style-type: none"> • crushers, mulchers, grinders, mills, riffles and sieves • moulds, bags and containers • ovens, microwaves and water baths • mass balances • microscopes • dimension apparatus (e.g. calipers and micrometer) • rammers, compression rigs and load cells • chemical reagents and volumetric glassware • temperature measuring devices, such as thermometers and thermocouples • pH and conductivity meters • analogue and digital meters, charts/recorders, data loggers and computers
Tests	<p>Tests may include methods for:</p> <ul style="list-style-type: none"> • control of starting materials, in-process materials and finished products • investigation of sources of construction materials • basic troubleshooting of enterprise processes
Hazards	<p>Hazards may include:</p> <ul style="list-style-type: none"> • microbiological organisms and agents, associated with soil, air and water • chemicals, such as acids and solvents • radiation, such as alpha, beta, gamma, X-ray and neutron • sharps, broken glassware and hand tools • flammable liquids and gases • cryogenics, such as dry ice and liquid nitrogen • fluids under pressure, such as steam and industrial gases • sources of ignition • burners and ovens • disturbance or interruption of services • crushing, entanglement and cuts associated with moving machinery (grinders)

RANGE STATEMENT	
Hazard control measures	<p>Hazard control measures may include:</p> <ul style="list-style-type: none"> • ensuring access to service shut-off points • recognising and observing hazard warnings and safety signs • labelling of samples and hazardous materials • handling and storage of hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • cleaning equipment and work areas regularly using enterprise procedures • using personal protective clothing and equipment, such as gloves, safety glasses, coveralls and safety boots • following established manual handling procedures • reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates to appropriate personnel
Records	<p>Records may include:</p> <ul style="list-style-type: none"> • test and calibration results • equipment use, maintenance and servicing history • faulty or unsafe equipment
Occupational health and safety (OHS) and environmental management requirements	<p>OHS and environmental management requirements:</p> <ul style="list-style-type: none"> • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and

RANGE STATEMENT

	Medical Research Council (NHMRC) and State and Territory Departments of Health
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Unit Sector(s)

Unit sector	Testing
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

NWP229B Repair minor structures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit of competency describes the outcomes required to construct and repair minor structural assets of the water industry, such as meter pits, erosion barriers and small weirs.

Application of the Unit

Application of the unit This unit supports the attainment of skills and knowledge required for field and operational staff with specific responsibility for ensuring that small structural assets are constructed and repaired in a safe and timely manner.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit of competency contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge, and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare repair work.	<p>1.1 Determine work requirements from plans, specifications and instructions.</p> <p>1.2 Select and check <i>formwork, materials and equipment</i> required to ensure that safety requirements of task and site are met.</p> <p>1.3 Select, fit and use personal protective equipment.</p> <p>1.4 Conduct appropriate utility location activities prior to excavation according to <i>legislative and organisational requirements</i>.</p> <p>1.5 Arrange appropriate site boundary protection according to organisational requirements.</p>
2 Repair minor structures.	<p>2.1 Inspect structures and determine appropriate <i>repair techniques</i>.</p> <p>2.2 Apply appropriate repair techniques according to manufacturer guidelines and legislative and organisational requirements.</p>
3 Complete and record work outcomes.	<p>3.1 Check, maintain and store equipment, tools and materials according to manufacturer guidelines and organisational procedures.</p> <p>3.2 Restore work site to meet environmental and organisational requirements.</p> <p>3.3 Complete workplace records and process as required.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- undertake minor repairs to structures
- interpret plans, instructions and standard operating procedures
- follow procedures and standards
- use safety equipment and personal protective equipment
- use tools and machinery
- lay concrete
- insert water stop or seal
- identify hazards
- perform work-related calculations
- give and receive instructions
- work effectively as part of a team
- communicate with customers and other employees
- use literacy skills in regard to verbal and written communication in the workplace
- apply lock-out and tag-out procedures.

Required knowledge:

- OHS procedures
- personal work site safety procedures
- construction calculations
- risk factors and potential hazards of minor structure construction and maintenance
- equipment operation
- formwork preparation and positioning
- methods of repairing concrete, brick and stone structures
- concrete placement techniques, including compaction
- water to cement ratio of concrete.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The candidate should demonstrate the ability to repair work on minor structural assets of the water industry including:

- planning and preparing work site
- performing repair tasks according to manufacturer specifications and organisational requirements
- checking work, restoring work site, storing equipment and completing documentation.

Context of and specific resources for assessment

Access to the workplace and resources including:

- documentation that should normally be available in a water industry organisation
- relevant codes, standards and government regulations.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
- a decision of competence should only be made when the assessor has complete confidence in the person's competence over time and in various contexts
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time

EVIDENCE GUIDE

- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the operator and cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Formwork, materials and equipment may include:

- formwork, such as:
 - steel formwork
 - timber formwork
- equipment, such as:
 - personal protective equipment
 - hand and power tools
 - ties
 - chains
 - props
 - jacks
 - drainage aggregate
 - pipes
 - lifting and winching equipment
 - mechanical excavation equipment
 - pneumatic and motorised equipment, including:
 - compressors
 - pneumatic spades and attachments
 - motorised cutting equipment
 - cable ways
 - travellers
 - gauging stations
 - small control weirs
 - communication equipment.

Legislative and organisational requirements may include:

- relevant federal and state or territory legislation and regulations
- codes of practice, associated standards and guidance material
- documented organisational policies, manuals and induction programs
- relevant community planning and development agreements, such as land care agreements.

Repair techniques may include:

- quick-set cement
- cementitious materials
- proprietary equipment.

Unit Sector(s)

Not applicable.

Competency field

Competency field Common

PUAOPE002B Operate communications systems and equipment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipment.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use communication systems and equipment	<p>1.1 Equipment is used and operated safely to support communications consistent with organisation's policies and procedures</p> <p>1.2 <i>Communication equipment</i> and techniques are selected to best meet the task, context and needs of the situation</p> <p>1.3 The <i>communication system</i> is correctly utilised to facilitate transmission and reception</p> <p>1.4 Communication systems are operationally maintained according to organisation's policies and procedures</p>
2. Transmit and receive communications	<p>2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisation's policy and procedures</p> <p>2.2 Contact is acknowledged, communication is confirmed and action initiated</p> <p>2.3 Communication faults and deficiencies are reported according to organisation's policy and procedures</p> <p>2.4 Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication</p> <p>2.5 Communication is processed and recorded in accordance with organisation's policies and procedures</p>
3. Maintain communications equipment	<p>3.1 Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures</p> <p>3.2 Faulty equipment is identified and noted for repair</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- clean and service communication equipment according to organisational procedures
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communication system
- utilise the organisation's communication processes and systems

Required Knowledge

- organisational policy and procedures relevant to the operation of communication equipment
- range of communication equipment available to the organisation
- the organisation's communication system

Evidence Guide

EVIDENCE GUIDE

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competency be demonstrated in accurately transmitting and receiving communications using the organisation's communication system and equipment

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment

Specific resources for assessment

Access to relevant communication equipment

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication equipment may include	<ul style="list-style-type: none"> personal computers and modems radio facsimiles signalling devices mobile landline and satellite telephones paggers
Communication systems may include	<ul style="list-style-type: none"> organisation's networks communication protocols verbal communication procedures geographical information systems relevant legislation such as Telecommunications Act
Verbal communication procedures may include	<ul style="list-style-type: none"> pro- words phonetic alphabet call signs coded messages use of abbreviations emergency procedures
Voice procedures may include	<ul style="list-style-type: none"> rhythm speed volume pitch sentences correcting mistakes repetitions

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAOPE003B Navigate in urban and rural environments

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers competency required to navigate in urban and rural environments and inland waterways.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine current location, destination and resources	1.1 Incident and/or task location/requirements are obtained 1.2 Relevant maps and <i>navigation equipment</i> are gathered and checked 1.3 <i>Cartographic</i> information and <i>navigation techniques</i> are applied to plot positions on a map, and determine current location and destination within <i>accepted</i> tolerances
2. Determine and plan a safe route	2.1 Navigation records are prepared according to organisation's practices 2.2 Cartographic information, navigation techniques, local and <i>environmental conditions</i> are interpreted to determine and plan a safe and timely route 2.3 <i>Potential access restrictions</i> which may limit thoroughfare are identified and arrangements made to gain access in accordance with organisation's policies and practices and regulatory requirements
3. Navigate to destination	3.1 Record of proposed route and navigation aids are used to maintain compliance with planned route 3.2 Driver is directed to follow indicated route as required 3.3 Current location is regularly verified within accepted tolerances 3.4 Route is modified to address prevailing conditions and, if required, alternate strategies are initiated 3.5 Lost en-route procedures are implemented if required 3.6 Unanticipated access difficulties are reported in accordance with organisation's policies and procedures 3.7 En-route and arrival reporting information is communicated in accordance with organisation's policies and procedures
4. Complete post navigational activities	4.1 Navigation or nominated reports are completed in accordance with organisation's policies and procedures 4.2 Navigational equipment is recovered, reset, updated and serviced according to operational

ELEMENT

PERFORMANCE CRITERIA

standards and manufacturer's specifications

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- identifying natural and cultural features for transport modes
- problem solving
- using navigation aids
- verbal communication

Required Knowledge

- cartographic symbols and legends
- grid/magnetic conversion
- map and chart types
- methods for determining current location
- route planning techniques and calculations

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in practical plotting of a navigation route maintaining accuracy within accepted tolerances when following a route, and in demonstrated ability to maintain positional awareness. Evidence should also be sought concerning the ability to effectively react to changes in the operating environment necessitating re-planning of course

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

A real life incident, exercise or simulation or series of tasks are required to demonstrate competence in this unit

Urban or rural navigation

Navigation with electronic aids

Specific resources for assessment

Access to equipment used in operational navigation is essential

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Use of maps may include	<ul style="list-style-type: none"> defining or plotting incident location delineation of search areas planning access and egress routes plotting of areas subject to hazard impact such as flood inundation plotting and calculation of areas of fire damage
Navigational maps may include	<ul style="list-style-type: none"> street directories topographic maps aerial photographs local authority maps navigational charts cadastral maps orthophoto maps satellite imagery
Map features include	<ul style="list-style-type: none"> date of map legend contours scale north Point grid references latitude and longitude magnetic variation contour intervals datum information northings and eastings hill shading vegetation types cultural information

RANGE STATEMENT**Navigational equipment may include**

transport routes
 protractors
 scale rules
 global positioning systems (GPS)
 geographical information systems (GIS)
 magnetic compasses
 planimeters
 romers
 area plotters
 watch/stopwatch
 communications equipment
 computers
 writing equipment

Incident and task information may include

search operation
 data gathering
 establishing radii
 areas of probability
 plotting fire fronts
 flood height predictions
 rates of fireline constructions

Communication may include

verbal instructions
 radio system
 intercom system
 hand signals
 written instructions
 en-route and arrival information

Navigation techniques may include

resection and triangulation
 plotting
 route-time calculations
 magnetic conversions
 grid and latitude/longitude conversions

RANGE STATEMENT

	bearings and back bearings
Potential access restrictions may include	<p>military areas</p> <p>Aboriginal and Torres Strait Islander sacred sites</p> <p>other areas of cultural significance</p> <p>seasonal factors</p> <p>wilderness areas</p> <p>hazardous areas</p> <p>other areas requiring permission and/or authorisation to enter</p> <p>agency and regulatory requirements</p>
Environmental conditions may include	<p>flood or fire</p> <p>road conditions including vehicle height and/or width clearance requirements</p> <p>time of day</p> <p>need to match transportation mode to terrain</p> <p>atmospheric conditions</p> <p>hazardous materials</p> <p>storm damage</p>
Accepted tolerance may include	<p>relating the margin of error allowable as determined by the nature of the task/incident terrain</p> <p>prevailing weather and environmental conditions</p>
Cartographic may include	<p>the interpretation of cartographic symbology including contour lines</p> <p>scale</p> <p>magnetic variation information</p>
Organisational arrival procedures may include	<p>confirmation of timely</p> <p>safe arrival appropriate to the incident/task</p>
Alternate route strategies may include	<p>lost procedures</p> <p>dispatch of additional teams</p> <p>use of additional/alternate vehicles</p>
Reporting requirements may include	<p>pre-departure briefing</p>

RANGE STATEMENT

input to debriefs
completion of logs
sitreps
journal records
assessment of safety procedures utilised

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAPOL001B Maintain operational safety

Modification History

Unit Descriptor

This unit covers the competency to assess and respond to general workplace safety risks, including the use of defensive tactics and/or restraining techniques.

This unit does not cover the specialised safety practices required of specialist officers such as Police Diver, Search and Rescue Squad member, Special Operations/Tactical response Group member, Covert Investigators or some Forensic Investigators.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Monitor and assess situational risks in workplaces	<p>1.1 Situational safety is monitored and assessed and well informed judgements are made in accordance with agreed operational practices and the surrounding environment</p> <p>1.2 Potential risks to own safety, the safety of fellow officers and members of the public are quickly and correctly identified assessed and monitored</p>
2 Maintain a safe working environment	<p>2.1 Operational safety responses/procedures are identified and/or planned and implemented within organisation's procedures and policies</p> <p>2.2 Equipment, materials and environment are assessed for hazards and protective action is planned to ensure the health and safety of people</p> <p>2.3 Safety issues are evaluated and advised to the relevant officers and alternate responses are devised</p> <p>2.4 Appropriate protective clothing and equipment are correctly identified, worn and utilised where and when required</p> <p>2.5 Incidents are identified and observations are recorded and reported accurately, promptly and in the required format to relevant personnel</p>
3 Employ defensive tactics	<p>3.1 Situations are assessed correctly and informed judgements made as appropriate for the use of defensive tactics and/or physical restraint techniques</p> <p>3.2 Defensive tactics and/or restraining techniques are applied in accordance with jurisdictional law, organisational policy and procedures and subject to surrounding conditions</p> <p>3.3 Documentation regarding the 'use of force' is completed and submitted in accordance with organisational requirements</p>

- 3.4 Defensive tactics and restraining skills are applied at the appropriate situations and to organisational standard

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

Recognising and accurately assessing situational risks/hazards

Planning, implementing and where necessary adapting workplace safety responses to situational contexts

Minimising workplace risks to self, colleagues and the public

Effectively communicating safety issues/concerns to colleagues, supervisors and when necessary other emergency service workers and the public

Effectively communicate with a wide range of community members such as those with physical/sensory/intellectual impairment and cultural differences

The most appropriate 'use of force' (restraining and defensive tactics)

Safe operation and use of general issue and emergency operational equipment and safety clothing

Safe operation of police vehicles under a variety of operational and environmental contexts

Required Knowledge

Organisational OH&S legislation as it applies to policing

Organisational policy and procedures covering operational safety issues/practices

Potential risks associated with a full range of non-specialist operational policing activities

Established strategies to optimise safety under a range of operational scenarios

The 'use of force', its legal parameters and reporting requirements in relation to operations

General 'duty of care' responsibilities

OH&S Guidelines for lifting and carrying persons

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in identifying workplace safety risks, work practices and defensive tactics to ensure the safety of self and others

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

All necessary equipment for operational safety and vehicles and standard organisational operational accoutrements are available

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Workplaces may include

police stations
 watch-houses
 foot or mobile patrol environments
 crime/incident scenes
 public crowd/traffic control tasking sites
 sporting and social venues
 industrial/business/domestic buildings
 public transport systems

Monitoring and assessing situations may include

identification and valuation of the potential risks (and their strengths) arising from a situation or a situation's particular 'time frame'
 techniques such as personal observation
 reviewing previous reports
 gathering existing situational intelligence from colleagues
 other emergency service workers and/or public present at site
 analysis of situational intelligence and evidence
 communication with other agencies such as RTA
 Local Government
 Community Services

Potential risks may include

matters or events that could harm persons
 buildings of property and could be already present or evolve as a result of actions taken

Safe working practices should focus on the techniques/strategies that optimise the present and future safety of persons and property involved or present at the given

crowd control
 situational communication techniques
 dealing with

workplace site and cover practices/matters including but not limited to	<p>aggressive/violent/intoxicated/drugged/injured/uncooperative persons</p> <p>operation of police vehicles and equipment including weapons</p> <p>use of force' techniques/options/strategies</p> <p>use of safety clothing (visibility vests, wet weather gear, riot clothing/headgear, rubber gloves, etc)</p> <p>warning devices (portable lamps, signs, torches) and safety barriers/ warning tapes</p> <p>dealing with potentially hazardous substances such as noxious gases, chemicals, fuels</p> <p>prevention of disease transmissions</p> <p>lifting and carry persons</p> <p>risk assessment and contingency planning</p>
Safety issues may include	<p>Safety issues are defined as issues/matters that may impact on the future safety of officers and could include faulty equipment inappropriate operational procedures or the need for skills enhancement</p>
Communication in the context of this unit	<p>In this unit communication is focused on 'officer survival' and therefore covers communication techniques required for dealing with potentially hazardous situations either as a single officer or in partnership with other officers/emergency service workers and includes both verbal and non-verbal techniques</p>
Self defence and/or restraining techniques may include	<p>the range of offensive/defensive skills and tactics sanctioned by an organisation to enable an officer to defend against or restrain persons attempting to physically harm themselves</p> <p>the officer</p> <p>colleagues or members of the public</p>

Unit Sector(s)

PUAPOL005B Use and maintain operational equipment

Modification History

Unit Descriptor

This unit covers the competency to safely use and, where required, maintain administrative and general field based police equipment.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Use office equipment to produce, store and transmit documents	1.1 Requisite documentation is accurately produced, copied, filed, stored, transmitted and disposed of in accordance with organisational guidelines
	1.2 User facilitated equipment maintenance/service tasks are carried out according to manufacturer's specifications and organisational policy
	1.3 Equipment and document security procedures are complied with
	1.4 Breakdowns and faults are reported as per organisational procedures
2 Use police communications equipment	2.1 Police communication equipment is used and maintained in accordance with manufacturer's specifications and organisational guidelines
	2.2 Correct radio/telephone procedures and phonetic alphabet are used when communicating
	2.3 Appropriate , concise and accurate language is used at all times
3 Utilise computer technology to assist in the completion of tasks	3.1 Computing equipment is used and maintained in accordance with manufacturer's specifications and organisational guidelines
	3.2 Security of information and equipment is undertaken in accordance with organisational guidelines
	3.3 Computer applications appropriate to the specialised area's tasks are used effectively to achieve work tasks
4 Use and maintain personal accoutrements	4.1 Accoutrements are at all times used strictly in accordance with jurisdictional laws, policy and guidelines
	4.2 Accoutrements are, at all times, used with due

regard to personal safety and that of others

- 4.3 Organisational requirements for weapons skills maintenance are complied with
 - 4.4 Maintenance of accoutrements is undertaken in accordance with required organisational procedures and any losses, damage and/or faults immediately reported to the appropriate officer
 - 4.5 Documentation relating to accoutrements use is accurately prepared and submitted in accordance with organisational requirements
- 5 **Use and operate basic safety equipment**
- 5.1 Safety equipment is operated correctly and maintained in accordance with manufacturer's guidelines and organisational policy and procedures
 - 5.2 Safety equipment is cleaned, returned and stored in accordance with organisational requirements
 - 5.3 **Faults, breakdowns** and/or deficiencies in safety clothing and equipment are immediately reported to responsible officer
- 6 **Drive and control vehicles in operational settings**
- 6.1 **Vehicle is prepared** for operational use in accordance with organisation's policies and procedures
 - 6.2 Vehicle is operated in accordance with environmental conditions, operational requirements and **vehicle sympathy**
 - 6.3 Organisational requirements for emergency and operational driving are complied with

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

using office equipment to produce, file, send/receive and secure documents, reports, proformas, maintenance/usage logs

using all types of commonly available police communications equipment

using audio and visual recording to produce evidence that is acceptable in courts

using accoutrements/appointments to resolve situations

deploying safety equipment at accident, crime, incident or other emergency situations

undertaking routine equipment maintenance

maintaining a professional safety first attitude to the use of police equipment

applying driving skills, ie. system of car control, pull push steering

Required Knowledge

jurisdictional laws, policy and procedures covering the use of administrative and operational equipment

required document layouts, styles and filing mechanisms

organisational computer systems/document security system requirements

the organisation's radio communication call signs, codes and phonetic alphabet

the legal parameters and organisational policies governing the 'use of force' and 'use of lethal force'

the various types of equipment maintenance logs/damage reports required and when they must be completed

the safety practices that must be followed when using police equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in observance of all safety principles for self and others

Equipment is used in accordance with organisational policies and procedures and manufacturer's guidelines and complies with OH&S legislation

Consistency in performance

Evidence of competency in this unit will need to be gathered over time and from across a range of simulated or actual workplace situations

Context of and specific resources for assessment**Context of assessment**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environment. In the case of weapons and 'use of force' equipment, assessment should be undertaken in simulated workplace settings

Specific resources for assessment

Access to equipment identified within the Range Statement

Access to weapons firing ranges

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Office equipment should cover the complete range of general administrative equipment normally found in Police Stations may include

computer systems for document production
data storage and retrieval
typewriters
printers/photocopiers
facsimiles
filing cabinets

Maintenance/service tasks may include

use of computer covers and cleaning equipment
changing ink/toner cartridges in printers/photocopiers
installing paper and fax rolls
clearing paper jams

Security procedures for ensuring security of documentation and equipment may include

access restrictions to equipment through passwords
log-in codes
equipment locks
restricted areas

Breakdowns and faults to be considered may include

computer system software/hardware failures
physical damage to equipment
poor print quality
and may require reporting to the organisation's 'IT Helpline' or the officer delegated to handle such matters

Communication equipment may include

police radios (mobile and 'in car')
'in car' computer systems
loud hailers/PA systems
telephones (fixed and mobile)

Appropriate language

Appropriate language is that language style sanctioned by an organisation via its

Interview and evidence-recording equipment may include

operational procedures manual

audiotape recorders

video cameras and recording equipment

SLR cameras authorised by the organisation for the purposes of recording interviews, statements etc that can be tendered as evidence

In some organisations interview and evidence recording equipment may also include basic fingerprinting equipment Use of the equipment should also cover the authorisation, storage and filing of tapes/film (original and duplicates)

Accoutrements may include

standard/general issue batons

handcuffs

service revolver/pistols and other organisationally sanctioned/legal personal protection devices such as Oleo-Capsicum Sprays

Due consideration and regard may include

quick and accurate analysis of the situational risks present

quick and accurate analysis of the risks arising from the application of available/potential response strategies

determining and implementing the response that will maximise the safety and security for all concerned

Basic safety equipment in the context of this unit may include

wet weather and protective clothing including reflective safety vests

rubber gloves

protective glasses

riot shields/helmets and face masks, etc.

light wands, portable flashing lights, reflective and illuminated signs, hand held spotlights

safety barriers, 'witches hats' and may be used in a variety of incident settings such as: traffic accidents, hazardous material spillages, etc

crowd control at sporting events, rallies, demonstrations, blockades, etc.

mobile RBT stations, mobile vehicle inspection/search sites, etc

in support of other emergency service agencies such as at natural disasters, fires

Computer applications may include

specific computer applications

word processing

data entry and/or retrieval such as NEPI or COPS

Vehicle preparation include

checking the vehicle for safe operation

ensuring appropriate equipment is available

checking emergency equipment is operational

Environmental considerations may include

terrain

weather conditions

traffic density

lighting

road surface

Vehicle sympathy may include

vehicle movements are within limitations and in line with manufacturer's specification

Unit Sector(s)

PUAPOL007B Manage persons in care or custody or in need of assistance

Modification History

Unit Descriptor

This unit covers the competency to process and provide for persons in police care or custody or to provide assistance pending the arrival of qualified personnel.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Provide for the persons in care or custody	<p>1.1 Persons in care or custody are provided for in accordance with jurisdictional laws, policy and procedures</p> <p>1.2 Persons in care or custody are treated in a professional and ethical manner at all times</p> <p>1.3 Documentation, as required under jurisdictional laws, policy and procedures, is complied with</p> <p>1.4 Guidelines covering the special requirements of particular categories of persons are strictly adhered to</p> <p>1.5 Security of persons in care or custody is maintained and organisational operational safety guidelines adhered to</p> <p>1.6 Conditions of persons in care or custody are routinely monitored and recorded and remedial action taken where appropriate</p>
2 Process persons in care or custody	<p>2.1 Persons are processed in accordance with jurisdictional laws, policy and procedures</p> <p>2.2 Cultural awareness, sensitivity and discretion is observed when processing persons in care or custody</p> <p>2.3 Documentation, as required under organisational policy and procedures, is complied with</p> <p>2.4 Person's legal rights are ensured</p>
3 Escort/transport persons in care or custody	<p>3.1 Persons are escorted in accordance with jurisdictional laws, policy and procedures</p> <p>3.2 Any special circumstances of persons are made known to all escorting officers</p> <p>3.3 Correct documentation is conveyed with persons</p> <p>3.4 Persons are conveyed in a safe and secure manner and organisational operational safety guidelines are</p>

adhered to

- 4 **Identify need for assistance**
 - 4.1 Initial assessment is made of extent and nature of assistance required
 - 4.2 Initial assessment is communicated to appropriate personnel in accordance with the organisation's policies and procedures
- 5 **Protect casualty and others from further harm**
 - 5.1 Safety and hygiene standards are maintained at all times according to organisational standards, and relevant legislation, regulations and guidelines
 - 5.2 **Hazards** and risks are identified and **appropriate action** taken to prevent further injury
- 6 **Provide assistance**
 - 6.1 A calm, caring and reassuring manner is adopted in interaction with the casualty and others at the scene throughout care
 - 6.2 Casualty is made comfortable using available resources
 - 6.3 Casualty and **significant others** are informed where possible of procedures which are to take place
 - 6.4 Transport of the casualty is arranged with appropriate health care professional
 - 6.5 Members of other emergency services are assisted in their tasks in accordance with organisational standards and individual level of responsibility and competency
 - 6.6 Documentation is completed and processed in line with legislative, regulatory and organisational requirements

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

dealing with a range of unco-operative persons
observing, assessing and classifying human behaviour in terms of custodial risks
optimising the potential safety and security of persons in care or custody
securing and escorting persons
processing persons into/out of custodial care
identifying and arranging for the needs of specific categories of persons in care or custody

Required Knowledge

the laws, policies and procedures pertaining to providing for, processing and escorting persons in care or custody
'duty of care' responsibilities
ethnicity and cultural differences
categories of persons and their particular needs
police cell routines, procedures and security arrangements
issues/problems that can arise under police custodial care
support agencies/persons/groups and their contact points

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the ability to ensure security and physical well-being of persons in care or custody

Consistency in performance

Evidence of competency will need to be gathered over time and from across a range of actual/simulated workplace situations involving different categories of persons

Context of and specific resources for assessment**Context of assessment**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Persons in care or custody may include

Persons placed, either by police, themselves or some other agency, temporarily in police care, for example (lost children,

persons suffering dementia, victims of rape, domestic violence or other crimes)

those persons detained by police or voluntarily in police custody in connection with criminal activity or

some incident requiring further police investigation

persons being transported by police

The provision of care and/or custody could be at Police Stations/lockups

watch houses

court buildings

hospitals

in vehicles/planes in transit

Persons in care or custody are at all times to be provided with:

their full rights and entitlements applicable under Commonwealth and jurisdictional laws

a safe and secure environment during the full period of custodial care

provisions determined by the Aboriginal Deaths in Custody Report if applicable

Particular categories of persons include

aged persons

children

disabled persons

persons affected by drugs or alcohol

women

Aboriginal or Torres Strait Islander people

	persons likely to cause injury to themselves and/or others
	injured/ill persons
	people from culturally and linguistically diverse backgrounds
	physically or intellectually impaired people
	military personnel, government, diplomatic personnel and other dignitaries
	mentally ill/disordered
	transgender
Some persons may require special arrangements, as per established guidelines, such as	isolation from others
	more constant/closer supervision
	the involvement of outside persons/agencies
	access to specialised treatment
Security of persons relates to ensuring the personal safety, wellbeing and survival of	each person in custody or transit
	the police officers and/or persons attending them
	any other persons exercising lawful access to prisoners/persons in custody
	the public in general through the prevention of escapes/breakouts
Security of persons could be maintained through	use of appropriate restraining devices
	searching persons for weapons
	drugs
	potentially dangerous items/substances
	correct identification and addressing of a person's special needs/circumstances
	regular cell inspections
	compliance with documented operational practices and procedures
Processing of persons may include	preparation of relevant documentation
	searching persons for items/substances that are prohibited or could be used to effect injury or escape and the recording and storing of items confiscated
	classification/categorisation of person(s) to

	be placed in custody
	arranging, if needed, for appropriate support agency, medical, legal, family contact, arranging for interpreters, arranging for consular representatives
	locating to cells or arranging transport to another location,
	arranging for refreshments
	personal needs if appropriate
Escorting officers may include	Officers from other policing organisations and/or agencies such as: Correctional Services Community/Child Support Services Aboriginal Services, etc.
Escorting officers may be by means of may include	police vehicles (marked and unmarked) aircraft (both police service and commercially operated flights) correctional services vehicles
Details of incident obtained from	casualty visual assessment of scene others at scene
Maintaining personal safety may include	washing hands using glove
Caring manner may include	personal introduction and identification consistent with other priorities
Hazards may include	bodily fluids traffic environmental hazards downed wires bystanders
Significant others may include	family friends at scene
Appropriate action may include	protecting scene

isolating scene, eg. erecting barricade

Unit Sector(s)

PUAPOL010B Perform administrative duties

Modification History

Unit Descriptor

This unit covers the competency to perform a range of administrative functions and to prepare, submit and/or assess documentation pertaining to organisational needs, licensing/regulatory requirements and the receipt, storage and recording of money/property.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Manage administrative tasks correspondence and records	1.1 Administrative tasks are assessed, prioritised and executed to ensure effectiveness of operations
	1.2 Correspondence and records are completed accurately and in a timely manner
	1.3 Correspondence and records are maintained securely in compliance with organisational procedures
	1.4 Movement of correspondence and records is accurately recorded
	1.5 Correspondence and records are submitted and stored as required and in accordance with organisational guidelines
2 Maintain notes and records of duties performed	2.1 Notes/records of duties are completed and maintained in accordance with organisational requirements
	2.2 Notes are current and accurately maintained
3 Complete and submit departmental reports and forms	3.1 Documentation is completed in accordance with organisational requirements
	3.2 Content of forms/reports is accurate and complete, legible, understandable and in the correct formats
	3.3 Documentation is submitted within the required timeframe
4 Prepare, submit and/or assess documentation for the issue of licences and/or regulatory authorisations	4.1 Document preparation procedures comply with organisational requirements
	4.2 Document assessment procedures and applicant security checks carried out comply with organisational requirements
	4.3 Appropriate licence authority is correctly issued and details recorded as per organisational policy and procedures

- 5 **Receive, record and store money and property**
- 5.1 Receipt, recording and storage procedures comply with jurisdictional laws, policy and procedures
 - 5.2 Maintenance of security of stored **money/property** complies with organisational policy and procedures
 - 5.3 **Property received** is recovered from storage and disposed of in accordance with organisational policy and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

accurate keyboarding

producing clear and concise written communication

accessing databases for the purposes of checking applicant details/history

accurately completing departmental forms and reports complying with organisational requirements regarding completion/currency of maintenance logs, patrol records

the application of professional judgement in the issuing of licences/regulatory authorisations

Required Knowledge

jurisdictional laws

by-laws and regulations relating to the preparation of documentation

issuing of licences/authorities and storage of property/money

the various types of departmental and licensing system documents/proformas/logs and the preparation requirements for each

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in accurate preparation of all documentation, licence issue and receipt, storage and recording of money/property consistent with organisational policies, procedures and guidelines

Consistency in performance

Evidence of competency will need to be gathered over time and from across a range of simulated and/or actual workplace situations

Context of and specific resources for assessment**Context of assessment**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

Access to appropriate departmental proformas, licence applications, property books and storage systems

Access to information databases to enable applicant suitability checks

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Administrative tasks cover the full range of tasks undertaken in support of the function's operational activities and may include

initiating telephone calls
stores requisitions and distribution equipment maintenance
organising transport

Correspondence and records may include

formatted documents
audible and accountable documents
investigation files
internal and external memos
computer
audiotape records

Departmental reports and forms may include

incident reports
motor vehicle log books
property book and disposal schedules
interview reports
time sheets, leave forms
patrol activity reports
coroner's reports
exhibit/evidence reports/briefs
accoutrements usage reports

Preparation and assessment for licences and/or regulatory authorisations may include

shooters permits (not all jurisdictions)
firearms licences (not all jurisdictions)
drivers licences (not all jurisdictions)
over dimension haulage permits
(not all jurisdictions)
'burning off' (not all jurisdictions)
and may include liaison with other agencies such as Local Government, Fire Services, Road Transport Authorities

Assessment procedures may include

checking submitted documentation for accuracy/completeness
checking applicant's criminal record
personal references
health suitability

Money and/or property received may or may not become 'evidence' in later court proceedings and may include

The disposal of money and/or property could be through return to lawful claimant, forfeiture to the Crown (under Confiscated Assets laws) or disposed of through other organisationally sanctioned means such a public auction

Money and property could be

found and handed in to police
recovered/confiscated in the process of an investigation
recovered from accident scenes

Money and/or property received may or may not

become 'evidence' in later court proceedings

The disposal of money and/or property could be

returned to lawful claimant
forfeited to the Crown (under Confiscated Assets laws) or disposed of through other organisationally sanctioned means such as a public auction

Unit Sector(s)

PUAPOL013B Create, maintain and enhance productive working relationships

Modification History

Unit Descriptor

This unit covers the competency to develop and maintain positive relationships in external and internal environments so that the work teams/groups can achieve planned outcomes that reflect community needs.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Convey and receive information and ideas	1.1 Communication techniques appropriate to the audience are used to present and express ideas to individuals and groups
	1.2 Communication/interaction is sensitive to social and cultural diversity and in accordance with organisational guidelines
	1.3 Client requirements are identified within the work teams/groups plans and negotiated to achieve mutually agreed outcomes to the community clients' satisfaction
	1.4 Input from others is sought and valued in developing new ideas
2 Develop trust and confidence	2.1 Regular consultation is undertaken with a range of internal and external clients
	2.2 Interpersonal styles and methods are adjusted/adapted to the social and cultural environment
	2.3 Issues raised through consultations are dealt with and resolved promptly or referred to the appropriate personnel for resolution
	2.4 The outcomes of consultation are made known promptly to stakeholders
3 Interact with others with professional integrity	3.1 Dealings with others are conducted with professional integrity and consistent with the code of ethics
	3.2 Difficult situations are resolved to achieve outcomes which are acceptable to the participants and the organisation
	3.3 Interactions reflect respect, compassion and recognise diversity

4 **Build and maintain effective networks**

- 4.1 Contact with a comprehensive range of service agencies is established according to community or organisational protocol and practice
- 4.2 Effective working relationships are established with key people in relevant agencies and services
- 4.3 Other agency principles, objectives and guidelines are identified and analysed for common and complementary purpose
- 4.4 **Support** and referral requirements of other agencies are identified, recorded and consulted
- 4.5 Concerns held by other agencies are anticipated
- 4.6 confirmed and addressed positively, honestly and respectfully

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

communicating and negotiating with colleagues, supervisors and subordinates

overtly displaying professionalism in all day to day work activities

counselling and mentoring colleagues

motivating, leading and directing individuals/teams

responding to the concerns of individuals and work teams

formal and informal monitoring of work performance

networking

Required Knowledge

jurisdictional laws

policies and procedures and in particular those related to work practices

rostering and workplace agreements and disciplinary procedures

organisational policy and procedures covering operational safety issues/practices

professionalism as expressed through an organisation's 'Codes of Ethics/Codes of Practice'

general and/or specialised policing tasks as appropriate to area of supervision

the organisation's corporate goals, plans and strategies

strategies to motivate and promote working relationships

work performance review processes and mechanisms

principles of networking

mentoring/coaching/developing others

goal setting

recognising individual differences

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the ability to develop effective and sound internal and external relationships which facilitate the achievement of planned outcomes

Consistency in performance

Evidence of competence must be assessed over time in a range of workplace or simulated situations

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Information and ideas may be derived from

departmental information
 computer information systems
 internal and external intelligence
 community information
 community groups
 local/national/international media
 other organisations
 colleagues
 team members, self, other policing personnel
 provision of intelligence regarding local activities
 passing on of information/feedback on community response to team's presence/actions
 suggestions for new ways to tackle local issues
 offers to establish new community policing ventures
 requests for specialised assistance

Clients may include

internal (colleagues, supervisors, other police personnel) or external (government/non-government agencies, local community services including ethnic communities and groups, businesses, individuals)

Interpersonal styles and methods relate to the manner in which

the verbal and non-verbal communication processes are undertaken and reflect the officer's concepts of social/cultural equity and professionalism

Support may include

personal assistance
 advice

brokering of new contacts

mentoring

referrals, etc

Codes of ethics refer to

the organisation's established

gazetted or implied guidelines for
professional policing practice

**Networks may be internal or external to
the organisation and/or the workplace and
could include linkages with**

internal departments/sections

community grouped/individuals

local businesses

local disadvantaged support groups

Difficult situations may include

formal and informal complaints situations
requiring mediation

Unit Sector(s)

PUAPOL023B Manage investigations

Modification History

Unit Descriptor

This unit covers the competency to plan, document and allocate resources to manage and review investigations effectively, in accordance with jurisdictional law policy and procedures.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan investigations	<p>1.1 A plan is prepared which reflects analysis of all available factors to set directions for the investigation</p> <p>1.2 An investigation's aims/objectives are clearly defined to provide operational focus</p> <p>1.3 Risk assessments are conducted to identify investigational opportunities and limitations</p> <p>1.4 A security plan is formulated to address the investigation's security requirements</p> <p>1.5 Investigatory phases and tasks are prioritised to inform the sequence of activities and provide for future review of the investigation process</p> <p>1.6 Methods to achieve the investigation's aims and objectives are selected and authorised in accordance with jurisdictional laws, policies and guidelines</p> <p>1.7 Communication channels are established with appropriate personnel to facilitate contact in the conduct of the operation</p> <p>1.8 A case management system is initiated to facilitate the planning, resolution and review of the investigation</p> <p>1.9 Plans developed are sufficiently flexible and adaptable to accommodate any unforeseen contingencies/issues that may arise</p>
2 Prepare documentation to support the investigation	<p>2.1 All relevant information is recorded in a timely, chronological and accurate manner and complies with organisational guidelines</p> <p>2.2 Operational documentation is compiled to provide an ongoing reference for operatives and a formal record for evidentiary purposes</p> <p>2.3 Recording procedures comply with security and</p>

evidentiary requirements

- 3 **Identify, use and coordinate resources**
 - 3.1 Available **resource requirements** are identified and accessed to support the operation
 - 3.2 Contingency responses are identified that address any resource limitations
 - 3.3 Resource usage is managed to achieve the desired aim
 - 3.4 Operational costs are monitored and controlled
- 4 **Review investigations**
 - 4.1 Investigation outcomes are reviewed against the aims and objectives specified in the investigation plan
 - 4.2 Procedures are reviewed for adherence to organisational policy and guidelines
 - 4.3 Post investigation procedures are completed to finalise the investigation
 - 4.4 Review outcomes are disseminated and where relevant used to inform future practice

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication (listening, establishing rapport, negotiation, conflict resolution)

written communication in preparing investigation plans, tactical plans resource bids etc

basic resource management including budgetary, human and physical resources and allocation/access

basic investigation methods and skills

Required Knowledge

government and policy environments within which operations will be managed

different types of criminal activity and their elements (eg. general crime, theft, burglary, assault, drugs, fraud, homicide)

available resources which may need to be deployed to support the investigation

security issues and classifications

all applicable laws, policy and procedures pertaining to the conduct of investigations within the officer's organisational environment

investigation principles and case management systems and a range of contexts in which these can be applied

court procedures and evidentiary requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in planning of all resources, consistent with the objectives of the investigation; and ability to monitor the investigation and modify the investigation process when necessary

Consistency in performance

Evidence for competency in this unit must be gathered over time and in a range of workplace or simulated situations

Context of and specific resources for assessment**Context of assessment**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Factors may include

any information which impacts on the formulation of the investigation plan
 topography
 climatic conditions
 political sensitivities
 time
 own resources
 subject's resources
 age
 culture or mental capacity of subject/witnesses
 own courses of action
 subject's likely course(s) of action
 cost-benefit analysis

Investigations may include

Operations
 criminal and/or coronial investigations

Investigation aims/objectives may include

apprehension and arrest of offenders
 investigation to logical conclusion
 to exclude suspects
 satisfy the coroner and provide material to assist the prosecution's case

Investigational methods may include

general (public inquiries, informant /witness inquiries, internal or external agencies)
 specialised (covert policing, technical aids, surveillance, forensic evidence, document analysis)

The case management system adopted is that

defined by the organisation's operational practices

Operational documents may include

tactical appreciations

operational orders
warrant applications
briefing notes running sheets
investigational plans
SOPs
terms of reference
memoranda of understanding
declarations of major crime
target profiles
affidavits
progress reports
investigation log
incident log
joint agency investigation agreements,
crime reporting system documents
case management system documents

Resource requirements may include

human
physical
financial
may be internal or external in origin

Recording procedures can include

material gathered for the purposes of
evidence

Security Plan can be

any plan to ensure the integrity of the
investigation

An operational plan may include

resource requirements

Unit Sector(s)

PUAPOL024B Conduct investigations

Modification History

Unit Descriptor

This unit covers the competency to apply investigation processes in accordance with jurisdictional law, policy and procedures.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Maintain and evaluate operational direction	<p>1.1 The investigation is conducted in accordance with the investigation plan</p> <p>1.2 A process of continual assessment is applied to review and evaluate progress, and new directions planned and implemented in response to unforeseen events</p> <p>1.3 The conduct of the investigation is sufficiently adaptable/flexible to allow for contingencies</p> <p>1.4 Regular briefings and debriefings of all relevant personnel are conducted to ensure the sharing of information</p>
2 Collect and analyse information relevant to investigations	<p>2.1 The relevance and reliability of information sources are assessed in accordance with organisational guidelines</p> <p>2.2 Relevant information is legitimately collected, analysed, and documented to further the investigation</p> <p>2.3 Evidence from incoming information is identified, secured and controlled in accordance with organisational guidelines</p> <p>2.4 All information obtained from crime scenes and throughout the conduct of the investigation is assessed to determine relevance</p>
3 Seize, process and manage exhibits	<p>3.1 Exhibits are identified, seized and documented</p> <p>3.2 Continuity and security of exhibits is ensured to maintain integrity</p> <p>3.3 Handling, recording, storing and disposing of exhibits complies with legislative and administrative procedures</p>

- 4 **Identify and investigate subjects and suspects**
 - 4.1 All organisational **avenues of inquiry** and investigative procedures are considered and utilised to identify **subjects** and suspects
 - 4.2 **Investigative techniques** are selected and applied, in accordance with jurisdictional laws, policies, guidelines and established 'Codes of Ethical/Professional Conduct'
 - 4.3 All relevant information is applied to identify and locate **persons relevant to the investigation** and eliminate persons who are not
 - 4.4 **Profiles** are assessed to identify further avenues of inquiry
 - 4.5 **Persons** are interviewed in accordance with organisational policies and guidelines
- 5 **Develop subject profiles**
 - 5.1 Enquiries are conducted to develop subject profiles
 - 5.2 Movements of profile subjects relating to the offence are identified and recorded
 - 5.3 Profiles of subjects' antecedents are established and recorded
 - 5.4 Risk or threat assessment levels are determined and recorded to inform subsequent action
 - 5.5 Liaison is established with other appropriate **agencies** to facilitate development/identification/analysis of profiles
 - 5.6 Profiles are recorded, documented and securely distributed, to inform relevant operatives in accordance with organisational policy
- 6 **Implement responses to investigations**
 - 6.1 **Briefings/debriefings** are conducted to inform relevant stakeholders of past and subsequent actions
 - 6.2 Relevant **recommendations** regarding the investigation are developed and forwarded to the delegated person for consideration/implementation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication (listening, establishing rapport, negotiation, conflict resolution)
written communication, in particular the capacity to provide clear comprehensive, accurate and chronologically sequenced written documentation
analytical techniques, in particular application of logic and reasoning to identify and select avenues of inquiry and substantiate these choices
decision making and problem solving
basic investigation methods and skills
preparation and submission of documents
operational safety

Required Knowledge

EEO

Anti-discrimination Act

Disability Act

government and policy environments within which operations will be conducted
different types of criminal activity and their elements
available resources which may need to be deployed to support the investigation
security issues and classifications
correct interpretation of all applicable laws, policy and procedures
Legal and ethical considerations in investigations which involve juveniles and indigenous people
investigation principles and the range of investigation techniques available
knowledge of case management systems and the range of contexts in which they can be applied
court procedures and evidentiary requirements in provision of briefs of evidence for use by the prosecution
ethics, professionalism and cultural diversity
role and functions of other agencies who work with policing in the conduct of investigations
methods and process for subject/suspect identification and profiling
general background appreciation of pathology

the impact of the police role on individuals and groups regarding law enforcement

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To demonstrate competence in this unit, processes used in the investigation must meet organisational policies and procedures and jurisdictional law

Consistency in performance

Evidence for competency in this unit must be gathered over time and across a range of workplace or simulated situations

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Investigations may include	multi-disciplinary approaches and may have criminal and/or coronial purposes
Unforeseen events may include	withdrawal/reduction of allocated resources critical evidence
Resources may include	human, physical and financial and may include other agencies, such as: other police organisations National Crime Authority Criminal Justice Commissions other government departments/agencies non-government agencies such as financial institutions and insurance companies
All relevant personnel may include	team members, investigation supervisors sources of information may include: witnesses/victims/informants, suspects internal/external agencies surveillance provided by self or from other legitimate sources
Information may be utilised in relation to	task allocation information analysis identification of data collection plans linking of information
Exhibits may include	the individual items of evidence that could be presented to a court and may be required for viewing by: judicial officers prosecutors

	defence counsel
	expert and non-expert witnesses
	for audit purposes
Seize incorporates	the lawful procedures that permit seizure of property/goods including the procurement and execution of relevant warrants
Processing of exhibits may include	forensic examination such as document examination
	photography, finger prints
	technical services
	presentation in court
	viewing by the prosecutor and the defence
Avenues of inquiry need to consider	financial practicalities
	physical
	human and legal constraints
Investigation techniques may include	using other sources of information such as media
	doorknocks
	forensic examination/analysis
	informants/informers
	listening devices and other covert surveillance techniques
	search and search warrants
	computer interrogation/data retrieval
Suspect identification methods may include	line-ups
	photographs
	fingerprints
	witnesses
	body samples (blood, hair, skin, fluids, cell scrapings, etc)
	handwriting analysis
	admissions/confessions
	circumstantial evidence
	modus operandi (MO)

Methods to establish last known movements may include

direct evidence from witnesses
reconstructions
analysis of physical evidence
database inquiries
time and movement analysis
analysis of known habits

Sources from which to compile antecedents may include

collection of evidence from witnesses
financial profiles
police databases
public databases,
backgrounds of family/friends
forensic/medical reports
employment history

Persons may include

suspects
informants
witnesses
juveniles
people with disabilities
people from different cultural backgrounds

Subjects may include

vehicles
premises
vessels

Operational plan may be

formal
Informal
documented

Other agencies may include

Interpol
other police organisations
government departments
charities
financial institutions
hospitals
forensic agencies

crime stoppers
neighbourhood watch
defence forces
Australian Securities Commission
Trade Practices Commission
law society
legal practitioners
complaints committee
Australian Taxation Office

Profiles may include

simple or detailed
formal or informal
victims
offenders
witnesses
financial and industrial organisations

Profiles may include

physical description
list of family and friends
criminal antecedents,
list of assets
details of any debtors/creditors
sexual identify
sexuality
sexual partners
details of siblings
race/ethnicity,
vehicles,
employment details
qualifications,
skills
affiliations

Actions taken may include

investigation techniques
arrest
summons

	caution
	closing report
	coronial reports
	forfeiture of assets
Briefing/debriefings may be	formal or informal
	written or verbal
Recommendations could include	changes to law
	policy and procedures of both internal and external agencies
Persons relevant to the investigation may include	victims (individuals and/or companies)
	complainant
	next-of-kin
	neighbours
	legal representatives
	coroners
	police pathologists
	Immigration Department
	embassies
	Defence forces
Rights may include	caution
	legal representation
	interpreter
	silence
	notification of family/friends
	opportunity to make a written statement
	audiotape or videotape
	independent adult present (for juveniles)
	support person present (for indigenous peoples, intellectually disabled)
	being treated with dignity and respect during searches examinations

Unit Sector(s)

PUAPOL028B Manage investigation information processes

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competency to gather and process information pertaining to criminal investigations undertaken by designated investigators.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use information-gathering techniques	1.1 <i>Potential sources of information</i> are identified and assessed 1.2 Identified sources of information are utilised 1.3 Information is obtained from identified sources, in accordance with organisational guidelines, Freedom of Information and Privacy legislation 1.4 <i>Informants</i> are cultivated and managed 1.5 Persons/locations of interest are monitored
2. Evaluate information	2.1 Elements of offence and coronial needs are identified 2.2 Persons/locations of interest are identified and profiles maintained 2.3 All potential intelligence/ <i>evidence</i> is identified from obtained information 2.4 The validity and integrity of the information is evaluated fairly and objectively 2.5 Relevant information is used to inform decision-making 2.6 Information is corroborated independently where possible
3. Respond to information	3.1 Information is placed into relevant information systems in accordance with organisational policy and procedures 3.2 Information is communicated to relevant areas 3.3 Security of information is maintained 3.4 Information gathered is responded to through immediate action or further inquiry or filing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

written and oral communication (listening, establishing rapport, public relations, negotiation, conflict resolution, feedback)

sourcing

collecting and evaluating diverse pieces of information

using information storage and retrieval systems

classifying information

validating information

compliance with operational safety guidelines when dealing with informants

identifying and managing informants

disseminating information in appropriate forms

Required Knowledge

organisational corporate goals and objectives

legislation and organisational guidelines relevant to information collection

storage and retrieval including FOI and Privacy legislation

organisational guidelines for dealing with informants

investigative processes

including surveillance and intelligence processes pertaining to the area of investigational responsibility

information sources

security classification criteria and dissemination protocols

information evaluation processes for establishing validity and reliability

professional codes of conduct/ethics relating to the investigatory process

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the gathering of information that is accurate and relevant to the investigation

Consistency in performance

Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Potential sources of information may include

internal (documents/databases, intelligence, specialist sections such as covert/surveillance policing, technical services and forensic services and other police)

external (witnesses, victims/suspects/informants/informers, government agencies and authorities, private agencies, literature, members of the public, surveillance)

Informants may be cultivated and managed in the following ways

researching background reliability

communicating with persons at all levels

recording information accurately

displaying knowledge of specialist crime culture and terminology

identifying motives of informants (these may include money, revenge, consideration of penalty, civic duty)

controlling informants effectively

registering informants correctly

maintaining personal integrity

anonymity and own counsel

maintaining contact with informants regularly

being self-motivated in cultivating informants

Evidence may include

direct

circumstantial

physical

opinion

documentary

hearsay

Information systems are

either computer based or manual. What are relevant information systems depends on

importance of information

sensitivity of information

RANGE STATEMENT

reliability of information
where information is to be disseminated

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAPOL029B Coordinate multi-agency investigations

Modification History

Unit Descriptor

This unit covers the competency to coordinate multi-agency and/or multi-organisational investigations.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Apply a case management system	<p>1.1 A functional case management system is implemented by investigating agencies</p> <p>1.2 The possible scope of the investigation is determined and an investigation plan is developed and implemented to set directions for the investigation</p> <p>1.3 Cross-organisational issues, relevant to the investigation, are identified and incorporated in the case management plan</p> <p>1.4 Aims, objectives and key issues are identified and documented to maintain operational focus</p> <p>1.5 Strategies to achieve the objectives are specified and tasks assigned to each agency to achieve a common understanding and minimise duplication</p>
2 Coordinate cross-jurisdictional agencies in the investigation of serious crime	<p>2.1 Communication channels between the agencies are formalised to facilitate immediate contact</p> <p>2.2 A command structure is formalised to facilitate effective control and coordination of the investigation</p> <p>2.3 Particular organisational requirements and procedures are identified and strategies implemented to ensure consistency throughout the investigative process</p> <p>2.4 All agencies are made aware of their obligations and outputs to support the investigation</p>
3 Plan budget and resource allocation	<p>3.1 Estimated resources required for the investigation are documented in the investigation plan</p> <p>3.2 Resources available within each agency are identified and access strategies identified</p> <p>3.3 Negotiations are undertaken with decision-makers who have responsibility for workforce deployment,</p>

to make resources available when required

- 3.4 Review/**auditing mechanisms** are included in the investigation plan to ensure maximum use of resources and agency accountability
 - 3.5 Expenditure and resource usage are monitored and controlled throughout the investigation to minimise wastage
- 4 **Assess and implement operational security requirements**
- 4.1 **Potential risks** are identified and assessed in respect of individuals, own organisation and assisting agencies
 - 4.2 Suitable **security arrangements** are implemented to avoid/overcome breaches of security
 - 4.3 Relevant **organisational security requirements** are identified and strategies implemented to ensure conformity and compliance during multi-agency investigations
 - 4.4 Security arrangements are monitored, reviewed and modified as required throughout the investigation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication and liaison (listening, establishing rapport, public relations, negotiation, conflict resolution, feedback)

written communication

managing the organisation's computer and/or manual information management system

organisation and planning

resource management including budgetary, human and physical resources and allocation/access

reasoning and logical analysis, problem solving and decision making

making high level presentations

Required Knowledge

the broad law enforcement context and the criminal justice system

organisation's corporate goals and objectives

legislation relevant to the jurisdiction/s involved in the investigation

case management systems

jurisdictional and organisational requirements of agencies, clients, and stakeholders

macro environmental impact upon investigations of serious crime, including government, policy, political, and community interests

operational budget and resource planning processes and options to control budget levels

access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources

opportunities, risks and constraint assessment which may hamper the investigation

internal auditing processes

risk assessment and management techniques

'duty of care' responsibilities

security classifications and requirements within own organisation

arrangements and procedures available to maintain operational security

specialist assistance available to assist with security assessments

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the ability to apply investigation plan to the coordination within multi-agency or multi-organisational investigations

Consistency in performance

Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

A functional case management system	requires a systematic approach to planning decision-making conducting and managing investigations utilising project management philosophies methodologies and tools Tools used in the case management system may include resource spreadsheets, evidence matrices, tactical plans, assignment sheets, investigation plans
The investigation plan would include	the aims and objectives of the investigation the possible strategies available to achieve the objectives identified risk strategies and costings It would also include reference to resources: the sources of the resources, their availability, limitations, and contingencies or alternatives
Communication channels may be	formal such as a memorandum of understanding or informal, for example, direct communication between investigation managers within respective agencies
Cross-jurisdictional issues include	legal jurisdiction and jurisdiction specific issues
Organisational requirements and procedures may include	all investigation management techniques such as exhibit control and handling procedures interview methods brief management Investigation management should be consistent throughout the investigation and

	reflect best practice methodology
Resources include	human equipment/physical financial information intelligence and may be internal or external in source as a case manager the investigator may not always be able to access all the required resources in some situations
Resource allocation decisions may be affected by	staffing and equipment levels within the relevant agency
Auditing mechanisms	such as costings records can be included in investigation plan expenditure and use of resources should be monitored on a regular basis to ensure objectives can be achieved within timeframes and resource boundaries auditing may also be required to substantiate resources utilised and money spent
Potential risks could be from	internal/external sources risk assessments should include potential for risks to individuals and organisations
Security arrangements should be implemented to ensure	integrity of investigation and information and safety of personnel. Consideration should be given to the security classification of the investigation - ranging from restricted to top secret
Organisational security requirements may include	security checks of personnel limiting the access of users on computer systems/databases

Unit Sector(s)

PUAPOL030B Review and evaluate major investigations

Modification History

Unit Descriptor

This unit covers the competency to monitor, review and evaluate major investigations.

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this Unit of Competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this Unit of Competency is packaged, will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess investigation priorities and plans	<p>1.1 The progress of the investigation is regularly monitored to ensure tasks are completed and objectives met</p> <p>1.2 Deficiencies and areas requiring further action are identified and addressed</p> <p>1.3 Feedback on the progress of the investigation is regularly communicated to relevant personnel, management, clients and stakeholders</p>
2 Determine and report investigation status	<p>2.1 The investigation is regularly assessed against competing investigations/demands to determine priorities and monitor resource and budgetary expenditure</p> <p>2.2 The investigation is strategically assessed at regular intervals to ensure that objectives are achievable within resource and legal constraints</p> <p>2.3 Critical decisions regarding the investigation are recorded and reported to relevant personnel</p>
3 Evaluate the effectiveness of agency alliances	<p>3.1 Organisational responsibilities for resource/budgetary allocations are monitored and reviewed to facilitate achievement of objectives</p> <p>3.2 Communication and coordination between agencies is evaluated and modified where required</p> <p>3.3 Tasks performed by participating agencies are reviewed and modified, if required, to maximise use of expertise and resources available</p> <p>3.4 The effectiveness of agency alliances and partnerships is reviewed at the completion of the investigation</p> <p>3.5 Recommendations arising from the review of agency alliances are documented and forwarded to relevant managers, clients and stakeholders</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication and liaison skills (listening, establishing rapport, public relations, negotiation, conflict resolution, feedback)

written communication in preparing investigation plans, tactical plans, resource bids etc.

managing the organisation's computer and/or manual information management system

ability to conduct investigations

organisation and planning skills, in particular the skills to coordinate crucial and diverse clients, law enforcement providers and stakeholders

resource management including budgetary, human and physical resources and allocation/access

reasoning and logical analysis, problem solving and decision making

high level presentations

Required Knowledge

the broad law enforcement context and the criminal justice system

organisation's corporate goals and objectives

legislation relevant to the jurisdiction/s involved in the investigation

jurisdictional and organisational requirements of agencies, clients, and stakeholder

organisation's operational priorities

macro environmental impact upon investigations of serious crime, including government, policy, political, and community interests

access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources

opportunities, risks and constraint assessment which may hamper the investigation

decision making processes and organisational chain of command

evaluation and auditing processes

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in applying the process of continuous reviews and assessment of investigations to achieve planned and reviewed priorities

Consistency in performance

Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

Declaration of a major investigation

An investigation may be declared to be a major investigation, in accordance with organisational policy and guidelines which may include estimated time to complete the investigation, resources required to undertake the investigation, complexity of the investigation

Deficiencies in the investigation may occur because of

budgetary/resource constraints

legal obligations

organisational policy requirements

Deficiencies and the remedial actions undertaken by the manager should be documented in the plan as the investigation progresses

Clients may include

the persons or organisations requesting investigations proceed on their behalf

Clients may be internal or external and can range from an individual to a group of people representing various levels of management from an investigative group, another section of the agency or a multi-agency and multi-organisational group

Stakeholders are

other people or organisations (not being the client) who may legitimately have an interest in the progress and results of the investigation

stakeholders may be internal or external

Strategic assessment involves

identification of emerging issues

time frames

budgetary/resource/legal constraints

new methodologies for analysis of impact on investigation

Critical decisions may be influenced by	financial and physical constraints available resources legal limitations re-focus of organisational priorities Decisions to terminate, re-prioritise, or change the focus of the investigation may be required as a result of the strategic assessment and should be documented in the investigation plan
Effective use of resources	Tasks performed by each agency should be reviewed at regular intervals to make best use of available resources, reduce wastage and ensure objectives are achieved in a timely, cost-efficient manner
The effectiveness of agency alliances and partnerships can be evidenced through	the productiveness of the partnership's ability to work harmoniously in a multi-agency, multi-organisational environment, and cooperative sharing of resources to achieve investigation objectives
Relevant personnel may include	those persons who can contribute to the investigation such as support services and technical services

Unit Sector(s)

PUAPOL031B Confiscate assets

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the planning and implementation of an assets confiscation operation, and includes the identification, seizure and disposal of property and assets involved in criminal activity.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a confiscation of assets operation	<p>1.1 An appraisal is conducted to identify opportunities and limitations for asset forfeiture that is consistent with <i>overall operational objectives</i></p> <p>1.2 A <i>plan</i> is developed to confiscate assets in accordance with organisational policy, procedures, and <i>legislation</i></p> <p>1.3 Provisions for <i>safe storage and maintenance</i> of confiscated assets are made and incorporated into the plan</p> <p>1.4 <i>Relevant personnel</i> are consulted/informed of the plan of action and the plan is modified/confirmed as required to ensure it is consistent with the overall investigation</p>
2. Confiscate assets	<p>2.1 Collect, collate, and analyse information that identifies assets owned by target(s)</p> <p>2.2 <i>Documentation</i> is prepared in accordance with organisational policy, procedures, and legislation to <i>locate and quantify assets</i></p> <p>2.3 Material that identifies and quantifies assets is seized in accordance with organisational policy, procedures, and legislation</p> <p>2.4 Documentation is prepared in accordance with organisational policy, procedures, and legislation to <i>seize or restrain assets</i></p> <p>2.5 Operatives are briefed on their duties and involvement in the operation so that they clearly comprehended the message</p> <p>2.6 Assets are seized or restrained in accordance with organisational policy, procedures, and legislation</p>
3. Dispose of assets	<p>3.1 Documentation is prepared for disposal of assets in accordance with organisational policy, procedures, and legislation</p> <p>3.2 Seized material is disposed of in accordance with organisational policy, procedures, and legislation</p> <p>3.3 Relevant personnel are advised of the outcomes of the criminal assets investigation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

written and oral communication skills (listening, negotiation, conflict resolution)

planning

coordination and leadership skills to lead a multi-agency personnel response

presentation skills

eliciting skills

debriefing

interpreting skills to interpret intelligence information

logic and reasoning

decision making and problem solving

Required Knowledge

case officer's role

operations in general

organisational operational procedures and guidelines

relevant legislation

correct interpretation of all applicable laws, policy and procedures

planning (appreciation) process

written communication

problem solving techniques

unit and equipment capabilities and their application to a plan

briefing techniques

information management systems

government and policy environments within which operations will be conducted

available resources which may need to be deployed to support the operation, eg. security issues and classifications

court procedures and evidentiary requirements in provision of briefs of evidence for use by the prosecution

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competence in this unit must be established through the practical demonstration of skills in confiscating assets in accordance with organisational policy and legislation, and storing assets securely

Consistency in performance

Evidence of competency in this unit needs to be gathered over time and in a range of confiscation of assets contexts

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

Access to storage facilities for confiscated assets

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

The term overall operational objectives relates to	an investigation or operation into a substantive offence/a part, of which involves an operation to seize or restrain assets
The plan would include	avenues of inquiry to be pursued timings investigative tools to be utilised such as search warrants production orders and should cover pre and post interdiction as well as the execution phase of the operation
The legislation relating to confiscation of assets include	The Proceeds of Crime Act 1987 and the Customs Act 1901
Safe storage and maintenance provisions include	the provision for vehicles vessels and other personal property valuables such as jewellery and currency maintenance of seized equipment or property maintenance of premises
Relevant personnel to be informed of the plan include	the team leader of the overall investigation other agencies involved in the investigation Department of Public Prosecutions ITSA
The documentation required to locate and quantify assets include	monitoring orders, production orders and search warrants pursuant to the Proceeds of Crime Act 1987
The documentation required to seize or restrain assets include	search warrants pursuant to the Proceeds of Crime Act 1987 seizure warrants pursuant to the Customs Act 1901 restraining orders pursuant to the Proceeds of Crime Act 1987
A briefing should contain	evidence of the existence of a search/seizure warrant or

RANGE STATEMENT**elements such as**

details of the target
 types of documents/assets to be seized
 details of the target site
 equipment required
 rehearsals
 timings of the operation
 tasks to be completed prior to, during and after the operation
 procedures of the securing of documentation/assets

Seized assets include

assets seized pursuant to the Proceeds of Crime Act 1987
 Customs Act 1901 or other appropriate legislation

Restrained assets include

assets include assets restrained pursuant to the Proceeds of Crime Act 1987 whether they are physically seized or not

The documentation required to dispose of assets include

correspondence with DPP and ITSA, confiscation and forfeiture orders pursuant to the Proceeds of Crime ACT 1987

Unit Sector(s)

Not applicable.

Corequisite Unit/s**Co-requisite Unit/s**

Nil

PUAPOL032B Plan intelligence activities

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to establish a framework within which intelligence activities are conducted in accordance with legislation and organisational requirements.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish project parameters	<p>1.1 <i>Strategic</i>, operational, and tactical projects are identified and prioritised to optimise resources</p> <p>1.2 <i>Clients</i> and stakeholders are identified and communication channels formalised to facilitate immediate and appropriate contact</p> <p>1.3 <i>User expectations</i> are established to formulate project objectives and outcomes</p> <p>1.4 Time frames for intelligence projects are established and agreed to reflect client needs and investigation deadlines</p> <p>1.5 Potential implications and constraints are identified and addressed in <i>the project management plan</i></p> <p>1.6 Client/stakeholders ownership is established to ensure involvement from the case officer and other <i>users</i> of the intelligence <i>product</i></p> <p>1.7 Terminology is defined to ensure a common understanding between those involved</p> <p>1.8 The project is compared to other current projects to determine its priority in terms of its scope, importance, and resource requirements</p>
2. Develop a project management plan	<p>2.1 The scope of the <i>project</i> is determined, including the linkages between different possible entities, to form the intelligence plan</p> <p>2.2 <i>Models</i> are developed to direct and inform intelligence activities</p> <p>2.3 Aims, objectives and key issues are identified</p> <p>2.4 <i>Strategies</i> to achieve the <i>objectives</i> are specified</p> <p>2.5 Communication channels between the <i>operatives</i>, client, stakeholders and users are formalised to facilitate immediate contact</p> <p>2.6 Risk factors associated with the project are identified and strategies put in place to minimise risk</p> <p>2.7 Information is managed to facilitate its ready accessibility</p> <p>2.8 The project management plan is documented and approved</p>
3. Plan resource allocation	<p>3.1 The <i>resources</i> required for the project are estimated as accurately as possible given</p>

ELEMENT

PERFORMANCE CRITERIA

available information

- 3.2 Negotiations are undertaken with decision-makers who have responsibility for resources to make them available when required
- 3.3 A resource plan seeking commitment to expend resources is clearly and concisely written for decision-makers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication (listening, establishing rapport, negotiation, conflict resolution)

written communication in preparing intelligence plans and documentation, tactical and resource plans, etc.

resource management including budgetary, human and physical resources and allocation/access

organisation and time management

computer and information management

gather, collate and record information

operate safely as reflected

Required Knowledge

correct interpretation of all applicable laws

policy and procedures

government and policy environments within which intelligence operations will be managed and political considerations which may impact

agency goals and objectives

information management systems and law enforcement databases

possible client/users of the intelligence product and the different contexts in which this may be used

different types of criminal activity and their elements eg. general crime, theft, burglary, assault, drugs, fraud, homicide, available resources which may need to be deployed to support the intelligence operation and negotiation strategies to access these

security issues and classifications

intelligence principles and a practical knowledge of case management systems and a range of contexts in which these can be applied, and evidentiary requirements

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in a plan that reflects strategic objective and resource constraints

Consistency in performance

Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

The project management plan should include

the aims and objectives of the project

the possible strategies available to achieve the objectives

identified risk strategies, and costings

It would also include reference to resources: the sources of the resources, their availability, limitations, and contingencies or alternatives

The plan would include reference to strategies put in place to maintain or replace systems

Strategic includes

environmental scanning and identification of emerging issues and trends

Clients are

the persons or organisations requesting intelligence projects for whom completed projects are intended. Clients may be internal or external and can range from an individual to a group of people representing various levels of management from an intelligence unit, another section of the agency or multi-agency and multi-organisational group

Users are

other people or organisations (not being the client) who may legitimately have access to and make use of the completed intelligence project

Users may be internal or external

A project can

have a wide range of classifications ranging from classified through to highly classified

present a range of risks to the agency and/or client should confidentiality be breached

have routine through to unusual and unfamiliar aims and expectations

have simple through to complex parameters

User expectations include

the outcomes and anticipated levels of achievement of completed intelligence projects

RANGE STATEMENT

Products can be	tactical or strategic, and can be formal or informal, written or oral, hard copy or electronic and of varying lengths
Objectives are	goals or outcomes that are realistic and measurable
Operatives may include	team members clients stakeholders and users
Strategies may include	identifying time frames constraints phases and methodologies for example: interviews, surveys, participant observation, content analysis
Resources may include	human equipment/physical financial information information technology intelligence resources may be internal or external
Limitations may include	training needs staff and equipment availability computer access time economic and financial considerations
Resource allocation decisions may be affected by	staffing and equipment levels of the analytical unit
Information sources may include	internal and external sources individuals groups organisations
Models may include	management of the collection collation and evaluation of intelligence information

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAPOL033B Manage intelligence information processes

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to manage the collection, collation, and evaluation of information within the intelligence process in accordance with legislation and organisational requirements.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.

Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an information collection plan	<p>1.1 The type and quality of information required is identified to inform the <i>collection plan</i></p> <p>1.2 The most suitable <i>information source(s)</i> is identified and briefed as to information required</p> <p>1.3 Potential information channels are identified to assist selection of the most suitable collection channel</p> <p>1.4 A clear, concise, and accessible information collection plan is written to inform operatives and users</p>
2. Collect information	<p>2.1 The type and quality of information required is identified and communicated clearly to information sources and collectors to facilitate desired outcomes</p> <p>2.2 <i>Information</i> is collected according to the methods outlined in the information collection plans</p> <p>2.3 Information is graded registered, recorded and stored according to organisational guidelines</p> <p>2.4 The Information Collection Plan is continually reviewed and amended as required to ensure a sound collection process</p>
3. Collate information	<p>3.1 Information is collated using methods which facilitate accessibility and rapid retrievability</p> <p>3.2 Gaps in gathered information are identified and steps taken to gather further pertinent information and give a better understanding of events</p> <p>3.3 The <i>collation</i> process is evaluated to determine what improvements can be made, and those improvements implemented</p>
4. Evaluate information	<p>4.1 The source of the <i>information is evaluated</i> to determine its reliability and value</p> <p>4.2 Previously collected information is <i>re-evaluated</i> in light of the most recently collected information to confirm a picture of events</p> <p>4.3 Invalid and/or irrelevant information is removed from further processing and retained to facilitate future reference</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication (listening, establishing rapport, negotiation, conflict resolution)
written communication in preparing intelligence documentation and collection plans
resource management including budgetary, human and physical resources and allocation/access
analyse and evaluate information
organise and manage time
decision making and problem solving, including lateral thinking and perseverance
operational safety as reflected in Unit APS 001 Maintain Operational Safety (General)

Required Knowledge

government and policy environments within which operations will be managed and political considerations which may impact
correct interpretation of all applicable laws, policy and procedures. Applicable law, policy and procedures for all the jurisdictions are detailed in the comprehensive legislation appendix at the close of the police standards submission,
available resources which may be deployed to support the intelligence operation. As an example, the provision of surveillance, technical support
security issues and classifications
Informant/source cultivation and handling/management procedures
information management and collection techniques, in the context of intelligence processes and legal requirements regarding information storage and retrieval
police information/database systems
different types of criminal activity and their elements eg general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc
intelligence principles and a practical knowledge of case management systems and the range of contexts in which these can be applied
evidentiary requirements

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the management of intelligence information consistent with the project plan

Consistency in performance

Evidence of competency in this Unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

The information collection plan may include

time frames for the collection of the information. Such timeframes may be affected by the work involved in preparing the jobs, turn around time, and translation times,

appropriate methods of information transfer which could include: (modem, facsimile, post, courier, oral, and/or by hand

assessment of risks to the source, individual or organisation)

The unpredictable nature of subjects' activities mean

that new entities come to notice when intelligence officers and officers are providing tactical and operational support. Therefore, the Information Collection Plan must be monitored for current relevance and brought up to date from time to time to keep up with operational developments. The plan would be classified appropriately

Information sources may include

other law enforcement officers in the agency

existing holdings with the agency

other law enforcement agencies

government departments

private sector

public domain, libraries

informants

regulatory bodies and professional associations

academic and research institutes

Collection techniques may include

library searches

interviews

surveillance (physical and electronic)

observation posts

overt and covert means

surveys

RANGE STATEMENT

Information may include	<p>hearings</p> <p>data</p> <p>facts</p> <p>anecdotal evidence</p> <p>allegations and processed intelligence</p> <p>pictures</p> <p>video recordings</p> <p>audio recordings</p> <p>transcripts</p> <p>narration</p> <p>objects or things</p>
Information may be	<p>in hard copy or electronic form</p> <p>It can be obtained by overt or covert means, and apply to unclassified through to highly classified material</p>
Collation methods may include	<p>Indexing</p> <p>cross referencing</p> <p>linking</p> <p>sorting</p> <p>comparing</p> <p>categorising</p> <p>integrating</p> <p>using appropriate available software programs</p> <p>filing systems</p>
The information is evaluated according to its	<p>credibility</p> <p>validity</p> <p>reliability</p> <p>accuracy</p> <p>pertinence</p>
Re-evaluation means	<p>subjecting existing information to evaluation processes in the light of new information received</p>

RANGE STATEMENT

|

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAPOL034B Analyse information

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to analyse collated information for intelligence purposes.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Reduce and describe information</p>	<p>1.1 Information to be subjected to <i>analysis</i> is identified</p> <p>1.2 <i>Information is reduced</i> and described in a suitable form to support the development of <i>interpretations</i></p> <p>1.3 The reduction and description processes are reviewed to determine their appropriateness, and improvements made where necessary</p> <p>1.4 Information not used in the reduction and description processes is archived to facilitate future reference</p>
<p>2. Analyse and interpret information</p>	<p>2.1 Appropriate <i>thinking processes</i> are used to interpret the information</p> <p>2.2 Sound inductive reasoning is applied to ensure consistency of interpretations based on the information</p> <p>2.3 Interpretations are credible to facilitate user acceptance of interpretations and formulation of inferences based on the factual quantitative and qualitative information</p>
<p>3. Develop inferences</p>	<p>3.1 Possible interpretations are tested to review credibility and consistency with new information</p> <p>3.2 <i>Interpretations are refined and consolidated</i> to strengthen inferences drawn</p> <p>3.3 Assumptions in the arguments leading to inferences are clearly stated to inform clients and users</p> <p>3.4 <i>Sound inferences</i> are formulated from facts and the tested interpretations</p> <p>3.5 The chain of reasoning in formulating inferences is clear to ensure transparency to users and clients</p> <p>3.6 Inferences are reviewed to identify and address any fallacies in reasoning</p> <p>3.7 The <i>relationship</i> between the information developed and the probable interpretations <i>is assessed</i> and reported to ensure validity and compliance with agency guidelines</p> <p>3.8 <i>Sound recommendations</i> are developed and reported to inform users of intelligence analysis outcomes</p>

ELEMENT

PERFORMANCE CRITERIA

|

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication (listening, establishing rapport, negotiation, conflict resolution, presentations)

written communication in preparing intelligence analysis reports etc,

deductive and inductive reasoning

constructing sound inductive arguments

evaluation and re-evaluation

computer and information system usage

resource management including budgetary, human and physical resources and allocation/access

work safety

Required Knowledge

government and policy environments within which operations will be managed

different types of criminal activity and their elements (eg general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc)

correct interpretation of all applicable laws, policy and procedures. Applicable law, policy and procedures for all the jurisdictions are detailed in the comprehensive legislation appendix at the close of the police standards submission

available resources required to support the intelligence analysis process

security issues and classifications

the range of analytical techniques appropriate for information analysis

evaluation system, such as the Admiralty Code or other system

thinking and inductive/deductive reasoning processes

the influence of human factors on information analysis, eg. prejudice and biases, personalities in analysis, construction of sound inductive arguments, and fallacies in reasoning,

criminal justice system procedures and evidentiary requirements

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in analysis that must be logical, valid, reliable and relevant

Consistency in performance

Evidence of competency in this Unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Analysis can be	quantitative and/or qualitative It can be explorative, descriptive, causative or predictive
Methods of analysis can include	hypothesis development link analysis comparative analysis biographical analysis demographics or geographic analysis historical analysis scenario generation Delphi technique morphological analysis
Thinking processes will be	inductive (interpreting raw information, identifying trends or patterns and testing them) deductive (beginning with a hypothesis and testing it), lateral, critical, or creative thinking processes involve the use of problem solving techniques and decision making
Forms of reduced information include	charts lists diagrams tables summaries
Testing of interpretations must be	balanced logical sceptical objective and comprehensive to be considered appropriate testing must involve logical reasoning

RANGE STATEMENT

	and may involve critical evaluation of additional information collection
Refining and consolidating interpretations involves	additional testing re-evaluation reformation or other activities aimed at conformation to a strong degree of probability
Sound inferences may include	predictions and interpretations that are probable, estimates, and/or explanations
The assessment of the relationship	between the information developed and the probable interpretations may be reported in written form, orally, formally or informally
Sound recommendations may address	both strategies and tactical issues

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAPOL035B Disseminate outputs from the intelligence process

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to develop, deliver and disseminate intelligence outputs to assist decision making.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the **Required Skills and Knowledge** and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Write reports	1.1 The client's expectation of an appropriate <i>written report protocol</i> is determined 1.2 The written report <i>format</i> , tone and language are specific to the audience and/or operational circumstances 1.3 The report content is accurate and written in a concise and logical manner 1.4 The written report conforms to acceptable writing conventions and is presented in a <i>professional manner</i> 1.5 The written report is disseminated to the intended recipients in a timely manner
2. Conduct briefings	2.1 The briefing is planned so that all essential information is included and logically arranged 2.2 Briefing content is developed and delivered in a concise and logical manner 2.3 Briefing content is structured to facilitate audience comprehension
3. Provide electronic products	3.1 Intended recipients are identified and contacted to establish needs and expectations 3.2 Caveats are determined and applied to ensure that limitations on release of the product are understood 3.3 <i>Electronic products</i> are designed to be compatible with intended recipient needs/systems and/or operational circumstances 3.4 Electronic products are selected and presented to ensure conciseness and enhance delivery and recipient understanding of the message 3.5 Electronic products are disseminated to the intended recipient in a form and timeframe to meet client needs and expectations
4. Obtain feedback from clients	4.1 Lines of communication are established and maintained to elicit feedback from clients 4.2 <i>Feedback</i> on products and dissemination methods is actively sought from clients to facilitate an improved product 4.3 Client feedback is acknowledged and recorded to enable <i>appropriate action</i> /adjustments to the intelligence product to be made

ELEMENT

PERFORMANCE CRITERIA

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication (listening, establishing rapport, negotiation, conflict resolution, presentations)

written communication in preparing intelligence analysis reports etc
analysing, synthesising and evaluating

deductive and inductive reasoning

constructing sound inductive arguments

computer and information system usage

resource management including budgetary, human and physical resources and allocation/access

operational safety

Required Knowledge

government and policy environments within which operations will be managed

different types of criminal activity and their elements eg general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc

correct interpretation of all applicable laws, policy and procedures. Applicable law, policy and procedures for all the jurisdictions are detailed in the comprehensive legislation appendix at the close of the police standards submission

briefing and report writing techniques

available resources/equipment required to support intelligence reporting and briefing processes (in a range of formats)

security issues and classifications

electronic presentation techniques

client feedback mechanisms

intelligence dissemination protocols, including appropriate caveats and releasability of information

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in provision of intelligence information that is useable

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Specific resources for assessment

No special requirements

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Written report protocol	<p>will generally include a cover page</p> <p>caveat</p> <p>probability rating</p> <p>table of contents</p> <p>glossary of terms</p> <p>executive summary</p> <p>introduction (aim, objective, methodology, limitations)</p> <p>body</p> <p>conclusion</p> <p>recommendation</p> <p>appendices</p> <p>security classification</p> <p>referenced sources and agencies</p> <p>time frame reference</p> <p>authorship</p>
Types of written report may include	<p>briefing papers</p> <p>tactical</p> <p>strategic</p> <p>threat assessment</p> <p>information report</p> <p>operational</p> <p>ministerial</p> <p>the written report may be disseminated to addressees on the Information Collection Plan list, organisational management, and team members</p>
Professional manner include	<p>using correct grammar and syntax</p> <p>correct spelling</p> <p>appropriate paragraphing</p>

RANGE STATEMENT

	page layout
	justification
	use of colour
	graphics
	paper quality
Style includes	briefing 'on the run'
	formal/informal
	structured/unstructured
	planned or impromptu
	questions/no questions
Format may be	interactive or didactic
Logistics may include	presenter
	invitations
	suitable locations
	time
	duration
Resources may include	public address system
	overhead projector and screen
	handouts
	video
	electronic aids
	human resources
Notification may be	by written
	oral
	electronic means
Briefing protocols generally	introductions
	security classifications
	briefing formats
	statement of purpose, statement of duration
	presentation of major findings, supporting data, conclusions, recommendations

RANGE STATEMENT

	provision of questioning time closing of briefing
Communication skills include	visual aids speech presence and language as well as interpersonal skills such as empathy and fairness and being perceptive of all forms - verbal and non-verbal - of feedback from the audience
Presentation include	both the body of the presentation and the answering of questions
Electronic products may include	computer databases software modem communication video or audio tape e-mail and electronic versions of oral briefings or written reports
Feedback may be	formal informal written oral electronic
Appropriate action may include	no action amend present and future products and dissemination methods responding to feedback

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAVEH001B Drive vehicles under operational conditions

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to drive vehicles safely, including the systematic, safe and efficient control of all vehicles functions and effective management of hazardous situations under operational conditions.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s	Nil
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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare vehicle for operational response	<p>1.1 The <i>vehicle</i> is selected to meet operational requirements and is suitable to use in the terrain</p> <p>1.2 Preliminary check of the vehicle is completed to ensure it is serviceable</p> <p>1.3 Equipment and accessories are checked to ensure they are available and serviceable</p> <p>1.4 <i>Cabin drill</i> and <i>start up checks</i> are completed in accordance with operational standards</p> <p>1.5 Engine is started in accordance with <i>manufacturer's specifications</i></p> <p>1.6 Audible and visual warning systems are checked to ensure that they are all operational</p>
2. Drive the vehicle	<p>2.1 Vehicle is prepared for, and safely operated in terrain suitable to the vehicle</p> <p>2.2 Vehicles and/or trailers are operated and positioned in accordance with traffic regulations and organisation's policies and procedures and to ensure safe and efficient operation</p> <p>2.3 Low risk driving techniques are used which minimise the likelihood of injury to persons or damage to equipment or property and in accordance with the organisation's policies and procedures</p>
3. Monitor traffic, road and terrain under operational conditions	<p>3.1 Vehicle movement is controlled in response to external conditions to ensure safety of persons</p> <p>3.2 The most efficient route of travel is taken through monitoring factors likely to cause delays or route deviations</p> <p>3.3 <i>Traffic and surface conditions</i> are consistently monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- low risk driving techniques
- monitor and anticipate traffic hazard

Required Knowledge

- ancillary equipment
- appreciation of automotive systems
- emergency vehicle requirements and regulations
- knowledge of emergency vehicle inspection procedures
- knowledge of equipment and accessories
- local area knowledge
- traffic legislation
- traffic rules and regulations
- vehicle operating procedures

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in a practical demonstration of driving skills. Maintaining personal safety, safety awareness and awareness of traffic conditions and other road users is critical

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Competency must be demonstrated in a simulated operational situation under varying conditions

Specific resources for assessment

Assessment of this competency will require access to a relevant vehicle

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Vehicles may include	<ul style="list-style-type: none"> all types of operational vehicles tankers troop carrier rescue vehicles buses bulk water carrier all terrain vehicles pumpers aerial appliances communication vehicles command /control vehicles
Operational conditions may include	<ul style="list-style-type: none"> non-emergency driving emergency response driving off-road driving hazardous environmental conditions driving in special environments (eg on actual airport movement areas) prevailing weather time of day/night visibility recovery
Considerations may include	<ul style="list-style-type: none"> procedures traffic conditions levels of emergency response adverse weather traffic regulations warning devices adverse terrain

RANGE STATEMENT

	type of vehicle
	adverse surfaces
Cabin drill may include	adjustment of seats
	seatbelts
	mirrors and steering
	radio on
	all crew seated/restrained
	dash layout
	gauges
	warning lights
Start-up check may include	fuel
	coolant
	oil
	pump
	water
	equipment/locker security
	visual inspection of vehicle
	operation of emergency warning devices (lights/sirens)
	crew intercom
	physical check or scan of gauges
Instruments/gauges may include	warning lights
	tachometer
	temperature
	electrical charging
	systems indicators (high beam
	turn signals
	parking brakes)
	speedometer
	oil pressure
	brake warning lights
	audible warning devices

RANGE STATEMENT

Relevant legislation and procedures may include

water tank level indicator
 traffic regulations
 organisation policy and procedures
 accident procedures
 emergency parking
 possession of appropriate licence

Manufacturer's specifications may include

engine characteristics
 systems warning functions
 radius of turning circle
 safety procedures
 horsepower rating
 maximum vehicle weight
 fuel capacity for range
 clearance height
 engagement procedures
 no-spin locking differential
 anti-lock braking systems

Traffic conditions may include

parking
 traffic pattern and density
 known peak traffic periods and community functions and events
 effect of weather on roads
 road surface
 visibility

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER001B Identify, prevent and report potential workplace emergency situations

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to identify and prevent the development of workplace emergency situations, or to minimise their consequences, and to report if emergency protection systems, emergency control equipment and evacuation systems are compromised.

For this unit the term workplace is defined as the area encompassed by an individual's responsibilities.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- covers the work required before the emergency services or specialist response team arrives
- does not cover the specific use of equipment to prevent workplace emergency situations
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the prevention stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify, monitor and report situations that could lead to workplace emergencies</p>	<p>1.1 <i>Situations that could lead to workplace emergencies</i> are identified and reported according to workplace procedures and accepted safe practices</p> <p>1.2 Immediate work area is routinely checked for any situations that could lead to emergencies</p> <p>1.3 <i>Hazardous work</i> is monitored to ensure precautions and workplace procedures are followed</p>
<p>2. Identify, report and correct situations that could prevent workplace emergencies from being safely handled</p>	<p>2.1 Principles of operation of relevant <i>emergency protection systems</i> are identified</p> <p>2.2 Principles of operation of relevant <i>emergency control equipment</i> are identified</p> <p>2.3 <i>Evacuation systems</i> are identified</p> <p>2.4 Immediate work area is routinely checked according to workplace procedures and accepted safe practices for any situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable</p> <p>2.5 Situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable are identified, corrected and/or reported according to workplace procedures and accepted safe practices</p> <p>2.6 Workplace procedures and accepted safe practices are regularly monitored and followed to ensure operability of emergency protection systems, emergency control equipment and evacuation systems</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively according to workplace procedures and accepted safe practices
- identify hazards in the workplace that reduce the effectiveness of emergency protection systems, emergency control equipment and evacuation systems
- monitor the work area to identify new and emerging risks on an on-going basis

Required Knowledge

- basic types, principles of operation and limitations of emergency protection systems and emergency control equipment typically installed in the workplace
- hazards in the workplace that reduce the effectiveness of emergency protection systems and emergency control equipment
- procedures for identifying, minimising or preventing, correcting and reporting situations within the organisation that may lead to workplace emergencies
- safe practices applicable to the workplace that help to prevent emergencies
- situations in the workplace that may lead to emergencies
- situations that may make emergency protection systems and emergency control equipment inoperable

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to identify emergency protection systems, emergency control equipment and evacuation systems; to identify and report situations that may lead to or contribute to workplace incidents and/or emergencies

Consistency in performance

Competency should be demonstrated in the workplace

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency protection systems and emergency control equipment
- relevant standards and workplace procedures

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident
 Letter bomb
 Medical emergency
 Severe weather/storm damage
 Structural instability
 Terrorism
 Transport accident
 Toxic emission
 Veterinary emergencies
 Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in Australian Standard 37452002

Situations that could lead to workplace emergencies may

Deficient or ineffective security arrangements
 Failure to follow safe practices

RANGE STATEMENT**include**

Fire/smoke hazards
 Poor maintenance
 Unreported faults
 Unsafe practices
 Unsafe storage and handling of dangerous goods and hazardous materials
 Unsafe use of electrical or mechanical equipment

Hazardous work includes the hazards identified in the hazard analysis and may include

Handling dangerous goods and hazardous materials (including waste)
 Hot work
 Manufacturing
 Unsafe manual handling
 Using, mixing and/or moving chemicals
 Working at heights, in confined spaces, in poorly ventilated spaces or around noise
 Working around traffic
 Working with plant and machinery
 Working with unstable equipment or equipment that has deteriorated

Emergency protection systems may include

Automatic fire/leak/spill/movement detectors
 CCTV
 Communications systems
 Manual alarms
 Passive installations, fire/smoke doors, fire walls
 Security infrastructure
 Special hazard identification systems
 Spill/leak containment systems
 Sprinkler and deluge systems
 Warning systems

Emergency control equipment may include

Communications equipment
 Escape equipment
 Fire/smoke detection, alarm, mitigation and suppression systems

RANGE STATEMENT

	First-aid kits
	Forcible entry tools
	Initial response firefighting equipment
	Isolation barriers
	Personal protection kits
	Shower and eyewash
	Spill control kits/equipment
Evacuation systems include	Access, egress
	Exits
	Procedures
Situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable may include	Blocking egress
	Compromising security infrastructure or integrity
	Emergency lighting and/or exit lighting being damaged, missing or under service
	Locking or blocking exits
	Impairing exits and/or pathways to exits
	Interfering with alarm systems
	Not replacing or replenishing used emergency equipment
	Not reporting damage to emergency control equipment or facilities
	Propping open fire/smoke doors

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER002B Ensure workplace emergency prevention procedures, systems and processes are implemented

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to implement workplace emergency prevention procedures within a workplace or a defined group of workplaces.

The person undertaking this work may be supervising some people in the workplace.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the prevention stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. **Ensure workplace emergency prevention processes are implemented**

1.1 Workplace emergency prevention inspections are carried out according to workplace procedures, safe practices and workplace emergency management plan

1.2 *Situations that could lead to workplace emergencies* are identified, mitigated or corrected, and recorded or reported according to workplace procedures

1.3 Processes are reviewed and reported according to workplace procedures

2. **Ensure appropriate hazard analysis undertaken and results are implemented**

2.1 Workplace procedures are implemented to ensure that an emergency prevention *hazard analysis* in the area is routinely undertaken

2.2 Personnel are designated to implement the processes according to the hazard analysis

2.3 Workplace procedures are implemented to ensure personnel comply with identified emergency prevention processes

3. **Ensure workplace emergency protection systems, emergency control equipment and evacuation systems remain effective**

3.1 Workplace procedures are implemented to ensure work practices do not interfere with the area's *emergency protection systems, emergency control equipment* and *evacuation systems*

3.2 Workplace procedures are implemented to ensure problems or deficiencies with area emergency protection systems, emergency control equipment and evacuation systems are corrected and reported according to workplace procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate
- delegate
- leadership
- organising

Required Knowledge

- basic types, principles of operation and limitations of emergency prevention and protection systems and emergency control equipment typically installed in the workplace
- hazard analysis processes
- reporting procedures
- workplace procedures to rectify problems

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to identify workplace emergency prevention procedures and to ensure these procedures are routinely implemented

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- relevant workplace hazard analysis results

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
Bomb threat
Building invasion/armed invasion
Chemical, biological and radiological
Civil disorder
Criminal acts
Cyclones, including storm surge
Deliberate self-harm
Earthquake
Failure of utilities
Fire
Flood
Hazardous substances incidents
Hostage situations
Industrial accident
Letter bomb
Medical emergency
Severe weather/storm damage
Structural instability
Terrorism
Transport accident
Toxic emission
Veterinary emergencies
Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in Australian Standard 37452002

Workplace emergency prevention processes may

Audits
Inspections

RANGE STATEMENT

include	Records that indicate equipment and systems operate within acceptable safety limits Training logs and records Visual checks
Situations that could lead to workplace emergencies may include	Deficient or ineffective security arrangements Failure to follow safe practices Fire/smoke hazards Poor housekeeping Unreported faults Unsafe practices Unsafe storage and handling of dangerous goods and hazardous materials Unsafe use of electrical or mechanical equipment
Hazard analysis is	Assessed either subjectively (non-quantitatively) or numerically Ongoing and dynamic Part of an emergency risk management process The process of determining the degree of threat that is posed by one or more hazards to one or more resources, or the product of that process
Emergency protection systems may include	Automatic fire/leak/spill/movement detectors Communications equipment CCTV Fire/smoke doors Manual alarms Security infrastructure Special hazard identification systems Spill/leak containment systems (sprinkler and deluge systems) Warning systems
Emergency control equipment may include	Communications equipment Escape equipment Fire/smoke detection, alarm, mitigation and suppression

RANGE STATEMENT

	systems
	First-aid kits
	Forcible entry tools
	Initial response firefighting equipment
	Isolation barriers
	Personal protection kits
	Shower and eyewash
	Spill control kits/equipment
Evacuation systems include	Access, egress
	Exits
	Procedures

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER003B Manage and monitor workplace emergency procedures, equipment and other resources

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to participate in the management and monitoring of workplace emergency prevention and control structures for a complex workplace or a defined group of workplaces.

It involves managing problems and resolving issues in relation to the organisation's workplace emergency prevention process and emergency control structures.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the prevention stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage emergency measures and practices	<ul style="list-style-type: none">1.1 <i>Emergency prevention measures</i>, practices and control equipment are identified, documented and disseminated according to the requirements of the workplace emergency procedures1.2 Purchasing, installation and commissioning procedures are followed1.3 Instructions in the safe and effective use and care of <i>emergency control equipment</i> are documented and disseminated1.4 <i>Situations that could lead to workplace emergencies</i> are identified and recorded, and options for mitigating or avoiding these situations are formulated, tested and implemented
2. Manage emergency control equipment	<ul style="list-style-type: none">2.1 <i>Emergency control equipment maintenance requirements</i> are specified and managed2.2 Instructions and training are provided for on-site personnel in the care of emergency control equipment2.3 Equipment maintenance is audited for compliance2.4 Emergency control equipment is assessed for useability and accessibility and is reported according to workplace procedures2.5 Procedures are followed to correct emergency control equipment defects and deficiencies
3. Record and report emergency control equipment and faults	<ul style="list-style-type: none">3.1 Schedule for verifying and reporting faults is developed and implemented3.2 Details and nature of faults are recorded and where possible rectified3.3 Maintenance logs, records and tests are consulted and corrective action is verified3.4 Reports on faults verified are provided in a timely manner and contain recommendations for improving verified faults3.5 Frequency of occurrence of faults is monitored and reported according to workplace procedures
4. Monitor emergency control structures	<ul style="list-style-type: none">4.1 Currency, compliance and appropriateness of the workplace emergency plan are monitored4.2 Emergency control organisation activities are monitored to ensure they comply with workplace

ELEMENT

PERFORMANCE CRITERIA

emergency plans, relevant standards and are appropriate for the workplace

4.3 Advice is provided to emergency planning committee and emergency control organisation

4.4 Compliance with relevant standards and statutory requirements is checked and appropriate recommendations are made where compliance is an issue

4.5 Implementation of hazard analysis recommendations is monitored

4.6 Representation on the emergency planning committee and emergency control organisation is monitored according to the workplace emergency plan, relevant standards and statutory requirements

4.7 Recommendations and reports are provided to stakeholders

4.8 Training is provided and monitored in accordance with the workplace emergency plan and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse operational effectiveness of emergency control equipment
- apply emergency prevention principles
- implement emergency prevention solutions
- implement maintenance auditing and fault reporting procedures
- report emergency prevention problems and suggestions for correction

Required Knowledge

- characteristics, use and limitations of workplace emergency procedures and emergency control equipment
- maintenance requirements of workplace emergency procedures and emergency control equipment
- principles of emergency prevention
- relevant legislation and standards
- typical applications of emergency prevention

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to ensure compliance of workplace emergency procedures, emergency control structures, equipment and other resources with relevant standards and statutory requirements

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace

Specific resources for assessment

Access is required to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- workplace emergency management plan
- workplace emergency procedures
- emergency control organisation policy documents
- emergency planning committee policy documents

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency prevention and control structures may include

Emergency control organisation
Emergency planning committee

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
Bomb threat
Building invasion/armed invasion
Chemical, biological and radiological
Civil disorder
Criminal acts
Cyclones, including storm surge
Deliberate self-harm
Earthquake
Failure of utilities
Fire
Flood
Hazardous substances incidents
Hostage situations
Industrial accident
Letter bomb
Medical emergency
Severe weather/storm damage
Structural instability
Terrorism
Transport accident
Toxic emission
Veterinary emergencies
Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in

RANGE STATEMENT

	Australian Standard 37452002
Emergency prevention measures may include	Emergency control equipment Emergency evacuation systems Emergency protection systems
Emergency control equipment may include	Communications equipment Escape equipment Fire/smoke detection, alarm, mitigation and suppression systems First-aid kits Forcible entry tools Initial response firefighting equipment Isolation barriers Personal protection kits Shower and eyewash Spill control kits/equipment
Situations that could lead to workplace emergencies may include	Deficient or ineffective security arrangements Failure to follow safe practices Faults not being reported Fire/smoke hazards Poor housekeeping Unsafe practices Unsafe storage and handling of dangerous goods and hazardous materials Unsafe use of electrical or mechanical equipment
Emergency control equipment maintenance requirements will cover	Australian Standards Industry practices or needs identified as specific to the organisation or workplace Legislative requirements including codes of practice Manufacturers' guidelines

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER004B Respond to workplace emergencies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to recognise emergencies in the workplace, to report emergencies and to take appropriate action.

For this unit workplace is defined as the area encompassed by an individual's responsibilities.

This unit:

- applies to all personnel within an organisation
- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the workplace evacuation stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Current workplace emergency procedures to be used by employees and other workplace occupants are identified and followed 1.2 Emergency resources in the workplace are identified and located 1.3 Emergency response exercises are participated in according to workplace emergency procedures
2. Report emergencies and potential emergencies	2.1 Emergencies and potential emergencies are identified and reported according to workplace emergency procedures 2.2 People in any immediate danger from the emergency or potential emergency are alerted according to workplace emergency procedures
3. Respond to emergency warnings and advice	3.1 Emergency warnings and advice are responded to according to workplace emergency procedures 3.2 Instructions from emergency control response personnel are complied with during an emergency 3.3 Sources of additional information are identified and information is sought from relevant people if the situation is not clear
4. Evacuate from the work area	4.1 Need to evacuate from the work area is determined according to the level of immediate danger or instruction issued under the workplace emergency procedures 4.2 Work area is prepared for evacuation according to workplace emergency procedures and the nature of the emergency 4.3 Area of danger is evacuated according to workplace emergency procedures 4.4 Where it is safe to do so, assistance is provided to people who may require assistance 4.5 Evacuation procedures and instructions from emergency control organisation or emergency response personnel are followed 4.6 Alternative pathways or methods of evacuation are identified, assessed and chosen according to workplace emergency procedures if usual means of evacuation are blocked or endangered 4.7 Communication systems are used according to workplace procedures

ELEMENT

PERFORMANCE CRITERIA

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in an emergency situation as outlined in the workplace emergency procedures
- identify an emergency/potential emergency

Required Knowledge

- circumstances where evacuation may need to be modified
- emergency reporting systems and procedures used on site
- emergency warning system, signals and instructions used on site
- evacuation alarms and workplace emergency procedures used at the workplace
- location of assembly areas and post-evacuation actions
- location of emergency equipment in the workplace
- procedures for reporting emergencies
- roles, responsibilities and authority of emergency personnel, emergency control organisation and emergency response team
- types of emergencies, the hazards and the evacuation actions associated with each one

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to apply workplace procedures; to maintain own safety and the safety of others in emergency situations; and to follow workplace emergency procedures and the advice of emergency control organisation members

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace including assisting people who may need assistance

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency resources
- range of communication equipment relevant to the workplace
- workplace emergency procedures and documentation

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident
 Letter bomb
 Medical emergency
 Severe weather/storm damage
 Structural instability
 Terrorism
 Transport accident
 Toxic emission
 Veterinary emergencies
 Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in Australian Standard 37452002

Emergency response exercises may include

Briefings
 Debriefings

RANGE STATEMENT

Emergency warnings may include	<p>Emergency exercises, simulations and reviews</p> <p>Table/desk top exercises</p> <p>Audible/visual alarms</p> <p>Audible or vibrating pagers</p> <p>Coded or uncoded public address announcements</p> <p>E-mail</p> <p>Screen alerts</p> <p>Stench alarms</p>
Providing assistance to people who may require assistance is part of the indemnification as specified in AS 37452002 and may include	<p>Guidance</p> <p>Reassurance</p> <p>Support</p>
People who may require assistance may include	<p>Babies and children</p> <p>People with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response</p> <p>People from diverse cultural and linguistic backgrounds</p> <p>People who are injured</p> <p>People who are not able to comprehend the instructions given</p> <p>Pregnant women</p>
Instructions may include	<p>To evacuate</p> <p>Not to evacuate</p> <p>To partially evacuate</p> <p>Alternative evacuation</p> <p>Any guidance from emergency response team</p> <p>Designated assembly area</p> <p>Evacuation routes and destination</p> <p>Not to re-enter the evacuated area until directed by emergency personnel</p> <p>Protection in place/lockdown</p> <p>Use of response equipment</p>

RANGE STATEMENT

Emergency response personnel may include

Emergency control organisation members
Counsellors
Emergency response team members
Police, fire and emergency services
Peer support
Recovery team

Emergency response personnel may be identified through

Prior advice
Publicity eg armbands, helmets, caps, hats, uniforms, tabards, vests or other distinguishing/distinctive clothing
Workplace procedures

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER005B Operate as part of an emergency control organisation

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to implement the emergency response specified in the workplace emergency procedures or specified by a person at a higher level in the emergency control organisation.

People who undertake this work will be working within the command, control and coordinate structure of the emergency control organisation.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the workplace evacuation stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to emergency reports, signals and warnings	<p>1.1 <i>Emergency reports, signals and warnings</i> are identified and appropriate action is taken</p> <p>1.2 Emergency situations and possible <i>further development</i> are assessed and relevant action is taken according to workplace emergency procedures</p> <p>1.3 Arrangements are made for <i>people who may require assistance</i></p> <p>1.4 <i>Emergency stations</i> are attended and operated according to workplace emergency procedures</p> <p>1.5 Suitable <i>identification</i> is worn according to workplace emergency procedures and <i>relevant standards</i></p>
2. Initiate and control initial emergency response	<p>2.1 <i>Initial emergency response</i> is initiated and carried out according to the workplace emergency procedures or authorised instruction</p> <p>2.2 Evacuated areas are checked according to workplace emergency procedures</p> <p>2.3 Results of the evacuation of an area are reported to the <i>relevant person</i> according to the workplace emergency procedures</p> <p>2.4 People are accounted for appropriately after the evacuation and the results are reported to the relevant person according to the workplace emergency procedures</p> <p>2.5 Persons not accounted for are reported in accordance with workplace emergency procedures</p>
3. Anticipate the further development of emergencies	<p>3.1 Emergency responses are based on the emergency management plan, taking into account the current situation and possible further development</p> <p>3.2 Possible further development of emergency situations is continually assessed, reported to the relevant person and acted on according to workplace emergency procedures</p>
4. Assist with post initial response	<p>4.1 Emergency evacuation or alternative action is completed before any <i>post initial response activities</i> are undertaken</p> <p>4.2 Post initial response activities are conducted under the control of the relevant person and are</p>

ELEMENT

PERFORMANCE CRITERIA

consistent with the workplace emergency plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- ability to relate to a range of people from a range of cultural, linguistic, social and ethnic backgrounds, and a range of physical and intellectual abilities
- apply methods of accounting for people
- assist people who need assistance
- carry out a search pattern within an area
- communicate clearly by the means specified in the workplace emergency procedures
- contribute to emergency management planning
- exercise leadership within a workplace emergency context
- use equipment assigned to assist with implementing the workplace emergency procedures

Required Knowledge

- arrangements for evacuating people who need support
- assessing and anticipating the progress of emergencies that might reasonably be expected in the workplace
- command, control and coordinate function of the emergency control organisation
- context of own role within the workplace emergency procedures
- emergency assessment and reporting procedures
- emergency reporting signals, alarms, warnings and procedures
- emergency response and operating procedures
- members of the emergency control organisation and their roles and responsibilities
- evacuation priorities
- hazard identification
- precautions to be taken during emergencies and during an evacuation
- methods of accounting for people during and after emergencies
- need to keep the relevant person informed of the developing situation
- post initial response emergency activities
- responses to meet the various situations
- workplace procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to respond to emergency reports, signals and warnings appropriately; to supply clear directions under emergency conditions; to make decisions appropriate to the situation; to keep others appropriately informed; to respond according to the workplace emergency procedures; and to take on a leadership role consistent with the emergency control organisation

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace

Specific resources for assessment

Access to scenarios that reflect a range of emergency situations that may be expected in the workplace

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident
 Letter bomb
 Medical emergency
 Severe weather/storm damage
 Structural instability
 Terrorism
 Transport accident
 Toxic emission
 Veterinary emergencies
 Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in Australian Standard 37452002

Emergency reports, signals and warnings may include

Audible/visual alarms
 Audible or vibrating pagers

RANGE STATEMENT**Further development may include**

Coded or uncoded public address announcements
 E-mail
 Screen alerts
 Stench alarms
 Air contamination
 Danger of explosion
 Environmental impact
 Injury, loss of life or property
 Loss of communications
 Loss of containment
 Loss of emergency resources
 Reaction of people to the emergency
 Release of hazardous materials
 Risk of cross-infection or contamination
 Risk of increased threatening behaviour
 Spread of hazard/incident area
 Structural collapse
 Threat to adjoining/neighbouring areas
 Vapours, fumes, gases

People who may require assistance may include

Babies and children
 People with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response
 People from diverse cultural and linguistic backgrounds
 People who are injured
 People who are not able to comprehend the instructions given
 Pregnant women

Emergency stations may include

Assembly or marshalling points
 Designated telephone or intercom
 Designated muster points
 Emergency control point

RANGE STATEMENT

	Master emergency control point Warden's inter-communication point (WIP) phones
Identification may include	Armbands Helmets, caps, hats Uniforms Tabards, vests or other distinguishing/distinctive clothing
Relevant standards may include	Relevant Australian Standards such as Australian Standard 37452002
Initial emergency response may include	To evacuate Not to evacuate To partially evacuate Advice or requests for emergency services Alternative evacuation Any guidance from emergency response team Designated assembly area Evacuation routes and destination Not to re-enter the evacuated area until directed by emergency personnel Protection in place/lockdown Relocating or providing welfare services for evacuated persons Restricting entry to danger areas Searching floors or areas Supplying emergency equipment Use of response equipment
Relevant person may include	Emergency control organisation members Emergency services personnel People with overall evacuation control responsibility or a person delegated with this responsibility Police, fire and emergency services
Post initial response	Assisting with recovery activities

RANGE STATEMENT

activities may include

Assisting with authorised restoration of normal activity
Participating in debriefing
Providing advice
Requests for emergency services or specialist response team
Relocating or providing welfare services for evacuated persons
Restricting entry to danger areas
Security
Supplying emergency equipment

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER007B Manage an emergency control organisation

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to manage or to operate as part of the management of an emergency control organisation.

People who undertake this work would generally be members of an emergency planning committee.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the workplace evacuation stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate a system of emergency response planning	<p>1.1 A system of emergency alerting is planned, specified, implemented and maintained according to the workplace emergency plan, needs, resources and relevant legislation</p> <p>1.2 A means of alerting people to the need for evacuation or other <i>initial emergency response</i> is provided in accordance with relevant legislation or appropriate standards</p> <p>1.3 Emergency risk management process is developed and implemented according to legislative requirements and <i>relevant standards</i></p> <p>1.4 Emergency control organisation is established and trained to meet organisational needs and resources and the workplace emergency plan</p> <p>1.5 Resources required to support the effective operation of the emergency control organisation are identified and allocated</p>
2. Ensure emergency control organisation is in place	<p>2.1 Possible emergencies are identified and defined and plans are developed to deal with them</p> <p>2.2 Building plans are analysed for initial emergency response issues</p> <p>2.3 Emergency response procedures are based on emergencies identified in the hazard analysis</p>
3. Provide for initiation and control of initial emergency response	<p>3.1 Procedures for initiating and controlling the initial emergency response are developed, implemented and communicated according to workplace emergency procedures</p> <p>3.2 Suitable arrangements are established for the evacuation of <i>people who need assistance</i></p> <p>3.3 Plans provide for <i>assets</i> to be secured where safe to do so</p> <p>3.4 Plans provide for restricted access to the evacuated area</p> <p>3.5 Evacuation exercises are conducted to validate and amend the procedures as required</p> <p>3.6 A system to <i>account for all people during emergencies</i> is developed and implemented</p>
4. Provide for post initial response activities	<p>4.1 Priorities for evacuation and <i>post initial response activities</i> are put in place</p> <p>4.2 Need for post initial response activities is considered and discussed with emergency</p>

ELEMENT**PERFORMANCE CRITERIA**

	<p>services</p> <p>4.3 Possible post initial response activities and procedures are documented in workplace emergency procedures</p> <p>4.4 Workplace emergency procedures provide for initial emergency response activities being completed before post initial response activities are undertaken</p> <p>4.5 Workplace emergency procedures provide for recovery activities to be identified and developed, and their implementation to be facilitated</p>
<p>5. Plan and implement emergency control organisation training</p>	<p>5.1 Training needs are identified and documented</p> <p>5.2 Relevant training is developed, implemented and regularly reviewed according to workplace emergency plan, legislative requirements and relevant standards</p> <p>5.3 Training covers topics identified in the needs analysis before a person is assigned emergency duties, when those duties are changed, or when a significant change occurs to the risk of emergencies at the workplace</p> <p>5.4 Sufficient relevant refresher training, drills and exercises are conducted so that competencies needed by the workplace emergency initial response team are maintained</p> <p>5.5 Resources required for training are identified and provided</p> <p>5.6 Training provided reflects the needs of the workplace, the individuals and statutory requirements</p> <p>5.7 Qualified and experienced people are used to provide training</p> <p>5.8 Feedback on training is sought and used to improve future training</p>
<p>6. Provide advice and support for people in the post response and recovery phase</p>	<p>6.1 Provision is made for minimising adverse consequences to people involved, the environment and the organisation</p> <p>6.2 A process is provided for debriefing to be undertaken according to workplace procedures</p> <p>6.3 A process is provided for external support services to be accessed as necessary</p> <p>6.4 Provision is made for liaison with the media to</p>

ELEMENT

PERFORMANCE CRITERIA

be undertaken according to organisation procedures

6.5 Provision is made for appropriate reports to be completed and processed according to organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse
- chair meetings
- manage projects
- manage risk
- plan

Required Knowledge

- characteristics, limitations and use of emergency alerting systems and procedures
- emergency alerting needs
- hazard identification and the precautions to be observed during emergencies
- legislative requirements
- methods/priorities in managing media responses in emergency situations
- organisation and its human resources
- people who may need assistance and the assistance they may require
- pre-planning procedures to allow for the conduct of post initial response activities
- roles and responsibilities under legislation of employers, managers, supervisors, employees and contractors
- requirements under relevant standards and codes of practice
- resources required to support an emergency control organisation
- systems for controlling the entry of visitors, contractors and staff during an emergency
- workplace emergency hazard analysis

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to plan and prepare for the range of possible emergencies as identified by the hazard analysis

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace

Specific resources for assessment

Access is required to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- hazard analyses
- emergency planning committee

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident
 Letter bomb
 Medical emergency
 Severe weather/storm damage
 Structural instability
 Terrorism
 Transport accident
 Toxic emission
 Veterinary emergencies
 Wildfire

Workplace include

Workplaces, buildings and structures as outlined in Australian Standard 37452002

Initial emergency response may include

To evacuate
 Not to evacuate

RANGE STATEMENT

	<p>To partially evacuate</p> <p>Advice or requests for emergency services</p> <p>Alternative evacuation</p> <p>Any guidance from emergency response team</p> <p>Designated assembly area</p> <p>Evacuation routes and destination</p> <p>Not to re-enter the evacuated area until directed by emergency personnel</p> <p>Protection in place/lockdown</p> <p>Relocating or providing welfare services for evacuated persons</p> <p>Restricting entry to danger areas</p> <p>Searching floors or areas</p> <p>Supplying emergency equipment</p> <p>Use of response equipment</p>
Relevant standards may include	Relevant Australian Standards such as Australian Standard 37452002
People who need assistance may include	<p>Babies and children</p> <p>People with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response</p> <p>People from diverse cultural and linguistic backgrounds</p> <p>People who are injured</p> <p>People who are not able to comprehend the instructions given</p> <p>Pregnant women</p>
Assets may include	<p>Equipment</p> <p>Information</p> <p>Livestock</p> <p>Machinery</p> <p>Material</p> <p>Plant</p>
Accounting for all people	Floor checks

RANGE STATEMENT**during emergencies may include**

Head counts
 Provisions for people evacuated outside normal working hours or during other unusual workplace situations that can be reasonably anticipated
 Provisions related to visitors, contractors and other staff
 Roll calls or checklists
 Tagging systems
 Visitor registers

Post initial response activities may include

Advice or requests for emergency services
 Assisting with recovery activities
 Assisting with authorised restoration of normal activity
 Participating in debriefing
 Providing advice
 Requests for emergency services or specialist response team
 Relocating or providing welfare services for evacuated persons
 Restricting entry to danger areas
 Searching floors or areas
 Security
 Supplying emergency equipment

Training may include

Briefings
 Coaching
 Drills or critiques
 Exercises
 Formal and informal training sessions
 Instructions
 Meetings
 Mentoring
 On-the-job and off-the-job training
 Regular testing

External support services may include

Community services

RANGE STATEMENT

Counselling services
Unions

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER008B Confine small workplace emergencies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to confine small workplace emergencies.

Small workplace emergencies may include such incidents as a small fire that can be controlled using a nearby fire extinguisher; or a chemical spill that can be controlled using workplace personal protective clothing and equipment, and a small spill kit; or a workplace vehicle accident where there is no significant injury or damage.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the initial response stream.

This unit does not cover the competency required for first aid; there are other units that cover first aid competence such as PUAEME001B Provide emergency care.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Possible workplace emergency situations and appropriate responses, within the range of current skills and relevant workplace emergency procedures, are identified 1.2 Relevant <i>emergency resources</i> are identified and their location is ascertained in the work area 1.3 Any problems with the serviceability of the emergency resources are identified and reported to relevant people in accordance with workplace procedures
2. Identify and assess the emergency	2.1 Emergency situation or potential emergency situation and risks are identified and the likely effectiveness of initial response action is considered 2.2 Advice in relation to emergency situation is sought according to workplace emergency procedures 2.3 Where <i>initial response actions</i> are considered unsafe or inappropriate, action is taken according to workplace emergency procedures
3. Safely confine emergencies where possible	3.1 Emergencies are confined to the immediate area according to workplace emergency procedures 3.2 Emergency resources are used within the individual's limitations imposed by current skills, relevant workplace procedures and relevant legislative requirements 3.3 Emergency resources used to confine emergency situation are used in a manner that will promote and enhance safe work conditions
4. Use initial response equipment	4.1 <i>Initial response equipment</i> is checked to ensure its serviceability prior to use 4.2 Appropriate equipment is selected for use in emergency situations 4.3 Initial response equipment is used according to accepted safe practices and training 4.4 Use of equipment is coordinated with other emergency actions
5. Report workplace emergency response	5.1 Emergency situation response is documented and reported in accordance with workplace procedures 5.2 Use of initial response equipment is documented

ELEMENT

PERFORMANCE CRITERIA

and reported according to workplace procedures

5.3 Initial response equipment is marked or positioned after use and reported to relevant personnel or authority to indicate if it requires servicing or replacing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in an effective manner
- give and follow instructions
- implement workplace procedures
- re-stow initial response equipment
- risk management
- use initial response equipment

Required Knowledge

- actions to be followed when initial response action is not safe
- appropriate initial response equipment
- facilities that may be used to confine emergencies
- hazards involved with initial response action
- implications of the incorrect use of equipment
- limitations of initial response equipment
- limitations of use of emergency control equipment or facilities
- methods of extinguishment
- safe use of initial response equipment
- situations that must not be responded to because of the risk
- types of emergencies
- workplace procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to correctly identify the type of emergency that has occurred; to identify and take action to avoid or control any associated hazards; to use initial response equipment and techniques to safely and effectively control or contain the emergency

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace using initial response equipment

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in a simulated environment under conditions that safely replicate workplace emergency situations

Specific resources for assessment

Access to scenarios that reflect a range of emergency situations that may be expected in the workplace

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergencies must include those emergencies identified by the workplace hazard analysis where the impact on the work area is limited, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident
 Letter bomb
 Medical emergency
 Severe weather/storm damage
 Structural instability
 Terrorism
 Transport accident
 Toxic emission
 Veterinary emergencies
 Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in Australian Standard 37452002

Emergency resources may include

Personal access bar codes/swipe cards
 Barricades

RANGE STATEMENT

	<ul style="list-style-type: none"> Communication systems Fire protection equipment First-aid kits Mechanical ventilation and air handling equipment Personal protective equipment Spill control kits Surveillance equipment Warning signs
Initial response action may include	<ul style="list-style-type: none"> Activation of response team Activation of suppression systems Alerting others Containing the emergency Evacuating the area Removing people from danger Removing the emergency Rendering basic aid as required Shut down procedures Use of containment systems Use of portable fire extinguishers, fire blankets or hose reels
Checking initial response equipment may include	<ul style="list-style-type: none"> Manufacturers'/company instructions Relevant standards Workplace procedures Written instructions
Documentation and records may be used to	<ul style="list-style-type: none"> Ensure equipment is restored to service Initiate incident investigations Record details of emergencies Report follow-up action Review own actions/performance appraisal Upgrade initial response equipment or procedures
Marking or positioning equipment after use may	<ul style="list-style-type: none"> Correctly disposing of contaminated spill absorbent

RANGE STATEMENT

include

Labelling/tagging with an appropriate label or tag
Laying extinguishers on their side
Not replacing extinguishers on hooks
Replenishing equipment

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER009B Participate as a member of a workplace emergency initial response team

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to participate as a member of a workplace emergency initial response team. This team works in conjunction with the emergency control organisation in the control of workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the initial response stream.

This unit does not cover the competency required for crisis management, recovery or restoration.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for workplace emergencies	<p>1.1 <i>Emergency equipment</i> assigned for use by the initial response team is stored and maintained in a safe, accessible and serviceable state</p> <p>1.2 Current workplace emergency procedures to be used by employees are identified and accessed</p> <p>1.3 Risk assessment of initial response team activities is undertaken according to workplace procedures</p> <p>1.4 Initial response team training activities are undertaken according to workplace emergency procedures and relevant legislation</p>
2. Respond to workplace emergencies	<p>2.1 Emergency is responded to according to workplace emergency procedures</p> <p>2.2 Emergency situation is assessed for hazards and appropriate <i>precautions</i> against those <i>hazards</i> are implemented</p> <p>2.3 Identified hazards are reported to people in danger and the initial response team leader</p> <p>2.4 Instructions from the initial response team leader are confirmed and implemented safely and promptly</p> <p>2.5 Appropriate equipment is selected and operated according to workplace emergency procedures</p> <p>2.6 Situation is contained to the extent necessary to prevent an escalation of the emergency and to enable emergency services and specialist response team activity to be completed safely</p>
3. Communicate with and complement other personnel	<p>3.1 Effective communication with initial response team members and initial response team leader is constantly maintained</p> <p>3.2 Activities are consistent with the initial response team leader's plan of action and support the work of other initial response team members</p> <p>3.3 Activities support the actions of <i>other initial response teams</i></p> <p>3.4 Any injuries, accidents or near misses involving team members are reported to the team leader</p>
4. Assist with recovery from workplace emergencies	<p>4.1 Evidence relating to the cause, origin and progress of the emergency is preserved and recorded as far as possible</p> <p>4.2 Appropriate assistance is provided in accordance</p>

ELEMENT

PERFORMANCE CRITERIA

- with the workplace emergency procedures
- 4.3 Emergency equipment is returned to a state of readiness as soon as is reasonably practicable
- 4.4 Debriefings are attended and participated in as appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access and use protective clothing and equipment safely and effectively under emergency conditions
- communication skills during emergencies
- care for protective clothing and equipment
- interpret and respond to alarm systems
- re-stow initial response equipment

Required Knowledge

- alarm systems and associated equipment
- appropriate personal protective clothing and equipment
- concept of dynamic risk assessment
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazard analysis
- hazards and the precautions necessary during control activities
- procedures for responding to alarms
- survival, rescue and recovery procedures
- tactics for safely handling specific emergencies
- workplace emergency procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to be prepared for a safe and prompt response to a workplace emergency; to identify hazards and implement appropriate precautions; to use equipment safely and effectively; and to work as a team member safely and effectively under the direction of a workplace emergency initial response team leader

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace, including dealing with plausible contingencies

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in a simulated environment under conditions that safely replicate workplace emergency situations

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- material safety data sheets
- workplace register of hazardous substances

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency services or specialist response teams may include

Ambulance/medical services
 Coast guard
 Defence workplace response teams
 Fire services
 Organisational specialist response team
 Organisations identified as response or support agencies as defined in the appropriate state/territory and/or commonwealth legislation
 Other external agencies such as hazmat teams, bomb squads, animal rescue services
 Police services
 Relevant state/territory and commonwealth authorities (such as environmental protection)
 Rescue services

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident

RANGE STATEMENT

	Letter bomb
	Medical emergency
	Severe weather/storm damage
	Structural instability
	Terrorism
	Transport accident
	Toxic emission
	Veterinary emergencies
	Wildfire
Workplaces include	Workplaces, buildings and structures as outlined in Australian Standard 37452002
Emergency equipment may include	Emergency vehicles, trailers, trolleys or caches
	Fire protection equipment
	Forcible entry tools
	Life support equipment
	Monitors (or turrets)
	Personal protective clothing and equipment
	Rescue equipment
	Spill or leak control kits
Hazards may include	Chemical, biological, radiological
	Climatic
	Electrical
	Environmental
	Explosive
	Fire
	Mechanical
	Psychological (eg critical incident stress)
	Noise related
	Security related
	Storm/flood
	Structural
	Thermal

RANGE STATEMENT

Precautions may include	Wildlife related Risk controls developed by using the hierarchy of controls, also called the safety decision hierarchy, with the priority being in order of: <ul style="list-style-type: none">• eliminate the hazard• substitute with a lesser hazard• isolate the hazard• engineer controls i.e. guarding• implement procedures to minimise risk• use appropriate personal protective equipment
Other initial response teams may include	Damage control Emergency control organisation Fire team First aid Maintenance Security

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER010B Lead a workplace emergency initial response team

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to lead a workplace emergency initial response team in the control of workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the initial response stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s PUAWER009B Participate as a member of a workplace emergency initial response team

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the team for workplace emergencies	<p>1.1 <i>Pre-incident planning</i> sessions are conducted to familiarise team members with relevant workplace procedures and safe and effective actions to control workplace emergencies according to relevant legislative requirements</p> <p>1.2 Processes are developed and implemented to ensure the competence of team members is developed and maintained</p> <p>1.3 Discussions, practice drills and exercises are conducted in accordance with workplace emergency procedures</p> <p>1.4 <i>Emergency equipment</i> is confirmed to be in a serviceable and accessible condition in accordance with standard/operating procedures</p>
2. Coordinate the response to control workplace emergencies	<p>2.1 Initial response team is made aware of the workplace emergency</p> <p>2.2 Team's response to the emergency is coordinated according to workplace emergency procedures, risk assessment and available resources</p> <p>2.3 Situation and its likely development is constantly assessed, <i>hazards</i> are identified and appropriate <i>precautions</i> are applied and maintained to safeguard team members</p> <p>2.4 Appropriate actions to safely control the emergency are selected, and <i>contingency plans</i> are developed and implemented if needed</p> <p>2.5 Instructions to implement selected actions are conveyed to team members in a clear manner and confirmed with them</p> <p>2.6 Actions chosen for the team to implement are consistent with available resources and the priority order of safely protecting self, other people and property where safe to do so</p> <p>2.7 Team actions are monitored, recorded and adjusted if needed to ensure safe and appropriate action is maintained</p>
3. Communicate with and coordinate personnel	<p>3.1 Effective communication with team members is constantly maintained according to communication systems</p> <p>3.2 Activities are consistent with the workplace emergency procedures and team members'</p>

ELEMENT**PERFORMANCE CRITERIA****4. Lead team's recovery from workplace emergencies**

- actions are coordinated
- 3.3 Team members' actions are coordinated with the activities of *other initial response teams*
- 3.4 On arrival incident controller is briefed and control is transferred to the appropriate emergency services/specialist response team
- 3.5 Liaison is established with the responding emergency services or specialist response team, and all relevant information and support is provided to them
- 4.1 Team actions are coordinated to prevent a re-occurrence of the emergency and to enable recovery activities to be commenced safely
- 4.2 Appropriate assistance is coordinated, within the scope of the workplace emergency procedures
- 4.3 Equipment is checked, serviced and stored, replaced or disposed of, to ensure its readiness for use
- 4.4 Any injuries, accidents or near misses involving the team are reported and critical incident support services for the team are requested in accordance with relevant regulatory requirements
- 4.5 A debriefing of the team is conducted and an incident report is prepared and submitted according to workplace procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- coordinate the use of emergency equipment safely and effectively under emergency conditions
- leadership and communication skills during emergencies

Required Knowledge

- alarm systems and associated equipment
- appropriate personal protective clothing and equipment
- building fire safety features
- dealing with contingencies
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazards and relevant precautions
- how people react in emergency situations
- procedures for responding to alarms
- risk assessment
- roles, responsibilities and authority of emergency services personnel
- situational awareness
- survival, rescue and recovery procedures
- tactics for safely handling specific emergencies
- workplace emergency management plan

Evidence Guide

EVIDENCE GUIDE

|

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to lead a safe and prompt response to a workplace emergency; to constantly assess the situation, identify hazards, apply and coordinate appropriate precautions; to select, implement and coordinate safe and effective actions by the team; to support the responding emergency services or specialist response teams; and to complete appropriate reports

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace, including dealing with plausible contingencies while leading a team

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in a simulated environment under conditions that safely replicate a range of workplace emergency situations

Specific resources for assessment

Access to:

- scenarios that reflect emergency situations that may be expected in the workplace
- workplace emergency initial response equipment

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency services or specialist response teams may include

Ambulance/medical services
 Coast guard
 Defence workplace response teams
 Fire services
 Organisational specialist response team
 Police services
 Relevant state/territory and commonwealth authorities (such as environmental protection)
 Rescue services
 Organisations identified as response or support agencies as defined in the appropriate state/territory and/or commonwealth legislation
 Other external agencies such as hazmat teams, bomb squads, animal rescue services

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident

RANGE STATEMENT

	Letter bomb
	Medical emergency
	Severe weather/storm damage
	Structural instability
	Terrorism
	Transport accident
	Toxic emission
	Veterinary emergencies
	Wildfire
Workplaces include	Workplaces, buildings and structures as outlined in Australian Standard 37452002
Pre-incident planning may include	Contingency plans, sketches or notes about workplace layout, features, hazards and emergency control facilities Discussions and/or use of operational procedures involving emergency plans, sketches, notes, procedures or material safety data sheets
Emergency equipment may include	Emergency vehicles, trailers, trolleys or caches Fire protection equipment Forcible entry tools Life support equipment Monitors (or turrets) Personal protective clothing and equipment Rescue equipment Spill or leak control kits
Initial response team may be made aware of the emergency through an alerting system such as	Computer screen alert Emergency warning system Fire alarm system Radio, telephone or pager system
Hazards may include	Chemical, biological, radiological Climatic Electrical

RANGE STATEMENT

	Environmental
	Explosive
	Fire
	Mechanical
	Psychological (eg critical incident stress)
	Noise related
	Security related
	Storm/flood
	Structural
	Thermal
	Wildlife related
Precautions may include	<p>Risk controls developed by using the hierarchy of controls, also called the safety decision hierarchy, with the priority being in order of:</p> <ul style="list-style-type: none"> • eliminate the hazard • substitute with a lesser hazard • isolate the hazard • engineer controls i.e. guarding • implement procedures to minimise risk • use appropriate personal protective equipment
Contingency plans may include provision for	<p>An unexpected threat to team member safety</p> <p>Communications problems</p> <p>Failure of emergency control equipment</p> <p>Injury to a team member</p> <p>Loss of emergency supplies</p> <p>Unexpected development of the emergency</p> <p>Team leader being injured or not being available</p>
Other initial response teams may include	<p>Damage control</p> <p>Emergency control organisation</p> <p>Fire team</p> <p>First aid</p> <p>Maintenance</p> <p>Security</p>

RANGE STATEMENT

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

PUAWER011B Manage workplace emergency initial response teams

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to manage the workplace emergency initial response teams assigned to control workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

Depending on the size and structure of the workplace, management may involve more than one workplace emergency initial response team over more than one physical location as specified in the emergency management plan.

This unit:

- has been developed to cover the broad range of *emergencies* and *workplaces* as considered in Australian Standard 37452002
- is part of a suite of eleven workplace emergency response units of competency that has three streams
- is part of the initial response stream.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain initial response teams	<p>1.1 Role, authority, structure and scope of the team are negotiated with the management of the workplace and are clearly defined and documented in the workplace emergency procedures</p> <p>1.2 An appropriate and effective <i>system for alerting initial response team members</i> to an emergency is developed, demonstrated to members and regularly tested</p> <p>1.3 An appropriate business plan and budget are developed and maintained for the initial response team</p> <p>1.4 Workplace emergency systems and procedures are audited for compliance</p>
2. Provide appropriate information and procedures	<p>2.1 Risk assessment relevant to the expected activities of the initial response team is conducted at intervals relevant to the levels of risk</p> <p>2.2 Possible <i>hazards</i> are identified, and appropriate controls for those hazards are developed and implemented</p> <p>2.3 Relevant, current information is provided to the initial response team about its role, authority, structure, scope, equipment, training</p> <p>2.4 Workplace emergency procedures are developed, provided to appropriate people and regularly reviewed</p> <p>2.5 <i>Pre-incident planning</i> information about the current layout of the workplace and key features relevant to emergencies is provided to the initial response team in an accessible form</p> <p>2.6 Members of the initial response team and emergency control organisation are consulted and encouraged to participate in the development and review of relevant workplace emergency procedures</p>
3. Make recommendations for the provision of appropriate emergency equipment and manage its maintenance	<p>3.1 Recommendations are made for the acquisition of <i>emergency equipment</i> appropriate to the role and scope of the initial response team</p> <p>3.2 Safe operating procedures, based on risk assessment and manufacturers' instructions, are developed and communicated to initial response</p>

ELEMENT**PERFORMANCE CRITERIA**

	<p>team</p> <p>3.3 Appropriate arrangements are made for the storage of emergency equipment in a location that is safe, convenient and readily accessible to initial response team</p> <p>3.4 Appropriate arrangements are made to ensure emergency equipment is maintained in an accessible and serviceable condition, according to relevant standards and/or the manufacturers' instructions</p> <p>3.5 Appropriate personal protective equipment, and information about its characteristics, limitations, safe use and care, are provided to each member of the initial response team</p>
<p>4. Arrange appropriate training for the initial response teams</p>	<p>4.1 Training and assessment is arranged before a person is assigned initial response duties</p> <p>4.2 Training is arranged according to the needs analysis to ensure currency of competence and where the duties or risks within the workplace change</p> <p>4.3 Arrangements are made for the effective scheduling, promoting, reporting and recording of training</p> <p>4.4 Feedback on performance during training is used to validate and improve the training</p>
<p>5. Monitor and report on effectiveness of the initial response teams</p>	<p>5.1 Initial response team is regularly audited and reviewed for relevance and ability of the workplace to implement the system</p> <p>5.2 Status of the initial response team and emergency control system is reported to management on a regular basis</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess resources needed by workplace emergency initial response teams
- communicate and consult effectively with a range of agencies, professions and advisers
- conduct meetings
- deal with conflict
- develop procedures
- leadership
- manage and conduct risk assessments/analysis
- negotiation
- plan and promote training
- relate to a range of people from a range of cultural, linguistic, social and ethnic backgrounds, and a range of physical and intellectual abilities
- select team members
- write reports for a range of audiences including senior management and external agencies

Required Knowledge

- appropriate personal protective clothing and equipment
- audit management systems
- emergency warning systems
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazards and relevant precautions
- how people react in emergency situations
- maintenance management systems
- situational awareness
- statutory and legislative requirements
- tactics for safely handling specific emergencies
- training management systems
- workplace emergency management plan

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to conduct a risk assessment; to identify hazards; to implement controls effectively; and to audit all processes. There should also be clear evidence of a systematic approach to managing the workplace emergency initial response team

Consistency in performance

Competency should be demonstrated over time with a range of emergencies and workplace emergency team management issues that could be expected in the workplace

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace

Specific resources for assessment

Access is required to scenarios that reflect a range of emergency situations that may be expected in the workplace

Guidance information for assessment

Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency services or specialist response teams may include

Ambulance/medical services
 Coast guard
 Defence workplace response teams
 Fire services
 Organisational specialist response team
 Police services
 Relevant state/territory and commonwealth authorities (such as environmental protection)
 Rescue services
 Organisations identified as response or support agencies as defined in the appropriate state/territory and/or commonwealth legislation
 Other external agencies such as hazmat teams, bomb squads, animal rescue services

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal and livestock emergencies
 Bomb threat
 Building invasion/armed invasion
 Chemical, biological and radiological
 Civil disorder
 Criminal acts
 Cyclones, including storm surge
 Deliberate self-harm
 Earthquake
 Failure of utilities
 Fire
 Flood
 Hazardous substances incidents
 Hostage situations
 Industrial accident

RANGE STATEMENT

	Letter bomb
	Medical emergency
	Severe weather/storm damage
	Structural instability
	Terrorism
	Transport accident
	Toxic emission
	Veterinary emergencies
	Wildfire
Workplaces include	Workplaces, buildings and structures as outlined in Australian Standard 37452002
Systems for alerting initial response team members may include	Computer screen alert Emergency warning system Fire alarm system Radio, telephone or pager system
Hazards may include	Chemical, biological, radiological Climatic Electrical Environmental Explosive Fire Mechanical Psychological (eg critical incident stress) Noise related Security related Storm/flood Structural Thermal Wildlife related
Pre-incident planning may include	Contingency plans, sketches or notes about workplace layout, features, hazards and emergency control facilities

RANGE STATEMENT

	Discussions and/or use of operational procedures involving emergency plans, sketches, notes, procedures or material safety data sheets
Emergency equipment may include	Emergency vehicles, trailers, trolleys or caches Fire protection equipment Forcible entry tools Life support equipment Monitors (or turrets) Personal protective clothing and equipment Rescue equipment Spill or leak control kits
Management may include	Board chairperson Board of directors Chief executive officer Executive officer/director General manager

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

RIISAM203A Use hand and power tools

Modification History

Not applicable.

Unit Descriptor

This unit covers the use of hand and power tools in resources and infrastructure industries. It includes planning and preparing for work, selecting and using hand tools and power tools, and cleaning up.

Application of the Unit

This unit is appropriate for those working in operational, service or maintenance roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply compliance documentation relevant to the use of hand and power tools 1.2. Obtain, confirm and apply work instructions for the allotted task 1.3. Obtain, confirm and apply safety requirements from the site safety plan and organisational policies and procedures relevant to the allotted task 1.4. Identify, confirm and apply environmental protection requirements for the allotted task from the project environmental management plan
2. Select and use hand tools	2.1. Select hand tools consistent with needs of the job 2.2. Check tools for serviceability and safety, and report faults 2.3. Clamp or fix materials in position 2.4. Use hand tools safely and effectively according to their intended use 2.5. Safely locate hand tools when not in immediate use
3. Select and use power tools	3.1. Select power tools and equipment consistent with needs of job and in accordance with standard work practice, and report any faults 3.2. Check tools for serviceability and safety, and report faults 3.3. Visually check power leads/hoses for serviceability/safety in accordance with the site safety plan 3.4. Clear route for safe placement of leads/hoses of identified hazards 3.5. Run electrical power leads to power supply so they are clear of traffic or covered where possible 3.6. Connect electric power leads to the power board or direct to power tool 3.7. Run air hoses out to the compressed air supply and covered where potential trip

	<p>hazards exist</p> <p>3.8. Connect hose to power tool and air supply</p> <p>3.9. Clamp or fix material in position for power tool application where applicable</p> <p>3.10. Use power tools safely and effectively in application processes</p> <p>3.11. Locate power tools safely when not in use</p>
4. Clean up	<p>4.1. Clear work area and dispose of or recycle materials in accordance with project environmental management plan</p> <p>4.2. Clean, check, maintain and store machinery, tools and equipment in accordance with manufacturer's recommendations and standard work practices</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to use hand and power tools:

- apply legislative, organisation and site requirements and procedures
- speak clearly and directly, listening carefully to instructions and information
- interpret and understand the information required for the preparation and application of hand and power tools, including work instructions, quality assurance procedures, manufacturer's instructions, materials safety data sheets and equipment
- apply teamwork to a range of situations, particularly in a safety context
- solve problems particularly in teams and in dealing practically with safety issues
- show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work placements
- manage time, particularly in organising priorities and planning work including the scheduling and use of equipment, materials and tools to avoid back tracking and re work
- take responsibility for self organisation of work priorities
- show a willingness to learn and to use a range of mediums to learn
- use technology related to determining requirements, the planning and application of hand and power tools, including the use of calculations, mechanical equipment and the reporting/recording of results

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to use hand and power tools:

- site and equipment safety requirements
- hand tools and their application
- portable power tools and their application
- power sources
- materials commonly used in the industry
- equipment types, characteristics, technical capabilities and limitations
- operational, maintenance and basic diagnostic procedures
- materials safety data sheets (MSDS) and materials handling methods
- project quality requirements
- industry and worksite terminology
- electrical and compressed air safety
- JSA's/safe work method statement

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:</p> <ul style="list-style-type: none"> • knowledge of the requirements, procedures and instructions for the use of hand and power tools • implementation of requirements, procedures and techniques for the safe, effective and efficient use of hand and power tools • working with others to undertake the use of hand and power tools that meets all of the required outcomes • consistent timely use of hand and power tools that safely, effectively and efficiently meets the required outcomes
<p>Context of and specific resources for assessment</p>	<ul style="list-style-type: none"> • This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues.

	<ul style="list-style-type: none"> • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • Where applicable, physical resources should include equipment modified for people with disabilities. • Access must be provided to appropriate learning and/or assessment support when required.
Method of assessment	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake the use of hand and power tools
Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>Relevant compliance documentation may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>Work instructions may include:</p>	<ul style="list-style-type: none"> • verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, materials safety data sheets (MSDS) and diagrams or sketches • plans and specifications • quality requirements, including: dimensions and tolerances, standards of work and material standards • safe work procedures or equivalent related to using hand and power tools
<p>Safety requirements may include:</p>	<ul style="list-style-type: none"> • protective clothing and equipment • use of tools and equipment • workplace environment and safety • handling of materials • use of fire fighting equipment • use of First Aid equipment • hazard control • hazardous materials and substances • personal protective equipment • emergency procedures related to equipment operation which may include <ul style="list-style-type: none"> • emergency shutdown and stopping • extinguishing equipment fires • organisational First Aid requirements and • evacuation

<p>Environmental protection requirements may include:</p>	<ul style="list-style-type: none"> • organisational/project environmental management plan • waste management • water quality protection • noise • vibration • dust and • clean-up management
<p>Hand tools are to include but not be limited to:</p>	<ul style="list-style-type: none"> • cramps • vices • adjustable spanners • crow bars • pinch bars • bolt cutters • brooms • chisels • hacksaws • handsaws • hammers • measuring tapes • axes • rakes • hand augers • picks • mattocks • pliers • shovels • spades • sledge hammers • spanners • wrenches • spirit levels and • wire cutters
<p>Checking tools is to include:</p>	<ul style="list-style-type: none"> • checking of electrical safety/inspection tag for currency • equipment defect identification • assessment of conditions and hazards and determination of work requirements
<p>Materials are:</p>	<ul style="list-style-type: none"> • to include those associated with the use of hand and power tools
<p>Power tools may include those</p>	<ul style="list-style-type: none"> • 240 volt electricity • compressed air

powered by but not limited to:	<ul style="list-style-type: none"> • battery driven and • hydraulics
Power tools are to include:	<ul style="list-style-type: none"> • kanga hammers • cut off saws • drills • screwdrivers • angle grinders • pneumatic wrenches • impact hammers • tampers • rotary hammers/drills • circular saws • planers • sanders and • scalers
Equipment is to include:	<ul style="list-style-type: none"> • power leads and • safety switches and • may include air hoses

Unit Sector(s)

Service and Maintenance

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

RTC2304A Operate and maintain chainsaws

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the maintenance, preparation and operation of hand-held chainsaws in a work environment. It requires the application of skills and knowledge to cross-cut fallen timber using appropriate cutting techniques to maximise volume and quality recovery. It also requires knowledge of licensing and OHS legislative requirements associated with chainsaw operation along with duty of care to self, others and the environment. The work in this standard is likely to be carried out under routine supervision with intermittent checking within enterprise guidelines.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Recognise and apply workplace safety procedures	1.1 OHS procedures relevant to the maintenance and operation of chainsaws are recognised and applied according to enterprise requirements .
	1.2 Hazards in the work area are identified and controlled according to OHS and enterprise requirements.
	1.3 Suitable personal protective equipment is selected, used, maintained and stored according to OHS and enterprise requirements.
	1.4 Relevant licensing and legislative requirements with regard to the operation of chainsaws are recognised and accessed.
2 Check and maintain chainsaw	2.1 Tools and materials required for maintenance procedures are selected, checked and confirmed against maintenance plan .
	2.2 Routine checks and maintenance procedures are conducted prior to operation and according to manufacturers specifications and maintenance plan.
	2.3 Chainsaw faults or malfunctions are identified, tagged and reported for repair according to OHS and enterprise requirements.
	2.4 Completed chainsaw maintenance procedures are detailed and recorded according to enterprise requirements.
3 Operate chainsaw	3.1 A safe working site is maintained and sawing materials identified and positioned for operation according to OHS and enterprise guidelines.
	3.2 Risks to self, others and the environment are recognised and controlled according to OHS and enterprise requirements.
	3.3 Cutting methods are determined appropriate to species of material, and chainsaw is operated according to manufacturers specifications and

- enterprise requirements.
- 3.4 Effective **worksite communication** is maintained to ensure efficient workflow and address immediate problems.
 - 3.5 **Environmental implications** associated with chainsaw operation are identified, assessed and controlled according to enterprise requirements.
- 4 Complete and check chainsaw operation
- 4.1 Chainsaw damage, malfunctions or irregular performance are recorded and reported according to enterprise requirements.
 - 4.2 Chainsaw is cleaned, maintained and stored according to manufacturers specifications and enterprise requirements.
 - 4.3 Relevant **reports** are maintained to industry standards according to enterprise requirements.
 - 4.4 Personal protective equipment is cleaned, maintained and stored.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to demonstrate safe workplace practices in the preparation of a suitable worksite, perform cross-cutting operations, and conduct routine pre-operational checks and maintenance of a range of hand-held chainsaws. It also requires the ability to communicate effectively, recognise and control hazards, implement risk control measures, apply basic mathematical procedures such as estimation and measurement, and monitor and maintain relevant enterprise records. The skills and knowledge required to operate and maintain chainsaws must be **transferable** to a different work environment. For example, this could include different types of timber, environments and chainsaws.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Relevant State/Territory legislation and regulations with regard to the operation of chainsaws.

OHS legislative requirements and Codes of Practice.

Hazards and risks when using chainsaws.

Operating principles and operating methods.

Various types of chainsaws and respective functions.

Effects of timber defects on recovery.

Environment Codes of Practice with regard to chainsaw operation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Safely cross-cut fallen timber using compression and tension cuts with a hand held chainsaw.

Maximise volume and quality of recovery.

Demonstrate safe and environmentally responsible workplace practices.

Obtain relevant licences and permits.

Read and interpret manufacturers specifications, work and maintenance plans, and MSDSs.

Effectively communicate information, interpret and apply task instructions, and maintain records and reports.

Estimate and measure dimensions, and calculate volumes.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (1) be applied? Information with regard to chainsaws, their application and cutting methods may be discussed with the supervisor and others in the work group.
2. How can **information be collected, analysed and organised** (1)? Information with regard to chainsaw performance, faults and maintenance requirements may be detailed and monitored for analysis, and organised by records and reports.
3. How are **activities planned and organised** (2)? Checks and maintenance activities may be planned and coordinated around work schedules or sequenced as required.
4. How can **team work** (1) be applied? Team work may be applied in the communication and coordination of tasks to achieve specified work requirements.
5. How can the use of **mathematical ideas and techniques** (2) be applied? Mathematics may be applied in the calculation and measurement of fuel consumption and volume dimensions.
6. How can **problem-solving skills** (2) be applied? Chainsaw malfunctions or breakdown will require arrangements for repair or replacement to meet work requirements.
7. How can the **use of technology** (1) be applied? To communicate, record operational records, and troubleshoot chainsaw performance problems.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available

What **OHS** requirements may be relevant to this standard?

Safe systems and procedures for:

operating and maintaining chainsaws

hazard and risk control

manual handling including lifting and carrying

handling, application and storage of hazardous substances

outdoor work including protection from solar radiation, dust and noise

the appropriate use, maintenance and storage of personal protective equipment.

It may also include systems to ensure the assessment of workers safety skills, compliance with enterprise OHS induction, and the provision of appropriate training programs.

What types of **chainsaws** may be applicable to this standard?

Types may include engine or electrically operated hand-held chainsaws including top handle chainsaws and pole saws.

What **enterprise requirements** may be applicable to this standard?

Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets (MSDSs), work notes and plans, product labels, manufacturers specifications, operators' manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.

What **hazards** may be associated with chainsaw operation?

Hazards may include exposure to loud noise and exhaust fumes, cutting of treated timbers, solar radiation, dust, mechanical vibration, vibration injury, struck by tree or tree limbs, kick back from saw, presence of dangerous insects and spiders, hazardous substances (fuel), the presence of bystanders,

	livestock and wildlife, adverse weather conditions and confined spaces.
What personal protective equipment may be relevant to this standard?	PPE may include steel cap boots, hard hat, ear protection, protective eyewear, hearing protection, cut resistant trousers or chaps, reflective vest, gloves, helmets with face masks, and sun protection (e.g., sun hat, sunscreen).
What information might be included in a maintenance plan ?	This may include details of scheduled pre-operational checks and maintenance procedures, designated job tasks, selection of equipment, resources and materials to be used, supervisors instructions, timeframe for work completion, and reporting requirements.
What might be involved in routine checks and maintenance procedures?	This may include pre-start checks, inspections of chainsaw body, chain guards and chain sprockets, checks of air filters and spark plugs, checks and adjustments of chain tension, oil and fuel, and the replacement of worn or faulty parts. It may also include an assessment of saw sharpness.
What are the requirements for a safe working site ?	A level and clear surface on which to cut the material, and the regular removal of off-cuts and other debris during sawing operations to maintain surfaces and worksite.
What sawing materials may be identified and positioned?	Sawing materials may include logs and packs of timber (hardwood or softwood), and may range in size and weight. Preparation involves the safe lifting of the material to be sawed onto a clear and level surface and securing into position with chains or wedges.
What risks may be associated with the operation of chainsaws?	This may include 'kickback' which is a sudden upward and backward movement of the saw which occurs when the tip of the bar nose makes contact with the sawing material. To prevent kickback, ensure chainsaw is fitted with an inertia-activated chain break, ensure the break mechanism is clean and operates effectively, use low-kickback chain types and avoid lowering the depth gauges too much when sharpening. Risks may also include being stuck by tree or limb, vibration

injury from poorly maintained chainsaw, permanent hearing loss, cutting above shoulder height, handling the chainsaw with one hand, and fire risk as a result of fuel spillage or sparks.

What **cutting methods** and procedures may be considered?

Types of cutting techniques may include bridging, swinging, boring, limbing and horizontal cuts. Procedures may involve a visual assessment of the sawing material for defects, the selection of cutting positions and patterns to minimise capping and splitting, and maximise volume and quality of recovery.

Who might be involved in the facilitation of **worksite communication**?

This may include the supervisor and other workers.

What **environmental implications** may be associated with the operation of chainsaws?

Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oils and oil containers), and hazardous substances (fuel).

What **reports** may be recorded and maintained?

This may include production and tally sheets, quality forms, production sheets, mandatory or statutory inspections, maintenance outcomes, faults, malfunctions and damage details, and hazard and incident reports.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

RTC3218A Undertake a site assessment

Modification History

Not applicable.

Unit Descriptor

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

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

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify purpose for site assessment	<p>1.1 Client brief is prepared and agreed.</p> <p>1.2 Project objectives are outlined.</p>
2 Collect and collate base information	<p>2.1 Existing resources are identified and acquired.</p> <p>2.2 Local or site maps and plans are sourced.</p> <p>2.3 Base plan is prepared of the site.</p>
3 Prepare for site visit	<p>3.1 OHS hazards associated with undertaking a site visit are assessed for potential risks and controls implemented accordingly.</p> <p>3.2 Location, ownership and site boundaries are verified.</p> <p>3.3 Covenants that could affect the project design are identified and recorded.</p> <p>3.4 Climate and weather conditions are ascertained from historical data.</p> <p>3.5 Where required, formal approval is sought to visit site.</p>
4 Undertake site inspection	<p>4.1 Site orientation is undertaken.</p> <p>4.2 Existing on-site and adjacent site features that may impact upon the project objectives are identified and recorded.</p> <p>4.3 Site grades are visually identified and recorded.</p> <p>4.4 Soil characteristics are identified from soil identification reference chart guidelines and soil maps, and recorded on site inventory report.</p> <p>4.5 The species, health and location of vegetation is recorded on site inventory report.</p> <p>4.6 The presence, location and/or extent of other site features are recorded on site inventory report.</p>

- 4.7 Where required, soil samples for **testing** by others are gathered and forwarded for analysis according to enterprise guidelines.
- 5 Document information
- 5.1 Site information is **documented** in accordance with enterprise procedures.
- 5.2 Documents are completed and forwarded to supervisor/manager according to enterprise procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in undertaking a site assessment requires evidence that information on site features, soil type and vegetation is collected, analysed and accurately recorded on a base plan. The skills and knowledge required to undertake a site assessment must be **transferable** to a different work environment. For example, this could include different sites, environments and reasons for assessing the site.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Plant recognition.

Map reading.

Soil pH, texture and type.

Current land use and environmental threats and problems to site.

OHS hazards associated with undertaking a site assessment.

Protocols of accessing and visiting the site.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Identify purpose for site assessment.

Collect and collate base information.

Prepare for site visit.

Undertake site inspection.

Document information.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (2) be applied? Ideas and information may need to be communicated to the client via a site inventory report and other site plans.
2. How can **information be collected, analysed and organised** (2)? Information on existing site features may need to be collected, analysed and organised from visual inspections and/or inspections of existing plans and maps.
3. How are **activities planned and organised** (2)? A logical sequence of events may need to be implemented in the form of a checklist when undertaking a site assessment, and all details of that assessment need to be recorded.
4. How can **team work** (2) be applied? Team work may be required when visiting a site and recording information.
5. How can the use of **mathematical ideas and techniques** (2) be applied? Mathematical ideas and techniques such as the reading of measurements and site levels may be required.
6. How can **problem-solving skills** (2) be applied? Problems may arise when assessing site boundaries and caveats
7. How can the **use of technology** (2) be applied? Technology may be applied when using levelling equipment and when using computers to generate plans and record information.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What are the existing **features** likely to be found on site?

Features may include topography, vegetation, hydrology, services above and below ground, amenities, buildings and structures, access points, site modifications, fauna, location of boundaries, aspect, watercourses and paths.

What **covenants** are likely to be taken into consideration?

Covenants may include easements, right of ways, altered boundaries, council regulations or restrictions.

What is covered by **site orientation**?

Compass bearings and magnetic north, points of access, utility service locations, physical constraints of site, safety threats and hazards, environmental problems.

What **OHS hazards** may apply to undertaking a site assessment?

Hazards may include solar radiation, uneven surfaces, tapes, strings and levelling equipment that may be tripped over, and existing on-site obstacles.

What may be included under **other site features**?

Other site features may include structures, buildings, cultural elements, historical features, fauna and animal habitats, services, access to and across site, environmental problems, safety hazards and risks.

What soil **testing** is likely to be undertaken?

Soil tests may include tests for PH, salinity, texture and soil type. Samples for testing may include plugs and core samples.

How will information be **documented**?

Through plans, maps, reports, schedules and field notes.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

RTC5504A Develop a management plan for a designated area

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of developing a management plan for a designated natural resource area. It requires the ability to define the need for a management plan, undertake preliminary planning activities, prepare a site description, analyse site information, identify management strategies and prepare the management plan. Developing a management plan for a natural resource area requires knowledge of management planning principles and issues, basic civil design, environmental assessment, survey and analysis techniques, native fauna and flora, pest plant and animals, revegetation techniques, wildlife habitats, and soil, plant and water testing processes and procedures.

This competency standard covers the process of developing a management plan for a designated natural resource area. It requires the ability to define the need for a management plan, undertake preliminary planning activities, prepare a site description, analyse site information, identify management strategies and prepare the management plan. Developing a management plan for a natural resource area requires knowledge of management planning principles and issues, basic civil design, environmental assessment, survey and analysis techniques, native fauna and flora, pest plant and animals, revegetation techniques, wildlife habitats, and soil, plant and water testing processes and procedures.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Define the need for a management plan	<p>1.1 Management plan objectives are identified for the designated area.</p> <p>1.2 Brief is agreed in consultation with client.</p> <p>1.3 Planning team including specialists and consultants is identified.</p>
2 Undertake preliminary planning activities	<p>2.1 Major stakeholders are identified.</p> <p>2.2 Availability of specialists to assist in management planning work is ascertained and contracts are prepared where required.</p> <p>2.3 Timelines for development of the management plan and reporting arrangements to client are established.</p> <p>2.4 Resources required for the development of management strategies are identified.</p>
3 Prepare a site description	<p>3.1 Landscape values of the area are identified and mapped.</p> <p>3.2 Physical features and characteristics of the area are identified and mapped.</p> <p>3.3 Land uses, including current, cultural, and historical modifications, are researched and their effects on the natural resource area are determined and recorded.</p> <p>3.4 Physical condition of site is assessed and documented</p> <p>3.5 Biological characteristics of the site are documented.</p>

- 4 Analyse site information and description
 - 4.1 Information is evaluated in terms of core principles and objectives.
 - 4.2 Documents produced including plans, technical reports and maps.
 - 4.3 Priorities and key **conservation issues** are determined.
 - 4.4 Longitudinal projections of continuing impacts are prepared.
 - 4.5 **Land capability** is assessed.
 - 4.6 Opportunities and constraints to meeting planning objectives and goals are identified and documented.
 - 4.7 **Presentation** to stakeholders/clients is undertaken and feedback incorporated into planning documentation.
- 5 Identify management strategies
 - 5.1 **Management strategies** are identified that address defined objectives.
 - 5.2 Management strategies are designed to alleviate existing impacts or to target management actions.
 - 5.3 Management strategies are costed and compared to existing budgets and **available resources**.
 - 5.4 Staging of work is planned to prioritise outcomes and management resource allocation.
 - 5.5 Consultation with stakeholders/clients is undertaken and feedback incorporated into planning documentation.
- 6 Prepare the management plan
 - 6.1 Site information and management strategies are documented into a draft management plan for consultation.
 - 6.2 Consultation with stakeholders and clients is undertaken according to enterprise guidelines.
 - 6.3 Changes are made to the draft plan, and a final plan is prepared and presented to client

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a management plan for a natural resource area requires evidence that the person is able to work with a team to develop a management plan for an area that will address management objectives in accordance with the client's requirements for the area. The skills and knowledge required to develop a management plan for an area must be **transferable** to different work environments. For example, this could include different areas, environments and management objectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

Management planning principles and issues.

Basic civil design.

Environmental assessment, survey and analysis techniques and practical application to a range of habitats and landscapes.

Native fauna and flora identification physiology, habitat requirements, and seasonal and nutritional influences on life cycle.

Pest plant and animal and disease identification, physiology, control techniques, and equipment, pesticides and habitat requirements.

Techniques and strategies for use in the management, rehabilitation and enterprise use of a range of native Australian habitats, species and landscapes.

Indigenous flora regeneration and revegetation techniques, equipment and methods of application in relation to a range of landscape characteristics.

Management and rehabilitation techniques for the wildlife and habitat relevant to the natural resource area.

Wildlife habitats associated with the natural resource area and local geographic region.

Soil, plant and water testing processes and procedures, interpretation and application of results.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

Define the need for a management plan.

Undertake preliminary planning activities.

Prepare a site description.

Analyse site information and description.

Identify management strategies.

Prepare the management plan.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information (3)** be applied? Oral and written communication with implementation team, clients, suppliers, consultants, government agencies, community organisations, industry contacts and senior management is required.
2. How can **information be collected, analysed and organised (3)**? Information on the native habitat and management systems can be collected through site assessment, research, consultation with experts and own experience. This information will be analysed and organised in relation to the development of natural resource management plan objectives and resource availability. Reports including statistical and financial data will need to be generated.
3. How are **activities planned and organised (3)**? Activities of self and other team leaders and members are planned and delegation is used to achieve outcomes.
4. How can **team work (3)** be applied? Teamwork with colleagues, staff, experts and senior management based on effective, timely communication and consultation will help to achieve wetland management objectives.
5. How can the use of **mathematical ideas and techniques (3)** be applied? Advanced mathematical understanding will be required to analyse data from external agents regarding project costs, and physical aspects such as dimensions, analysis results, application rates, and quantitative environmental impacts. Statistical data will need to be provided to support monitoring and evaluation of implementation of natural resource management strategies.
6. How can **problem-solving skills (3)** be applied? Problems presented by collected data, known threats to the natural ecosystem, availability

of information and resources, reconciling environment, financial and enterprise requirements in the development of strategies, will require problem-solving skills.

7. How can the **use of technology (3)** be applied?

Technology used to gather information, prepare strategies, communicate, make presentations and keep records, may include computerised word processing, financial planning, email, internet and drafting, photography, video and slide equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available

What comprises a **management plan**?

Management plans define the core principles, objectives and responsibilities of the managing agent, cover the allocation of enterprise resources, and set parameters for resource access and use.

What **management plan objectives** may be identified for the natural resource area?

These may include objectives to provide habitat for wildlife and native predators (such as insect eating birds, parasitic wasps), maintain biodiversity, moderate local weather conditions (e.g., wind speed, rainfall run-off, watertable recharge, provide shade), selective removal of tree limbs for firewood and timber, selective harvest of seed for revegetation or human consumption, genetic resource for plant propagation and medicinal components, contribution to sustainable land use, aesthetic contribution to enterprise (such as a home-stay farm, for tourism).

Who may be the **client**?

The client may be a government agency or associated body, private landholder, or community group.

What **resources** may be accessed to develop the natural resource management plan?

This may include topographical, vegetation, and aerial maps, government, university and library based consultation, literature and internet resources, local written and oral histories of migrant and Aboriginal or Torres Strait Islander communities in the area, catchment area information and catchment management associations, local experts such as flora and fauna preservation, cultivation and identification community groups.

What **landscape values** are relevant to this competency standard?

Visual amenity, biodiversity, recreation and tourism, conservation, water and air quality, and cultural values.

What **features** and **characteristics** may be included in the site description?

These may include boundaries, fences, gates, slope gradient, contours, water courses, current land use, buildings and structures,

	eroded areas, saline areas, soil toxicity, waterlogged areas, water table recharge and discharge sites, water-repellent soils, predominant wind directions, annual rainfall, surface stones and rocks, soil types and specific historic or cultural features.
What historical modifications may be identified for the natural resource area?	These may include clearance, grazing, dry land and irrigated cropping, fire management for grass stimulation, and natural events, such as wildfire, flooding and drought.
What land uses may be relevant to this competency standard?	Agricultural, horticultural, silvicultural, recreational, industrial, commercial, and cultural.
What may be included under the physical condition of a site?	Impacts from weeds, pests, erosion, soil disturbance, run-off, water quality, people, vehicle intrusions, soil compaction, and adjacent land use.
What biological characteristics are relevant?	Native and introduced plants and animals, habitats, vegetation structure, and rare and endangered species.
What conservation issues may be identified for action?	Some examples of conservation issues may include priorities for protection, conservation and restoration works for key native flora and fauna species, disease and pest flora and fauna control, nutritional issues, and erosion, salinity and toxicity repair works and habitat rehabilitation and restoration of balance.
What may be included under land capability ?	Suitability of recreational use, engineering works, conservation values, wildlife potential, soil profiles, visual amenity, agricultural and horticultural production.
What presentation techniques may be utilised to effectively present a description of the wetland site?	These may include video and photographic footage, documented historical, biological, physical and cultural descriptions, graphed and charted statistics, references and illustrations.
What management strategies may be identified for the natural resource management plan?	These should address the conservation priorities identified in the site description and may include objectives to protect the natural resource area from grazing and pest animals, control pest plants and diseases, control

human impact, manage fire events (e.g., controlled use of hot and cold fires, wildfire prevention), establish vegetation links to nearby habitat islands, remove and redirect infrastructure such as roads, troughs and fences, conserve and enhance biodiversity and habitat balance, and monitor native habitats over time.

What **available resources** may influence the selection and priority of management objectives?

Resource availability issues may include private finance, government funding assistance, natural resource regulations and legislation, consideration for neighbouring enterprises, community in-kind support, existing indigenous flora and fauna, labour and existing administration facilities and infrastructure.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

SITHACS006A Clean premises and equipment

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to carry out general cleaning duties as part of a job role in a tourism or hospitality enterprise or any other service industry context. It does not include contract cleaning which is covered by the Asset Maintenance Training Package.

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

Application of the Unit

This unit requires the application of techniques to clean both wet and dry areas as well as knowledge of cleaning equipment and materials, including key safety and environmental issues. A person undertaking this role works under guidance and supervision.

In a tourism and hospitality context this unit would usually be undertaken in conjunction with specialist operational units such as SITHACS005A Prepare rooms for guests and SITHCCC004A Clean and maintain kitchen premises.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Select and set up equipment and materials.	1.1 Select equipment according to type of cleaning to be undertaken.
	1.2 Check that all equipment is clean and in safe working condition prior to use.
	1.3 Select and prepare suitable wet and dry cleaning agents and chemicals according to relevant manufacturer and OHS and environmental requirements .
	1.4 Select and use protective clothing where necessary.
2 Clean wet and dry areas and associated equipment.	2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks.
	2.2 Prepare wet and dry areas to be cleaned and identify any hazards .
	2.3 Barricade the work area, or place warning signs as appropriate to reduce risk to colleagues and customers.
	2.4 Select and apply correct cleaning agents or chemicals for specific areas, according to manufacturer recommendations , safety procedures and enterprise policies and procedures.
	2.5 Select and apply correct agents and chemicals for particular equipment or surfaces.
	2.6 Use equipment correctly and safely.
	2.7 Dispose of garbage and used chemicals according

- to hygiene, safety and environmental legislation requirements.
- 3 Maintain and store cleaning equipment and chemicals.
- 3.1 Clean equipment after use according to enterprise requirements and manufacturer instructions.
- 3.2 Carry out or arrange **routine maintenance** according to enterprise procedures.
- 3.3 Identify **equipment faults** and report them according to enterprise procedures.
- 3.4 Store equipment in the designated area and in a condition ready for re-use.
- 3.5 Store chemicals according to health and safety requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- organisational skills to prepare equipment and materials for a given cleaning context
- literacy skills to interpret product labels and safety instructions
- numeracy skills to calculate quantities of chemicals and other cleaning agents.

The following knowledge must be assessed as part of this unit:

- specific requirements of state and territory OHS legislation relating to cleaning operations
- environmental legislation that impacts on cleaning operations
- safe handling of common cleaning equipment used in the relevant work context
- safe handling and treatment of common hazards encountered in areas to be cleaned, including all those listed in the range statement.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

understanding of the importance of cleaning services to the overall quality of service provided by the organisation

ability to select and use relevant equipment and cleaning agents safely, efficiently and according to acceptable enterprise cleaning routines and timeframes

demonstration of skills through cleaning both wet and dry areas

completion of cleaning tasks within commercially realistic timeframes.

Context of and specific resources for assessment

Assessment must ensure access to:

- areas to be cleaned, including a range of different surfaces such as carpet, marble, ceramic, wood, clay, rubber, vinyl, leather, woodwork, painted surfaces, crystal, mirrors and glass, terrazzo, slate and granite
- cleaning equipment and cleaning agents that reflect current industry practice, including:
 - cleaner's trolley
 - chemical dispenser
 - sink and sluice sink
 - storage areas
 - appropriate chemicals, detergents, deodorisers, polishes and sanitisers
 - cleaning products, including glass and multi-surface, cream and acid
 - range of cloths, including dry, wet, lint-free and dusting
 - toilet brush and toilet cleaning cloth
 - protective gloves
 - bucket, mop and floor rags
 - range of brooms, brushes, rags and dusters for different surfaces
 - window squeegee mop and extension poles
 - 'wet floor' or 'cleaning in progress' signs
 - syringe bin and tongs
 - access to sanitary disposal systems
 - polishing machine
 - automatic scrubber.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct observation of cleaning and maintenance activities

oral or written questioning to assess knowledge of cleaning and maintenance procedures, materials equipment and legislation

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Equipment must include:	electrically operated equipment such as scrubbers, polishers and vacuum cleaners brushes and brooms mops and buckets dusters and pans garbage receptacles.
Cleaning agents and chemicals may include:	general and spot cleaning agents cleaning agents for specialised surfaces, including window and glass cleaners disinfectants pesticides deodorisers furniture and floor polishes.
OHS and environmental requirements may include:	enterprise policies and procedures related to cleaning operations and disposal of used chemicals legislation related to general workplace safety, hazardous substances, and manual handling and storage requirements enterprise security procedures.
Protective clothing may include:	overalls jackets aprons goggles and masks gloves waterproof clothing and footwear headwear breathing apparatus.

Wet and dry areas may include:

bathrooms
bedrooms
kitchens
balconies
private lounge areas
internal and external public areas
function rooms
storage areas.

Hazards may include:

spillages
breakages, including broken glass
wet or slippery surfaces
broken or damaged furniture
fumes
blood
needles and syringes
used condoms
sharp objects, including knives and skewers
human waste
surgical dressings
fat and oil
heated utensils and surfaces
sharp food scraps, including bones and crustacean shells.

Manufacturer recommendations may include:

cleaning and maintenance guidelines
dosage and dilution of chemicals
safety requirements.

Routine maintenance is undertaken according to planned, preventative maintenance programs and may include:

wiping down and cleaning
washing and rinsing
sanitising
drying out
dismantling and reassembling
emptying.

Equipment faults may include:

breakdowns
damage to parts, surfaces, electrical cords and connections.

Unit Sector(s)

Hospitality

Competency field

Accommodation Services

SITHACS007A Launder linen and guest clothes

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to launder linen and guest clothes.

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

Application of the Unit

This unit applies to laundry attendants in all tourism and hospitality establishments with an on-premises laundry. It may also apply to personal assistants, butlers and valet attendants whose job role involves personal laundry services to employers or customers.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite unit:
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Process laundry items.	<ul style="list-style-type: none">1.1 Sort items according to cleaning process required and urgency of the item.1.2 Select laundry methods according to textile labelling codes and based on fibre and fabric, dye fastness and amount of soilage.1.3 Check items for laundering for stains and treat stains using the correct process.1.4 Use cleaning agents and chemicals according to manufacturer instructions and specific laundry equipment.1.5 Operate laundry equipment according to manufacturer instructions.1.6 Complete mending and minor repairs as required.1.7 Check items following completion of laundering process to ensure quality cleaning.1.8 Record any damage arising from the laundering process and notify appropriate persons according to enterprise procedures.1.9 Complete ironing or pressing and finishing processes.
2 Package and store laundry items.	<ul style="list-style-type: none">2.1 Package and present guest laundry according to enterprise standards and procedures.2.2 Complete records and billing information according to enterprise procedures.2.3 Return finished items to guest according to required timeframes.2.4 Store processed guest laundry where required according to guest requests or where return to guests is not possible.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

use of specific laundry chemicals

problem-solving skills to treat stains and carry out minor repairs

literacy skills to read information about the use of laundry chemicals and optimum laundry techniques for different fabric types

writing skills to complete documentation for billing and guest information purposes

numeracy skills to calculate dilution strengths of laundry chemicals and charges for specific customers for laundry services provided.

The following knowledge must be assessed as part of this unit:

hygiene, health and safety issues of specific relevance to laundry operations, including:

manual handling

handling laundry chemicals

basic principles of infection control

maintenance of clean and dirty laundry area separation

types of fabric and laundering, and drying requirements for each

meaning of laundering and dry cleaning labels on clothing

key laundry terms

common guest laundry issues

enterprise linen control procedures, including:

clean for dirty

set amount

topping up

uniform issue

condemned linen

procedures if problems are identified.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to assess correctly the processes required for different types of laundry
- ability to operate laundry equipment safely, using a full range of cycles available
- ability to complete the full laundering process
- completion of tasks within enterprise-acceptable timeframes and with quality laundry outcomes
- completion of a complete laundry cycle using a variety of linen and clothing items and fabrics.

Context of and specific resources for assessment

Assessment must ensure demonstration of skills within a commercial laundry using industry-current equipment, including:

- washers
- sorting blankets
- dryers
- shelves
- irons
- steam presses
- coathangers
- polytube bags
- shirt cards
- polymarkers.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct observation of the candidate carrying out specific laundry tasks within a complete cycle

inspection of items laundered by the candidate

oral or written questions about commercial laundry equipment and operation, including selection of appropriate laundry cycles and programs, chemicals and their use, stain identification and treatment and OHS issues

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXINV001A Receive and store stock.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Laundry equipment may include:

- washers
- dryers
- irons
- steam presses
- sorting baskets and shelves
- heat sealing equipment and roll plastic hangers.

Packaging and presenting guest laundry may include:

- folding
- wrapping
- heat sealing
- labelling
- providing quality reports.

Storage of laundry is required where:

- guests have requested storage
- guests have departed temporarily
- laundry has been left behind or forgotten.

Unit Sector(s)

Hospitality

Competency field

Accommodation Services

SITHCCC001A Organise and prepare food

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise and prepare a variety of foods for the kitchen of a hospitality or catering operation. It focuses on general food preparation techniques.

The term organising and preparing food is also referred to as mise en place and includes basic preparation prior to serving food, which may involve cooking components of a dish but does not include the actual presentation.

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

Application of the Unit

This unit applies to hospitality and catering operations where food is prepared and served, and may include the preparation of food for Asian cuisines.

Those undertaking this role work under supervision and usually as part of a team.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite unit:
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare and use equipment.	<p>1.1 Select equipment of the correct type and size for the job, and ensure that it is clean, safely assembled and ready before use.</p> <p>1.2 Use equipment correctly, safely and hygienically.</p>
2 Assemble and prepare ingredients for menu items.	<p>2.1 Identify ingredients according to standard recipes, recipe cards or enterprise requirements.</p> <p>2.2 Assemble ingredients according to the correct quantity, type and quality required.</p> <p>2.3 Prepare ingredients in the required form and timeframe.</p>
3 Prepare dairy, dry goods, fruits and vegetables.	<p>3.1 Prepare food according to correct weight, amount and number of portions.</p> <p>3.2 Clean, peel and prepare vegetables and fruit as required for menu items.</p> <p>3.3 Prepare dairy products as required for menu items, ensuring they are correctly handled.</p> <p>3.4 Measure, sift where appropriate, and use dry goods as required for menu items.</p> <p>3.5 Prepare general food items as required for menus.</p>
4 Prepare meat, seafood and poultry.	<p>4.1 Prepare and portion meat, seafood and poultry accurately, according to size, weight and required menu items.</p> <p>4.2 Trim, mince or slice and prepare meat correctly.</p>

- 4.3 Clean, prepare and fillet fish and seafood correctly.
- 4.4 Trim and prepare poultry correctly.
- 4.5 Store meat, seafood and poultry hygienically.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

logical and time-efficient work flow

knife handling techniques

cutting techniques for foods as required for menu items

hygienic handling of food and equipment according to local, state or territory and national regulatory requirements

safe work practices according to OHS principles and procedures, particularly with regard to using knives

waste minimisation techniques and environmental considerations in relation to food preparation

problem-solving skills to deal with minor problems, such as shortages of ingredients

literacy skills to read recipes, menus, instructions and orders

numeracy skills to calculate portions, and weigh and measure quantities of ingredients.

The following knowledge must be assessed as part of this unit:

uses and characteristics of basic food products and types of menus as required.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- application of hygiene and safety principles and procedures
- ability to organise and prepare a wide variety of general food items within realistic workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within normal operating conditions of a fully equipped commercial kitchen including industry-current equipment
- industry-realistic ratios of kitchen staff to customers.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct observation of the candidate preparing food

inspection of food items prepared by the candidate

written or oral questions to assess knowledge of preparation techniques for various food types

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITHCCC002A Present food

SITHCCC007A Prepare sandwiches.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Equipment may be mechanical or power driven and must include:

knives, cleavers and utensils
food processors, blenders and mixers
slicers
grills or salamanders
fryers
large fixed equipment, such as bains marie and fridges.

Food items to be prepared:

must include the use of:
dairy products, including milk, yoghurt, cheeses and alternatives, e.g. soy products
dry goods, such as flours, sugars, pastas and rice
standard fruit and vegetables
general food items such as sauces, condiments and flavourings, garnishes, coatings and batters
meat, seafood and poultry that may be fresh, frozen, preserved or pre-prepared

may include the use of:
meat products such as standard cuts, sausages, hams and salami.

Unit Sector(s)

Hospitality

Competency field

Commercial Cookery and Catering

SITHCCC002A Present food

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to efficiently and professionally plate, present and serve food in a commercial kitchen or catering operation. It may include the presentation of food for Asian cuisines.

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

Application of the Unit

Application of the unit

This unit applies to all establishments where food is prepared and served. Those undertaking this role would work under supervision and usually as part of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

This unit must be assessed after the following prerequisite unit:
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare food for service.	<p>1.1 Identify <i>foods</i> for menu items.</p> <p>1.2 Arrange sauces and garnishes to enterprise requirements for specific dishes.</p>
2 Portion and plate food.	<p>2.1 Ensure that sufficient supplies of clean, undamaged crockery are available at temperatures appropriate to food being served.</p> <p>2.2 Portion food according to enterprise policies and standard recipes.</p> <p>2.3 Plate food and present neatly and attractively, without drips or spills, to the enterprise requirements for the specified dish, taking into consideration eye appeal, colour and contrast, temperature of food, <i>service</i></p>

ELEMENT

PERFORMANCE CRITERIA

equipment, and classical and innovative arrangement styles.

2.4 Serve food to be displayed in public areas in appropriate serveware at the correct temperature, in an attractive manner, without drips or spills and giving attention to colour.

3 Work in a team.

3.1 Demonstrate good teamwork with all kitchen and food service staff to ensure timely, quality service of food.

3.2 Organise and follow a kitchen routine for food service to maximise food quality and minimise delays.

3.3 Maintain a high standard of personal and work-related hygiene practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- logical and time-efficient work flow
- safe work practices according to OHS principles and procedures
- hygienic handling of food and equipment according to regulatory requirements
- waste minimisation techniques and environmental considerations in relation to food presentation
- problem-solving skills to deal with minor problems such as shortages of ingredients, spillages and mistakes
- literacy skills to read menus and orders
- numeracy skills to calculate portions and plate menu items uniformly.

The following knowledge must be assessed as part of this unit:

- use and characteristics of basic food products and types of menus as required
- classical and innovative styles of food presentation for major food groups.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency Evidence of the following is essential:

- application of hygiene and safety principles and procedures
- ability to plate, present and serve a general range of foods efficiently and within realistic workplace time constraints
- ability to work as part of a team in a positive and courteous manner.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped operational commercial kitchen, including industry-current equipment, as defined in the Assessment Guidelines
- access to a range of equipment for presenting food, including:
 - appropriate crockery and utensils for service
 - food and beverage trays
 - buffet table or unit (if displaying as buffet)
 - buffet display items, such as platters
 - display boards
- use of authentic menu items.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate working as a member of a team and plating and presenting food
- written or oral questions to assess knowledge of presentation techniques for different food items
- review of portfolios of evidence, such as photographs, and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITHCCC001B Organise and prepare food.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

A variety of *foods* must be plated, presented and served, including:

- entrees
- main courses
- desserts
- soups
- sandwiches
- breakfast items
- canapés and appetisers.

Service equipment may include:

- food and beverage trays
- buffet or suitable table
- dishes and platters
- buffet and smorgasbord display items.

Unit Sector(s)

Sector

Hospitality

Competency field

Competency field

Commercial Cookery and Catering

SITHCCC003A Receive and store kitchen supplies

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to receive and store supplies in commercial cookery or catering operations. It focuses on the general stock handling procedures required for food and kitchen-related goods.

Supplies refer to all perishable and non-perishable goods received from both internal and external suppliers and maintained within a stock control system.

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

Application of the Unit

This unit applies to all hospitality and catering enterprises where kitchen supplies are received and stored, such as restaurants, hotels, clubs, cafeterias and other catering operations. Those undertaking this role would work under supervision and would usually be part of a team.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite unit:
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Take delivery of supplies.	<p>1.1 Check all incoming supplies against specifications, orders and delivery documentation taking into account quantity, size, weight, quality and freshness, according to enterprise procedures and regulatory requirements.</p> <p>1.2 Identify and record information about the supplier, any temperature checks undertaken, any variations and discrepancies and report them to the appropriate person.</p> <p>1.3 Inspect supplied items for damage, quality, use-by dates, breakages or discrepancies and record details according to enterprise policy and regulatory requirements.</p> <p>1.4 Manage excess stock appropriately, according to enterprise policy.</p>
2 Store supplies.	<p>2.1 Record supply levels accurately and promptly according to enterprise procedures and regulatory requirements.</p> <p>2.2 Label supplies according to enterprise procedures.</p> <p>2.3 Transport supplies to appropriate storage area promptly, ensuring that stock is protected from loss, contamination, spoilage, temperature abuse and pests according to OHS and food safety procedures.</p> <p>2.4 Store supplies in appropriate storage area, ensuring compliance with enterprise procedures, food safety program, and regulatory requirements for</p>

temperature, ventilation and sanitation.

- 3 Rotate and maintain supplies.
 - 3.1 Rotate supplies according to enterprise policy.
 - 3.2 Move and shift supplies according to safety and hygiene requirements.
 - 3.3 Check the quality of supplies and complete reports as required.
 - 3.4 Dispose of damaged or spoiled supplies according to enterprise and regulatory requirements.
 - 3.5 Identify and report any problems promptly.
 - 3.6 Maintain storage areas in optimum condition, ensuring that they are clean, at required temperature, free from vermin or infestation and free from defects.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

ability to use a thermometer correctly to undertake temperature checks using a thermometer for a range of foods at different temperatures

logical and time-efficient work flow

safe work practices, particularly in relation to lifting and handling, and stacking and transporting goods

waste minimisation techniques and environmental considerations in relation to receipt and storage of kitchen supplies.

problem-solving skills to deal with minor problems such as shortages, variations and errors

literacy skills to read and check delivery documentation against order requirements and complete records relating to deliveries

numeracy skills to count and check quantities of stock.

The following knowledge must be assessed as part of this unit:

principles of stock control, including:

rotation

correct storage procedures for specific goods

food segregation

checking for slow moving items

common examples of stock control documentation and systems

enterprise requirements and procedures related to the Australia New Zealand Food Standards Code and food safety programs

suitable storage for the various types of food

basic supplies and commodities

hygiene procedures related to stock handling and storage.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

ability to receive, handle and store kitchen supplies safely and efficiently

understanding of the OHS and hygiene issues related to receipt, handling and storage of supplies.

Context of and specific resources for assessment

Assessment must ensure:

access to a range of perishable and non-perishable supplies

demonstration of skills within a fully equipped kitchen storage area as defined in the Assessment Guidelines.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct observation of the candidate receiving and storing supplies for an operational commercial kitchen

written or oral questions to test knowledge of stock procedures for different food items

review of workplace reports and records related to stock control, prepared by the candidate

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Italicised** wording in the performance criteria is detailed below.

Supplies:	<p>must include:</p> <p>food, including dry goods, dairy products, meat and seafood, poultry, fruit and vegetables and frozen goods</p> <p>may include:</p> <p>beverages</p> <p>utensils and equipment for food preparation</p> <p>cleaning materials and equipment</p> <p>linen, such as tea towels, serviettes, tablecloths and aprons</p> <p>stationery, vouchers and tickets.</p>
Temperature checks may be taken for a range of foods at different temperatures, including:	<p>raw foods</p> <p>ingredients</p> <p>cold, frozen or reheated foods or ingredients.</p>
Variations and discrepancies must include:	<p>rejection of food that is likely to be contaminated, for example, it is at the incorrect temperature (food that is intended to be frozen but has thawed, or cold food that is in the temperature danger zone)</p> <p>packaged food that is exposed through damaged packaging</p> <p>incorrect quantities, amounts or weights</p> <p>wrong product.</p>
Regulatory requirements include:	<p>Australia New Zealand Food Standards Code</p> <p>local, state or territory food safety regulations.</p>

Storage may include:

refrigeration

freezers

coolrooms

dry stores.

Unit Sector(s)

Hospitality

Competency field

Commercial Cookery and Catering

SITHCCC004A Clean and maintain kitchen premises

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to clean and maintain kitchens, and food preparation and storage areas in commercial cookery or catering operations.

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

Application of the Unit

This unit applies to all enterprises with kitchen premises and equipment, such as restaurants, hotels, clubs, cafeterias and other catering operations. Those undertaking this role work under supervision, usually as part of a team such as kitchen attendants and cooks.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite unit:
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Clean, sanitise and store equipment.	<p>1.1 Select and use chemicals for cleaning and sanitising kitchen equipment and utensils.</p> <p>1.2 Clean and sanitise equipment and utensils according to manufacturer instructions and without causing damage.</p> <p>1.3 Store or stack cleaned equipment and utensils safely and in the designated place.</p> <p>1.4 Use cleaning equipment safely and according to manufacturer instructions.</p> <p>1.5 Assemble and disassemble cleaning equipment in a safe manner.</p> <p>1.6 Store cleaning equipment safely and correctly in the designated position and area.</p>
2 Clean and sanitise premises.	<p>2.1 Follow cleaning schedules correctly.</p> <p>2.2 Use chemicals and equipment correctly and safely to clean and sanitise walls, floors, shelves and other surfaces.</p> <p>2.3 Clean and sanitise walls, floors, shelves and working surfaces without causing damage to health or property.</p> <p>2.4 Follow procedures in the event of a chemical accident according to enterprise policy and procedures.</p>
3 Handle waste and linen.	<p>3.1 Sort waste and dispose of it according to hygiene regulations, enterprise practices and procedures and environmental considerations.</p> <p>3.2 Dispose of cleaning chemicals safely and according to environmental considerations.</p> <p>3.3 Sort linen and safely remove it according to enterprise procedures.</p>

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- correct and safe usage and storage of cleaning materials and chemicals
- safe work practices, particularly in relation to bending, lifting, carrying and using equipment
- logical and time-efficient work flow
- problem-solving skills to deal with difficult or unusual stains and soiling
- literacy skills to read instructions and labels on equipment and cleaning chemicals
- numeracy skills to calculate correct quantities of cleaning agents to use.

The following knowledge must be assessed as part of this unit:

- various types of chemicals and equipment and their uses for cleaning and sanitising in a kitchen context
- sanitising and disinfecting methods and procedures and the importance and purpose of each
- hygiene and cross-contamination issues related to kitchens
- waste management and disposal procedures and practices
- environmentally responsible products and practices in relation to kitchen cleaning.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

ability to clean all food preparation and presentation areas hygienically and safely according to food safety and OHS regulations

ability to clean various types of surfaces and large and small equipment and utensils commonly found in a commercial kitchen.

Context of and specific resources for assessment

Assessment must ensure:

demonstration of skills within a fully equipped operational commercial kitchen and kitchen storage area as defined in the Assessment Guidelines

access to:

various surfaces for cleaning

appropriate chemicals and material safety data sheets (MSDS)

pest control products

mops, brooms and brushes

cloths, swabs and plastic bucket

personal protective equipment, such as gloves, goggles, face masks and rubber aprons

waste sink for mops

use of appropriate cleaning materials and equipment for kitchen areas.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct observation of the candidate cleaning a fully equipped commercial kitchen and storage areas

inspection of areas cleaned by the candidate

written or oral questions to test knowledge of cleaning materials and equipment, safety and hygiene issues

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Equipment to be cleaned and sanitised must include:

- crockery
- glassware
- cutlery
- utensils
- pots, pans and dishes
- containers
- chopping boards
- garbage bins.

Cleaning equipment may include:

- dishwashers
- floor scrubbers or polishers
- mops
- cleaning cloths
- brooms and dustpans
- pressurised steam and water cleaners.

Surfaces to be cleaned must include:

- walls
- floors
- shelves
- benches and working surfaces
- ovens, stoves, cooking equipment and appliances
- fridges, freezers and coolrooms
- storerooms and cupboards
- extraction fans.

Procedures in the event of a chemical accident may include:

following first aid procedures within scope of individual responsibility
ensuring contaminated food is destroyed
ensuring food preparation area, surfaces and equipment are treated according to enterprise procedures to avoid any risk to food.

Linen may include:

napkins
tablecloths
serving cloths
tea towels
clothing
cleaning cloths.

Unit Sector(s)

Hospitality

Competency field

Commercial Cookery and Catering

SITHCCC005A Use basic methods of cookery

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare menu items for the kitchen of a hospitality or catering operation. The unit underpins effective performance in all other cookery units.

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

Application of the Unit

Application of the unit

This unit applies to hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. It applies to cooks who usually work as part of a team and under supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit must be assessed after the following prerequisite units: SITHCCC001B Organise and prepare food SITHCCC002A Present food SITXOHS002A Follow workplace hygiene procedures.
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Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select and use cooking equipment and technology.	1.1 Select appropriate <i>equipment and technology</i> for particular cooking methods. 1.2 Use equipment hygienically, safely and according to manufacturer instructions.

ELEMENT	PERFORMANCE CRITERIA
2 Prepare and cook food using basic methods of cookery.	<ul style="list-style-type: none">2.1 Use various <i>cookery methods</i> to prepare dishes to enterprise standard.2.2 Calculate correct quantities and ratios of <i>commodities</i> for specific cookery methods.2.3 Complete cooking process in a logical and safe manner.2.4 Identify problems with the cooking process promptly and take corrective action.2.5 Prepare dishes using a range of methods and current technology within acceptable enterprise and customer timeframes.2.6 Work cooperatively with kitchen and front-of-house colleagues to ensure timely preparation of dishes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- logical and time-efficient work flow
- use and characteristics of a range of equipment used for the required methods of cookery
- safe work practices, particularly in relation to bending and lifting, and using cutting implements, appliances, heated surfaces and other equipment that carries a risk of burns
- waste minimisation techniques and environmental considerations in relation to different cookery methods
- problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure
- literacy skills to read menus, orders and instructions
- numeracy skills to calculate quantities and portions against orders.

The following knowledge must be assessed as part of this unit:

- food classification for the major food groups
- characteristics of different foods and appropriate cookery methods
- underlying principles of all basic methods of cookery
- culinary terms commonly used in association with the required methods of cookery
- effects of different cookery methods on the nutritional value of food
- principles and practices of personal and professional hygiene related to working in a kitchen, including appropriate uniform and personal protective equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to prepare dishes on more than one occasion within realistic workplace time constraints using a range of cookery methods
- knowledge of major food groups, culinary terminology and equipment as they relate to the required methods of cookery
- application of hygiene and safety principles and procedures during the cooking process.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped operational commercial kitchen, including industry-current equipment, as defined in the Assessment Guidelines
- demonstration of cookery methods with commodities from the major food groups, including different menus and food items
- access to appropriate utensils, cutlery and equipment to undertake the full range of basic cookery methods, including poaching, stewing, braising, roasting, deep and shallow frying, boiling, atmospheric and pressure steaming, grilling and baking
- use of authentic ingredients.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate using the required cookery methods
- sampling of dishes prepared by the candidate
- written or oral questions to test knowledge on suitable cookery methods for particular food items, safety issues and food quality indicators
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate, such as menus and photographs.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXFSA001A Implement food safety procedures.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Italicised** wording in the performance criteria is detailed below.

RANGE STATEMENT

Equipment and technology may include:

- electric, gas or induction ranges
- ovens, including combi ovens
- microwaves
- grills and griddles
- deep-fryers
- salamanders
- food processors
- blenders
- mixers
- slicers
- tilting frypan and bratt pan
- steamers
- utensils
- cutlery.

Cookery methods may include any used within an enterprise but must include the following:

- boiling
- poaching
- steaming
- stewing
- braising
- roasting
- baking
- grilling
- shallow frying
- deep-frying
- stir-frying
- pan-frying.

RANGE STATEMENT

Dishes to be prepared must use a range of commonly-found *commodities* including:

- dairy products, such as milk, butter, yoghurt, cheeses and alternatives
- dry goods, such as flours, sugars, pastas and rice
- standard fruit and vegetables
- eggs
- meat, seafood and poultry, which may be fresh, frozen, preserved or pre-prepared, and may also include meat products such as standard cuts, sausages, hams, salami and other meat products
- general food items, such as oils, sauces, condiments and flavourings, garnishes, coatings and batters.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Commercial Cookery and Catering

SITHCCC008A Prepare stocks, sauces and soups

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups in a commercial kitchen or catering operation.

Stocks, sauces and soups can be classical or contemporary and be from varying ethnic and cultural origins. Soups may be served hot or cold.

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

Application of the Unit

Application of the unit

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. It applies to cooks who usually work as part of a team and under supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	This unit must be assessed after the following prerequisite units: SITHCCC001B Organise and prepare food SITHCCC002A Present food SITHCCC005A Use basic methods of cookery SITXOHS002A Follow workplace hygiene procedures.
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Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <i>bold italicised</i> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare stocks, glazes and essences required for menu items.	1.1 Use ingredients and flavouring agents according to standard recipes and enterprise standards. 1.2 Produce a variety of <i>stocks</i> , glazes and essences to enterprise standards.

ELEMENT	PERFORMANCE CRITERIA
	1.3 Use clarifying agents appropriately.
2 Prepare sauces required for menu items.	2.1 Produce a variety of hot and cold <i>sauces</i> from classical and contemporary recipes. 2.2 Make appropriate derivations from basic sauces. 2.3 Use a variety of thickening agents and convenience products appropriately. 2.4 Evaluate sauces for flavour, colour and consistency and rectify any problems.
3 Prepare soups required for menu items.	3.1 Select and assemble the correct ingredients to produce <i>soups</i> , including stocks and prepared garnishes. 3.2 Produce a variety of soups to enterprise standards. 3.3 Use clarifying and <i>thickening agents and methods</i> , and <i>convenience products</i> where appropriate. 3.4 Evaluate soups for flavour, colour, consistency and temperature and rectify any problems. 3.5 Present soups at the right temperature in clean serviceware without drips and spills, using suitable garnishes and accompaniments.
4 Store and reconstitute stocks, sauces and soups.	4.1 Store stocks, sauces and soups to maintain optimum freshness and quality. 4.2 Reconstitute stocks, sauces and soups to appropriate standards of consistency.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- using various stocks and bases for a range of soups and sauces
- logical and time-efficient work flow
- safe work practices, particularly in relation to bending and lifting
- waste minimisation techniques and environmental considerations in relation to soups, stocks and sauces
- problem-solving skills to deal with problems such as mayonnaise breaking or soup curdling, shortages of food items and equipment failure
- literacy skills to read orders and instructions
- numeracy skills to calculate quantities and portions against orders
- organisational skills and teamwork.

The following knowledge must be assessed as part of this unit:

- principles and techniques of producing stocks, sauces and soups to industry standards
- common problems in stocks, sauces and soups and how to identify and rectify them
- culinary terms commonly used in the industry in relation to stocks, sauces and soups
- appropriate ingredients and food components that may be substituted to meet special dietary and cultural needs
- principles and practices of hygiene on a personal and professional level.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to prepare a variety of stocks, sauces and soups from different recipes and cultural backgrounds
- detailed commodity knowledge of different classifications of stocks, sauces and soups
- preparation of sauces and soups for customers within typical workplace conditions, including working within time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped operational commercial kitchen, including industry-current equipment, as defined in the Assessment Guidelines
- access to appropriate equipment for stocks, sauces and soups, including stock pots and mouli or food processor
- industry-realistic ratios of kitchen staff to customers
- use of a variety of real, suitable ingredients for stocks, sauces and soups.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate making stocks, sauces and soups
- sampling of dishes prepared by the candidate
- written or oral questions to test commodity knowledge of stocks, sauces and soups
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate, such as menus and photographs.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Stocks and sauces:

- must include a selection from each of the following:
 - reduced sauces
 - thickened sauces
 - hot, warm and cold emulsion
- may include:
 - demi-glacé
 - béchamel
 - chicken and fish velouté
 - hollandaise and béarnaise
 - mayonnaise
 - jus and coulis.

Soups must include a selection from each of the following:

- clear
- broth
- purée
- cream
- bisque.

RANGE STATEMENT

Thickening agents and methods may include:

- white, blond and brown roux
- beurre mani
- cornflour, arrowroot and potato flour
- bread
- modified starch
- liaison
- sabayon.

Convenience products may include:

- stocks
- boosters
- bouillons
- flavour enhancers.

Unit Sector(s)

Sector

Hospitality

Competency field

Competency field

Commercial Cookery and Catering

SITHCCC009A Prepare vegetables, fruit, eggs and farinaceous dishes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare various vegetables, fruit, eggs and farinaceous dishes in a commercial kitchen or catering operation.

Vegetables and fruit may be fresh, preserved or frozen, and selected according to seasonal availability, menu and enterprise requirements. A variety of vegetables and fruit, and vegetable and fruit dishes must be prepared and cooked. These may be classical or contemporary, from various ethnic or cultural origins, and may be offered as main dishes, appetisers or salads, or accompaniments.

Potato accompaniments must include both classical and contemporary dishes.

Egg dishes should, unless otherwise required, use hen eggs that may be fresh, dried, frozen or preserved.

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

Application of the Unit

Application of the unit

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels, clubs, cafeterias and other catering operations. It applies to cooks who usually work as part of a team and under supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units This unit must be assessed after the following prerequisite units:
SITHCCC001B Organise and prepare food
SITHCCC002A Present food
SITHCCC005A Use basic methods of cookery
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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ELEMENT	PERFORMANCE CRITERIA
1 Prepare vegetable and fruit dishes.	1.1 Select vegetables and fruit in season according to availability, quantity, quality and price. 1.2 Select vegetables, fruit and potato accompaniments to complement and enhance menu items. 1.3 Prepare and, where appropriate, cook a variety of vegetables and fruit dishes using suitable cookery methods and preserving optimum quality and nutrition. 1.4 Where appropriate, select suitable sauces and accompaniments to be served with vegetables. 1.5 Present vegetable and fruit attractively using suitable garnishes, where appropriate.
2 Prepare farinaceous dishes.	2.1 Select and prepare a variety of <i>farinaceous foods</i> according to standard and enterprise recipes. 2.2 Prepare farinaceous foods using appropriate methods to ensure optimum quality. 2.3 Select sauces and accompaniments that are appropriate to farinaceous foods.
3 Prepare and cook egg-based dishes.	3.1 Prepare and cook a variety of <i>egg-based dishes</i> according to standard recipes, using a range of methods including boiling, poaching, frying and scrambling. 3.2 Prepare and cook egg dishes to ensure optimum and desired quality, consistency and appearance. 3.3 Select sauces and accompaniments appropriate to eggs. 3.4 Use eggs for a variety of <i>culinary uses</i> .
4 Store vegetables, eggs and farinaceous foodstuffs.	4.1 Store fresh and processed eggs, vegetables and fruit, and farinaceous foodstuffs at correct temperatures and under correct conditions to maintain optimum freshness and quality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- cutting and presentation techniques, particularly in relation to vegetables and fruit
- organisational skills and teamwork
- logical and time-efficient work flow
- waste minimisation techniques and environmental considerations in relation to vegetables, fruit, eggs and farinaceous dishes
- safe work practices, particularly in relation to using knives
- problem-solving skills to deal with problems such as shortages of food items, mistakes or problems in commodities or meals produced, and equipment failure
- literacy skills to read orders and instructions
- numeracy skills to calculate quantities and portions against orders.

The following knowledge must be assessed as part of this unit:

- varieties and characteristics of vegetables, fruit, eggs and farinaceous foods
- past and current trends in culinary uses and dishes using vegetables, fruit, eggs and farinaceous foods
- nutrition related to vegetables, fruit, eggs and farinaceous dishes, in particular the food values of commodities and the effects of cooking on the nutritional value of food
- culinary uses and common industry terms in relation to vegetables, fruit, egg and farinaceous dishes
- principles and practices of hygiene, in particular those related to the use of raw ingredients.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to prepare a variety of dishes using vegetables and fruit
- ability to prepare a variety of egg-based dishes, both classical and contemporary of varying cultural origins, using a variety of methods
- ability to make a variety of farinaceous dishes and present them with suitable accompanying sauces
- detailed understanding of the different classifications of vegetables, fruit, eggs and farinaceous products
- preparation of dishes for customers within typical workplace time constraints.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills within a fully equipped operational commercial kitchen, including industry-current equipment, as defined in the Assessment Guidelines
- use of authentic ingredients
- industry-realistic ratios of kitchen staff to customers.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate preparing dishes
- sampling of dishes cooked by the candidate
- written or oral questions to test knowledge of safety issues and appropriate cooking methods for various commodities
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITHCCC006A Prepare appetisers and salads.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Farinaceous foods may include:

- pasta
- rice
- polenta
- noodles
- couscous
- semolina
- pulses
- cracked wheat.

Egg-based dishes must include:

- omelettes and frittatas
- soufflés
- eggs benedict
- egg salads
- egg dips.

RANGE STATEMENT

Culinary uses must include:

- aerating
- binding
- setting
- coating
- enriching
- emulsifying
- glazing
- clarifying
- garnishing
- thickening.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Commercial Cookery and Catering

SITHCCC016A Develop cost-effective menus

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop menus and plan, prepare and control menu-based catering costs within established enterprise systems. It does not deal with the specialised skills for the development of menus to meet market or special dietary needs which are found in the units SITHCCC035A Develop menus to meet special dietary and cultural needs and SITHCCC040A Design menus to meet market needs.

Menus may be classical, modern or ethnic.

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

Application of the Unit

Application of the unit

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels and other catering operations. It applies to those involved in planning menus and monitoring costs who work with considerable autonomy or in a supervisory role such as cooks, chefs and catering supervisors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and develop different types of menus.	<p>1.1 Identify enterprise and customer requirements for <i>menus</i>.</p> <p>1.2 Prepare menus ensuring that menu items take into account balance in the variety of cooking methods, colours, tastes and textures; nutritional values; seasonal availability; and results of sales analysis and customer feedback.</p> <p>1.3 Cost menus to ensure maximum profitability and compliance with enterprise <i>costing constraints</i>.</p> <p>1.4 Prepare innovative menus as required by the enterprise,</p>

ELEMENT

PERFORMANCE CRITERIA

type of cuisine or particular situation.

- 1.5 Write menus using terminology appropriate to the market and style of menu, with item descriptions that promote menu items.

- 2 Control catering costs to ensure maximum profitability.
 - 2.1 Select and use appropriate *catering control systems* according to enterprise requirements.
 - 2.2 Plan production schedules, giving consideration to menu constraints, available equipment, expertise of labour and available time.
 - 2.3 Control labour costs, giving consideration to rosters, scheduling, award conditions and rates.
 - 2.4 Optimise quality and minimise waste through the application of portion control and effective yield testing.
 - 2.5 Apply stock control measures by following correct receiving and storing procedures.
 - 2.6 Apply procedures to maintain security in food production and storage areas to minimise risk of theft, damage or loss.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- various ways of sequencing food items in a menu, including classical and contemporary
- organisational skills and teamwork
- logical and time-efficient work flow
- problem-solving skills to make adjustments to a menu to reduce costs
- literacy skills to read and verify customer profiles and preferences
- numeracy skills to cost menu items and calculate quantities of commodities and other requirements for a menu.

The following knowledge must be assessed as part of this unit:

- different types and styles of menus
- historical development of menus, modern trends in menus
- principles of nutrition, including:
 - Dietary Guidelines for Australian Adults
 - Dietary Guidelines for Children and Adolescents in Australia
 - planning nutritionally-balanced menus
- culinary terms related to menus and food items commonly used in the industry
- determinants of profitability in menu-based catering operations
- inventory and stock control systems
- purchasing, receiving, storing, holding and issuing procedures
- costing, yield testing and portion control
- food wastage and control
- labour costs for commercial kitchens in general and for the organisation in particular.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to develop a variety of innovative menus within budgetary guidelines
- development of nutritionally and seasonally balanced menus
- ability to cost menus to meet enterprise profit requirements.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills in planning and costing multiple menus for different customers and operational needs
- use of current industry data and prices.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of samples of menus, production schedules, security plans and checklists prepared by the candidate
- oral or written questions to assess knowledge of menu items, menu types and characteristics, portion control and cost control
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHCCC029A Prepare foods according to dietary and cultural needs
- SITHCCC033B Apply catering control principles
- SITHCCC035A Develop menus to meet special dietary and cultural needs
- SITHCCC040A Design menus to meet market needs.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Types of *menus* may include:

- table d'hôte
- à la carte
- set
- function
- buffet
- cyclical.

Costing constraints may include:

- enterprise policy on menu pricing and gross margins
- budgets
- labour requirements.

RANGE STATEMENT

Catering control systems can be manual or computerised, and may include use of the following:

- production planning sheets
- sales analysis forms
- daily kitchen reports
- wastage sheets.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Commercial Cookery and Catering

SITHCCC030A Package prepared foodstuffs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to package prepared foodstuffs for storage and transportation from one location to another.

The type of packaging used will vary according to the enterprise needs and the type of food being packaged.

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

Application of the Unit

Application of the unit

This unit applies to catering operations where food and related services are provided and packaged for storage or transportation, such as restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential catering, in-flight and other transport catering, events catering and private catering. Those undertaking this role usually work under supervision and as part of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units This unit must be assessed after the following prerequisite units:
SITXFSA001A Implement food safety procedures
SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Ensure food is suitable for packaging, storage and transportation.	1.1 Ensure that food meets requirements prior to packaging in terms of quality, shelf life, microbiological condition and portion control.

ELEMENT	PERFORMANCE CRITERIA
2 Select packaging materials.	2.1 Select <i>packaging materials</i> appropriate to specific foods, storage or transport requirements and enterprise procedures.
3 Package food according to needs.	3.1 Package food items using <i>appropriate packaging</i> procedures according to enterprise specifications. 3.2 Label foods according to the current Australia New Zealand Food Standards Code and local, state or territory regulations. 3.3 Comply with local, state and territory and national hygiene, OHS, and food and health regulation requirements. 3.4 Observe <i>environmental requirements</i> for the food packaging area, including temperature control, humidity and design and construction of shelving and storage facilities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- safe work practices with regard to packaging, dealing with hot surfaces, lifting and bending
- problem-solving skills to deal with minor problems such as breakage of materials, lack of sufficient quantities of materials and tight timelines
- literacy skills to read instructions and orders and to write labels
- numeracy skills to calculate quantities of food items and packaging materials for particular jobs.

The following knowledge must be assessed as part of this unit:

- hygiene and food safety regulations, particularly related to storing and transporting food, including local, state or territory and national food and health regulations pertaining to food production and packaging
- characteristics and uses of different packaging materials
- environmental appropriateness of different packaging materials
- portion control practices and principles
- functional design requirements for food packaging areas.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- safe packaging within food safety requirements and regulations
- selection and use of suitable packaging materials and methods for a range of food item types
- industry-realistic timeframes for the packaging process.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills using a range of appropriate packaging materials, catering equipment and authentic food items.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate packaging foods
- inspection of items packaged by the candidate
- written or oral questions to test knowledge of packaging types and methods for different types of food, hygiene aspects of packaging, maintaining food quality and nutritional value
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITXFSA003A Transport and store food in a safe and hygienic manner.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Packaging materials may include:

- polystyrene foam
- cartons
- plastic cling wrap
- plastic or foil containers
- metal or plastic trays.

Appropriate packaging must be:

- non-contaminating
- of appropriate dimensions for selected food
- visually appropriate to functional need
- capable of protecting food from damage
- environmentally appropriate
- stackable and transportable.

RANGE STATEMENT

Environmental requirements
relate to:

- temperature control
- humidity
- design and construction of shelving and storage facilities
- protection from contaminants, including pests and foreign objects
- cleaning and sanitising packaging equipment and area.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Commercial Cookery and Catering

SITHCCC033A Apply catering control principles

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply cost control principles to the ordering, storage and processing of food to minimise wastage.

Cost control procedures are the processes and procedures implemented at an operational level that result in the control of costs, energy usage, materials and time.

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

Application of the Unit

This unit applies to all operations where food and related services are provided, such as restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential catering, in-flight and other transport catering, events catering and private catering.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

This unit must be assessed after the following prerequisite units:

SITHCCC005A Use basic methods of cookery

SITHCCC016A Develop cost-effective menus.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify procedures to reduce wastage.	1.1 Identify appropriate procedures for reducing wastage during ordering, storage and processing of food.
	1.2 Identify appropriate security measures to reduce loss.
2 Carry out cost control procedures.	2.1 Carry out portion control effectively using calibrated equipment where appropriate.
	2.2 Follow recipes accurately to avoid wastage.
	2.3 Order suitable quantities of stock to avoid over or under-ordering.
	2.4 Rotate and document stock accurately.
	2.5 Store food correctly and securely to minimise contamination, wastage, loss and theft.
3 Minimise waste.	3.1 Use reusable by-products of food preparation and cooking effectively where appropriate.
	3.2 Use recyclable products and dispose of them in an environmentally appropriate way.
	3.3 Dispose of non-recyclable products according to OHS requirements and relevant regulations, and in an environmentally appropriate way.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

preparation and cooking, stock control and storage procedures that assist waste minimisation and environmental sustainability

problem-solving skills to deal with options to minimise contamination and waste, increase yield and improve security

literacy skills to read recipes, menus, instructions and orders

numeracy skills to calculate costs of menu items, commodities, portioning and yield analysis.

The following knowledge must be assessed as part of this unit:

role of the kitchen as a profit centre within an overall business

links between hygiene, food safety, waste minimisation and environmental sustainability.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

ability to use portion control, stock control and other waste reduction measures effectively

ability to use the food safety program effectively to minimise food contamination and spoilage

ability to minimise wastage and manage waste productively, including recycling systems

production of portion-controlled menu items.

Context of and specific resources for assessment

Assessment must ensure:

demonstration of skills within a fully equipped commercial kitchen using authentic ingredients and food items, as defined in the Assessment Guidelines.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

evaluation of amount of products used by the candidate across a period of operation

review of reports prepared by the candidate detailing ways in which waste was minimised during a service period

written or oral questions to test knowledge of waste minimisation and control systems

review of stock control and portion control documentation prepared by the candidate

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Procedures for reducing wastage must include:

portion control
ordering to specifications
stock rotation
using appropriate equipment
appropriate storage
using standard recipe cards
following a food safety risk management program.

Reusable by-products may include:

meat and fish offcuts
bones and trimmings
vegetable peelings and offcuts.

Recyclable products may include:

glass bottles and jars
plastics
paper and cardboard
tin or aluminium containers
vegetable matter.

Unit Sector(s)

Hospitality

Competency field

Commercial Cookery and Catering

SITXFSA001A Implement food safety procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food within a range of service industry operations. It requires the ability to follow predetermined procedures as outlined in an organisation food safety program.

This unit is one of three hierarchical units describing varying levels of participation in food safety processes:

- SITXOHS002A Follow workplace hygiene procedures
- SITXFSA001A Implement food safety procedures
- SITXFSA002A Develop and implement a food safety program.

Food safety is nationally legislated by the Food Standards Australia New Zealand Act 1991 which provides for the operation of a statutory authority known as Food Standards Australia New Zealand.

The Australia New Zealand Food Standards Code (the Code) developed by this authority contains an individual standard for food safety practices. This unit of competency complies with the legislative requirements for food safety and safe food handling practices as outlined in the Code.

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differ between state and territory governments.

In some cases food handlers and especially designated food safety supervisors, may be required to formally achieve competence in implementing safe food handling practices through a registered training organisation that must use this unit as the basis for their training.

Application of the Unit

Application of the unit This unit has application to hospitality, commercial catering and retail venues where food is stored, prepared, displayed, served and disposed of. It applies to venues that operate a permanent or temporary kitchen or smaller food preparation area, including restaurants, cafes, clubs, hotels, attractions, events and conference venues, fast food restaurants, retail food outlets such as sandwich shops and food court outlets. It would apply to tour operators involved in the preparation and service of food at temporary sites.

Other industries will need to access industry-specific food safety units of competency.

Safe food handling practices are based on policies and procedures outlined in an organisation food safety program. The program and its procedures would normally be based on the hazard analysis and critical control points (HACCP) method but this unit can apply to other food safety systems.

This unit applies to frontline operational personnel who work under supervision and guidance and operate within predefined organisational food safety procedures. This function is undertaken by a diverse range of people, such as cooks, chefs, catering staff and kitchen hands, food and beverage attendants, cafe and fast food outlet cooking crew and sales people, and owner-operators of small business catering operations or retail food outlets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units This unit must be assessed after the following prerequisite unit:

- SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement procedures for food safety.	<p>1.1 Access and use the relevant documents from the organisation food safety program.</p> <p>1.2 Follow all food safety <i>policies and procedures</i> correctly and consistently according to organisation food safety program requirements to ensure compliance of all food handling practices.</p> <p>1.3 Control all <i>food hazards</i> at <i>critical control points</i>.</p> <p>1.4 Complete any <i>food safety monitoring</i> processes and complete documents as outlined in the food safety program.</p> <p>1.5 Identify and report any practices that are inconsistent with the food safety program.</p> <p>1.6 Take any corrective actions within scope of job responsibility for <i>incidents where food hazards are found not to be under control</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
2 Store food safely.	<p>2.1 Select food storage conditions appropriate to the specific <i>food type</i>.</p> <p>2.2 Store food in the appropriate environmental conditions so that it is protected from contamination and to ensure its freshness, quality and appearance.</p> <p>2.3 Store food at appropriately controlled temperatures and ensure that any frozen items remain frozen during storage.</p>
3 Prepare food safely.	<p>3.1 Prepare food in a safe manner to ensure that it is protected from contamination.</p> <p>3.2 Use cooling and heating processes that will not adversely affect the microbiological safety of the food.</p> <p>3.3 Monitor temperature of food throughout the preparation process to achieve microbiological safety of the food at all times.</p> <p>3.4 <i>Ensure the safety of food prepared, served and sold to customers under other conditions.</i></p>
4 Provide safe single use items.	<p>4.1 Store, display and provide single use items so that they are protected from damage and contamination.</p> <p>4.2 Do not re-use <i>items intended for single use</i>.</p>
5 Maintain a clean environment.	<p>5.1 Clean and sanitise equipment, surfaces and utensils used during food handling process.</p> <p>5.2 Use appropriate containers and do not allow the accumulation of garbage and recycled matter.</p> <p>5.3 Identify and report any equipment that requires cleaning or <i>maintenance to ensure its cleanliness and safe operation.</i></p> <p>5.4 Dispose of any chipped, broken or cracked eating, drinking or food handling utensils or report these if disposal is outside scope of responsibility.</p> <p>5.5 Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report any incidents of animal or pest infestation.</p>

ELEMENT

PERFORMANCE CRITERIA

- 6 Dispose of food safely.
- 6.1 Mark and keep separate from other foodstuffs any *food identified for disposal* until disposal is complete.
 - 6.2 Dispose of food promptly to ensure no cross-contamination of other foodstuffs.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- operation of equipment, especially how to calibrate, use and clean a temperature probe and how to identify faults
- literacy skills to read and interpret relevant components of organisation food safety program, including policies, procedures and flow charts that identify critical control points and to complete basic documentation relating to monitoring food safety
- numeracy skills to take and record temperatures and to calculate times.

The following knowledge must be assessed as part of this unit:

- basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations and inspection regimes
- working knowledge of relevant components of the organisation food safety program, especially policies, procedures, product specifications and the use of any monitoring documents
- consequences of failure to observe food safety policies and procedures
- basic understanding of HACCP principles, procedures and processes
- critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and disposal of food
- meaning of hazardous foods, especially as described by local legislation and national food codes
- high risk customer groups (those who may have a higher than average risk of harm from food contamination), such as:
 - children or babies
 - pregnant women
 - aged persons
 - people with immune deficiencies or allergies
- methods of food storage, production, display, service and disposal for the industry sector and food business, especially appropriate temperature levels for each of these processes
- broad understanding of the main types of safety hazards and contamination that may be found in the main food types handled by the industry sector and food business
- broad understanding of the conditions for development of microbiological contamination for the main food types handled by the industry sector and food business
- broad understanding of the appropriate environmental conditions, including temperature controls, for the storage of the main food types handled by the industry sector and food business

REQUIRED SKILLS AND KNOWLEDGE

- temperature danger zone for the main food types handled by the industry sector and food business and the two-hour and four-hour rule
- principles and methods of safe food handling
- choice and application of cleaning, sanitising and pest control equipment and materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency Evidence of the following is essential:

- ability to access and interpret safe food handling procedures and consistently apply these during day-to-day food handling activities
- knowledge of critical control points and methods of food hazard control for each critical point
- project or work activities that show the candidate's ability to apply safe food handling practices on multiple occasions across a range of different food handling circumstances to ensure consistency in the application of food safety procedures.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to a fully equipped industry-realistic food preparation environment, such as a commercial kitchen, catering production line, or food preparation area of a food outlet using the full range of equipment currently used in the service industries to store, prepare, display, serve and dispose of food
- access to current regulatory documents distributed by key federal, state or territory, and local government agencies, such as plain English legislative publications, and codes and standards outlining food safety requirements
- access to a food safety program inclusive of policies and procedures
- use of real ingredients and food items.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to implement food safety procedures. The following examples are appropriate for this unit:

- direct observation of the candidate completing tasks in the food handling facility according to food safety policies and procedures
- case studies to assess ability to react to a range of incidents where hazards have not been controlled
- oral or written questions to assess knowledge of food safety legislative requirements, policies and procedures
- oral or written questions to assess knowledge of food hazards and methods of controlling hazards
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- any commercial cookery, commercial catering, patisserie, Asian cookery or food and beverage unit directly involving food preparation.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Policies and procedures may relate to:

- food receiving, storage, preparation, display, service and disposal
- methods of food hazard control for each critical point
- systematic monitoring of hazard controls and record keeping
- personal hygiene, suitable dress and personal protective equipment and clothing
- record maintenance
- corrective actions when hazards are found not to be under control
- pest control
- cleaning and sanitation
- equipment maintenance.

RANGE STATEMENT

Food hazards may be:

- anything related to food, including work practices and procedures, that have a potential to harm the health or safety of a person
- actual or potential
- chemical, microbiological or physical
- any food contaminated with chemical or microbiological elements
- foods highly susceptible to microbiological contamination
- food containing bacteria, moulds and yeast
- food containing broken glass, metal or foreign objects
- food containing chemicals and natural poisons
- insects and vermin
- processes where food is vulnerable to contamination including:
 - requirements for food to be touched by hand
 - requirements for re-thermalisation or defrosting
 - displays of food and buffets
 - working with temperatures that promote the rapid growth of micro-organisms.

Critical control points are those where there is high risk of contamination or food spoilage, including:

- receiving
- storing
- preparing
- processing
- displaying
- packaging
- serving
- transporting
- disposing.

RANGE STATEMENT

Food safety monitoring may involve:

- monitoring and recording temperature of cold and hot storage equipment
- monitoring and recording food temperatures using a temperature probe
- checking and recording that food is stored within appropriate time limits of receipt of goods
- visual examination of food for quality review
- bacterial swabs and counts
- chemical tests.

Incidents where food hazards are found not to be under control may include:

- food poisoning
- customer complaints
- misuse of single use items
- stocks of out-of-date foodstuffs
- spoilt or contaminated food
- unclean equipment
- existence of pests and vermin.

Food types may include:

- eggs
- dairy
- meat and fish
- fruit and vegetables
- dried goods
- frozen goods.

Food prepared, served and sold to customers under other conditions may involve:

- displaying any type of food for self-service, such as:
 - buffets
 - salad bars
 - condiments
 - tea and coffee
- providing drink dispensing equipment
- pre-packaging food items
- displaying and selling pre-packaged food.

RANGE STATEMENT

Ensuring the safety of food served and sold to customers under other conditions may involve:

- supervising the display of food to prevent contamination by customers
- removing contaminated food without delay
- providing separate serving utensils for each dish
- providing protective barriers
- displaying food under temperature control
- using packaging materials suitable for use on the particular foodstuff
- ensuring that packaging is not damaged during packaging or display process
- ensuring that damaged packaging does not allow contamination.

Items intended for single use may include:

- disposable cutlery, e.g. plastic or wooden spoons or stirrers
- disposable plates, mugs, cups and bowls
- individually packaged sugars
- individually packaged condiments, e.g. tomato sauce
- individually packaged jams and spreads
- individually packaged serves of coffee, tea and whitener
- face wipes and serviettes.

Maintenance to ensure cleanliness and safe operation of equipment may involve:

- removal of food waste
- removal of grease
- removal of dirt
- removal of animal or pest waste and cleaning of affected area
- recalibration of measurement and temperature controls.

Food identified for disposal may be:

- subject to recall
- not safe, or suspected of not being safe, for consumption
- destroyed
- disposed of so that it cannot be used for human consumption
- returned to supplier.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Food Safety

SITXFSA003A Transport and store food in a safe and hygienic manner

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on its arrival. The unit applies to all catering operations but is particularly relevant to external catering and events.

This unit does not cover the transport of food for room service which is covered in SITHFAB008A Provide room service. It does not cover the skills required to drive a van or truck which are covered in TLIC107C Drive vehicle and other units of competency in the Transport and Distribution Training Package.

Transportation refers to the moving of food and food items from one location to another. For example, transporting food from a kitchen to a school or hospital or providing event catering. It does not refer to the transport of food from the kitchen to the dining room or as part of room service.

The person transporting the food may or may not be driving the vehicle.

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

Application of the Unit

Application of the unit This unit applies to catering operations where food is transported from the preparation area to another location and stored on arrival, such as operations associated with restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential catering, in-flight and other transport catering, events catering and private catering.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units This unit must be assessed after the following prerequisite units:

- SITXFSA001A Implement food safety procedures
- SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify appropriate food transportation.	1.1 Select suitable food <i>transportation</i> vehicles according to <i>legislative requirements</i> .
2 Transport food safely and hygienically.	2.1 Package, load, restrain and unload food appropriately. 2.2 Employ hygienic work practices and observe OHS regulations. 2.3 Maintain appropriate and accurate records of food transportation.
3 Store food safely and hygienically.	3.1 Select food storage conditions appropriate to <i>specific food types</i> . 3.2 Maintain appropriate <i>environmental conditions</i> for specific food types to ensure freshness, quality and appearance. 3.3 Ensure that storage and holding methods optimise nutritional quality and comply with relevant stock control principles. 3.4 Employ hygienic work practices and observe OHS procedures and practices. 3.5 Keep storage areas free from contaminants and pests.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- safe work practices, in particular loading and unloading, lifting and dealing with heated surfaces
- problem-solving skills to deal with minor problems such as delays with products, traffic congestion and getting lost
- literacy skills to read directions and instructions for venues and locations
- numeracy skills to calculate quantities during the packing and unpacking process.

The following knowledge must be assessed as part of this unit:

- hygiene and OHS requirements for food storage and transport
- advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances
- safe storage principles and practices for different food types, including storage options
- characteristics of different food items and conditions required to maintain optimum freshness, palatability and safety.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency Evidence of the following is essential:

- safe transport and storage of food items within food safety requirements and regulations
- transport of a range of food item types.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills using real food items to be transported and relevant transportation and storage equipment to move food between locations.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate transporting and storing food items
- inspection of food transported and stored by the candidate
- problem-solving and case studies to address various conditions that apply to the transport and storage of different food items
- written or oral questions to test knowledge of hygiene issues related to transport and storage
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHCCC030A Package prepared foodstuffs.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

- Type of *transportation* used:
- will vary according to organisation needs and type of food being transported
 - may include:
 - vans
 - cars
 - refrigerated trucks
 - trolleys, carts and buggies.

- Legislative requirements* refer to federal, state or territory, and local regulations and guidelines and may apply to:
- temperature
 - lining
 - sealing
 - food safety programs.

- Specific food types* must include:
- dairy
 - meat and fish
 - eggs
 - fruit and vegetables
 - dried goods
 - frozen food.

- Environmental conditions* may involve:
- temperature
 - humidity
 - exposure to light
 - exposure to weather
 - exposure to pests.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Food Safety

SITXICT001A Build and launch a website for a small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to build a basic website to meet business needs, including selecting a hosting service and appropriate web development software, planning the website structure and undertaking the actual construction of the site. It requires the technical skills and knowledge typically needed by a business that elects to develop its own site rather than access the services of IT professionals.

This unit satisfies the requirements of BSBEBUS506A Plan and develop a business website, in the Business Services Training Package. BSBEBUS506A has been customised to articulate the technical skills required for building a website and define the scope of skills and knowledge required.

Application of the Unit

Application of the unit

This unit describes a skill relevant to any business within the service industries and applies to the full range of industry sectors and environments. It is particularly relevant to those in small businesses who develop their own websites.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan website structure.	<p>1.1 Develop website style and structure to suit the <i>business purpose</i> and intended target audience according to business website strategy.</p> <p>1.2 Identify and include appropriate <i>features and capabilities</i> within the website structure.</p> <p>1.3 Determine layout and navigation requirements in relation to appearance, readability, links and <i>ease of operation</i>.</p> <p>1.4 Identify and apply accessibility requirements for website to ensure maximum accessibility.</p>

ELEMENT	PERFORMANCE CRITERIA
	<ul style="list-style-type: none"> 1.5 Document structure clearly and accurately to facilitate an efficient development process. 1.6 Develop and integrate appropriate interactive forms into the website structure to capture customer data. 1.7 Select <i>authoring tools and software</i> based on website requirements. 1.8 Identify and integrate website <i>security requirements</i> into the development process.
2 Develop website content.	<ul style="list-style-type: none"> 2.1 Select and use business information to create website content according to business website strategy. 2.2 Define appropriate information for inclusion in interactive forms based on the purpose of the form. 2.3 Adapt information for inclusion on the web to ensure site is clear, scannable and readable. 2.4 Use language style and tone suited to business image to be conveyed and intended target audience. 2.5 Integrate <i>content features</i> into the website according to website structure and plan. 2.6 Check content for accuracy, currency and relevance according to website plan and purpose.
3 Create website pages.	<ul style="list-style-type: none"> 3.1 Create a plan for website pages and active links to meet layout and navigation requirements. 3.2 Select page titles and key words to reflect business purpose and website content, and to assist access via search engines. 3.3 Improve <i>page presentation</i> by adding <i>features</i> to enhance web pages. 3.4 Develop <i>linked web pages</i> according to website plan, ensuring links are clearly named and unambiguous. 3.5 Use appropriate techniques to create interactive forms within website pages. 3.6 Create all pages to be consistent with site design specifications.

ELEMENT	PERFORMANCE CRITERIA
4 Select and use a web hosting service.	<p>4.1 Identify <i>relevant sources of information on web hosting options</i>.</p> <p>4.2 Evaluate different web hosting services and select according to business and technical requirements.</p> <p>4.3 Upload files to selected web hosting service according to technical requirements and business agreements.</p>
5 Test and critically evaluate website.	<p>5.1 Test website functions, processes and navigation to confirm operational status, appearance, accuracy and ease of operation.</p> <p>5.2 Evaluate effectiveness of interactive forms to ensure that required sales data is collected for the business.</p> <p>5.3 Evaluate website according to business website strategy to ensure it projects a business image suited to the e-business model.</p> <p>5.4 Identify any problems, develop a range of strategies to solve them and select appropriate and sustainable solutions.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- techniques for using colour and enhancing text within a website
- techniques for capture and manipulation of digital images and graphics, including insertion into a website
- writing skills to develop and review website content for diverse purposes and audiences.

The following knowledge must be assessed as part of this unit:

- general understanding of the internet and world wide web and their application and relevance to individual businesses
- current e-business environment for a particular business context
- general overview of different services and operation systems used by internet service providers
- general principles of website architecture and design
- role of a website in the marketing mix and ways in which the marketing effectiveness of a website can be enhanced
- key features of a marketing-oriented website
- general features of browsers, search engines and web crawlers, including how these impact on website design, decisions and meta-tags
- relationships between content and site design
- functions and features of micro-content elements such as headings, highlighted words and hyperlink text
- underlying impact of hypertext markup language (HTML) and cascading style sheets on site design
- features and uses of frames, forms and tables within a website
- privacy issues, codes of practice and legislative requirements in relation to the development of a website including:
 - OECD Guidelines for Consumer Protection in the Context of Electronic Commerce
 - World Wide Web Consortium (W3C) guidelines
 - copyright laws
 - defamation laws
 - privacy legislation and confidentiality requirements
 - intellectual property
 - legal and regulatory policies affecting e-business.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to build a website to meet a specific business need through the integration and application of appropriate business and technical skills
- knowledge of the key features and functions to be incorporated into a business website.

Context of and specific resources for assessment

Assessment must ensure:

- demonstration of skills using current equipment, software and authoring tools to develop a business website to meet a particular business need.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to build and launch a website. The following examples are appropriate for this unit:

- evaluation of a website developed by the candidate through testing of the site against key criteria
- oral or written questioning to assess knowledge of functions, features, security requirements, ISP services and website design requirements
- review of portfolios of evidence and third -party workplace reports of on -the -job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBEBUS604A Develop a business website strategy
- BSBEBUS507A Manage the business aspects of a website.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

BSBITU301A Create and use databases

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

- Business purpose* may include:
- promotion
 - sales
 - contracting and procurement
 - auctions
 - provision of information
 - collaboration
 - support to multiple businesses
 - change to supply chain integration
 - electronic payments
 - consultancy services
 - certification.

RANGE STATEMENT

Website *features and capabilities* may involve:

- marketing features
- legal requirements
- privacy and confidentiality requirements
- security requirements
- authentication facility or link
- customer service requirements
- shopping cart facilities
- electronic payment facilities
- online catalogues and brochures
- knowledge bases
- frequently asked questions (FAQs)
- thumbnails
- active links
- navigation buttons
- colour, sound, video, images and graphics
- downloadable files
- search facility
- facility of user feedback on content and operation of website
- text and tags in HTML
- cut down versions of web pages in wireless markup language (WML) for access by wireless application protocol (WAP) telephones.

Ease of operation may include:

- homepage download time
- time to download files
- difficulty in navigation.

Authoring tools and software may include a wide range of text editors and commercial applications such as:

- WordPad
- Notepad
- FrontPage
- Dreamweaver
- Adobe Photoshop.

RANGE STATEMENT

Security requirements may include:

- password protection
- limited viewing of rates
- limited downloading of images or image encoding
- payment mechanism.

Content features may include:

- knowledge bases
- products and services
- catalogues and brochures
- thumbnails
- FAQs
- company profile
- staff profiles
- business history
- client testimonials
- published materials.

Page presentation may include:

- animated sequences
- sound
- movie sequence
- plug ins
- downloadable files
- use of bold, italics, subscript, superscript and strikethrough
- different fonts and font sizes
- colour
- images, e.g. photographs and graphics
- bulleted or numbered lists
- tables
- interactive forms for bookings or enquiries.

Features to enhance web pages may include use of:

- frames
- colour
- photographic images
- graphics
- text enhancement.

RANGE STATEMENT

Linked pages may include:

- relative links: between a page and the home page
- fully qualified uniform resource locator (URL) link: to a page on another website.

Relevant sources of information on web hosting options may include:

- internet service providers (ISPs)
- industry associations
- IT media reviews and articles.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Computer Operations and ICT Management

SITXOHS002A Follow workplace hygiene procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk.

This unit is one of three hierarchical units describing varying levels of participation in food safety processes:

- SITXOHS002A Follow workplace hygiene procedures
- SITXFSA001A Implement food safety procedures
- SITXFSA002A Develop and implement a food safety program.

Food safety is nationally legislated by the Food Standards Australia New Zealand Act 1991 which provides for the operation of a statutory authority known as Food Standards Australia New Zealand. The Australia New Zealand Food Standards Code (the Code) developed by this authority contains an individual standard for food safety practices. A large component of that standard deals with the health and hygiene of food handlers. This unit of competency complies with the legislative requirements for food safety and hygiene practices as outlined in the Code.

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differs between state and territory governments.

In some cases food handlers, especially designated food safety supervisors, may be required to formally achieve competence in hygiene practices through a registered training organisation that may use this unit as the basis for their training.

Application of the Unit

Application of the unit Personal hygiene practices underpin a range of service industry activities. They are particularly important within a food safety regime, but can also apply to housekeeping activities and anywhere where poor hygiene could provide a contamination risk. Poor hygiene practices can risk the health of customers, colleagues and self.

For the purposes of food safety, this unit only has application to hospitality, commercial catering and retail venues where food is stored, prepared, displayed and served. It will apply to any venue that operates a permanent or temporary kitchen or smaller food preparation area, such as restaurants, cafes, clubs, hotels, attractions, events and conference venues, fast food restaurants, retail food outlets such as sandwich shops and food court outlets. It would apply to tour operators involved in the preparation and service of food at temporary sites.

Other industries will need to access industry-specific food safety units of competency.

This unit applies to frontline operational personnel who work under close supervision and guidance from others during the normal course of their daily activities. They would be required to apply little discretion and judgement because they operate within predefined organisational hygiene procedures. Personal hygiene practices apply to all personnel operating at all levels within the service industries, such as kitchen hands, cooks, chefs, catering staff, food and beverage attendants, housekeeping and, laundry staff, sandwich hands, cafe and fast food outlet cooking crew and sales people and owner-operators of small business catering operations or retail food outlets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Follow hygiene procedures and identify hygiene hazards.	<p>1.1 Access and follow <i>hygiene procedures and policies</i> correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues.</p> <p>1.2 Identify and report <i>poor organisation practices</i> that are inconsistent with hygiene procedures.</p> <p>1.3 Identify <i>hygiene hazards</i> that may affect the health and safety of customers, colleagues and self.</p> <p>1.4 Take action to remove or minimise the hazards within</p>

ELEMENT	PERFORMANCE CRITERIA
	scope of individual responsibility and according to organisation and legal requirements.
	1.5 Promptly report hygiene hazards to appropriate person for follow up where control of hazard is beyond the scope of individual responsibility.
2 Report any personal health issues.	2.1 Report any personal <i>health issues</i> that are likely to cause a hygiene risk.
	2.2 Report incidents of food contamination that have resulted from the personal health issue.
	2.3 Do not participate in food handling activities where there is a risk of food contamination as a result of the health issue.
3 Prevent food and <i>other item</i> contamination.	3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings to prevent contamination to food.
	3.2 Ensure that no clothing or <i>other items worn</i> contaminate food.
	3.3 Prevent unnecessary direct contact with ready to eat food.
	3.4 Do not allow food to become contaminated with any body fluids or tobacco product from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food preparation surfaces.
	3.5 Maintain the use of clean materials and clothes and safe and hygienic practices to ensure that no <i>cross-contamination of other items in the workplace occurs</i> .
4 Prevent cross-contamination by washing hands.	4.1 <i>Wash hands at appropriate times</i> and follow hand washing procedures correctly and consistently according to organisation and legal requirements.
	4.2 Wash hands using <i>appropriate facilities</i> .

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- communication skills to verbally report hygiene hazards and poor organisation practice
- literacy skills to read and interpret relevant organisation policies, procedures and diagrams that identify good hygiene practices.

The following knowledge must be assessed as part of this unit:

- very basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national codes and standards that underpin regulatory requirements, and local government food safety regulations
- working knowledge of organisation personal hygiene policies and procedures
- ramifications of failure to observe hygiene policies and procedures
- broad understanding of the general hazards in handling food, linen, laundry and garbage, including major causes of contamination and cross-infection
- sources and effects of microbiological contamination of food and other items that would require protection in the industry sector and business
- basic understanding of the choice and application of cleaning and sanitising equipment and materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to access and interpret hygiene procedures and consistently apply these during day-to-day activities
- understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures
- project or work activities that show the candidate's ability to apply good hygiene practices on multiple occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures.

Context of and specific resources for assessment

Assessment must ensure:

- access to current regulatory documents distributed by key federal, state or territory, and local government agencies such as plain English legislative publications, codes and standards outlining food safety requirements
- access to hygiene policies and procedures
- project or work activities that show candidates' ability to apply good hygiene practices within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes
- use of real products, materials and equipment.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate carrying out work tasks that involve following hygiene procedures
- oral and written questions about hygiene principles and practices, policies and procedures
- oral or written questions to assess knowledge of food hygiene legislative requirements
- case studies to assess ability to react to a range of incidents where hygiene hazards exist
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITHACS005A Prepare rooms for guests
- SITHACS007A Launder linen and guest clothes
- SITXFSA001A Implement food safety procedures.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

RANGE STATEMENT

Hygiene procedures may relate to:

- personal hygiene
- safe and hygienic handling of food and beverages
- regular hand washing
- correct food storage
- suitable dress and personal protective equipment and clothing
- avoidance of cross-contamination
- hygienic cleaning practices to avoid cross-contamination
- use of cleaning equipment, clothes and materials to avoid cross-contamination
- safe handling and disposal of linen and laundry
- appropriate handling and disposal of garbage
- cleaning and sanitising
- procedures documented in the organisation food safety program
- procedures covered by staff training programs
- procedures required by the national food safety code.

Poor organisation practices may include:

- poor personal hygiene practices
- poor food handling practices that may result in the contamination of food
- poor cleaning practices that may result in cross-contamination of food and other items
- practices inconsistent with the organisation's food safety program
- outdated practices not in keeping with current organisation activities.

RANGE STATEMENT

Hygiene hazards may include:

- contaminated food
- vermin
- airborne dust
- items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- dirty equipment and utensils
- contaminated garbage
- use of practices not in keeping with current organisation activities
- colleagues without appropriate training or understanding of good hygiene practices, policies and procedures
- equipment not working correctly, such as fridge and temperature probes.

Health issues may relate to:

- food-borne diseases
- airborne diseases
- infectious diseases.

Other items worn may include:

- hair accessories
- jewellery
- watches
- bandages.

Cross-contamination of other items in the workplace may involve:

- infected linen
- items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions
- dirty equipment and utensils
- spreading bacteria from bathroom or bedroom areas to kitchen areas in an accommodation facility.

RANGE STATEMENT

Washing hands at appropriate times might include:

- immediately before working with food
- immediately after handling raw food
- before commencing or recommencing work with food
- immediately after using the toilet
- immediately after smoking, coughing, sneezing, blowing the nose, eating, drinking, and touching the hair, scalp or any wound.

Appropriate facilities for hand washing may include:

- warm running water
- soap
- single use towels
- designated hand washing sink.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Occupational Health and Safety

SRCAQU001B Monitor pool water quality

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge required to monitor the water quality of swimming pools/aquatic facilities according to health standards.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Conduct routine pool water tests according to regulations and respond to test irregularities	1.1 Complete routine pool water tests in compliance with public health regulatory requirements and facility procedures 1.2 Compare pool water test results to public health

regulatory requirements

- 1.3 Report pool water test irregularities to the appropriate person for corrective action
- 2 **Respond to contamination incidents**
 - 2.1 Continually implement visual checks for **pool water quality** and initiate corrective actions
- 3 **Record routine pool water tests**
 - 3.1 Record pool water test results to aquatic facility specifications and meet the **public health regulatory requirements**

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to

- conduct regular pool water tests in compliance with public health regulatory requirements and correctly identify irregularities
- work within organisation policy and procedures and
- follow water treatment testing procedures governed by public health regulations for the treatment of public swimming pool water

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

Required knowledge and skills

Required knowledge

Organisation's objectives, policies and procedures

Procedures and processes for pool water testing

Basic pool water chemistry

Relevant occupational health and safety, government and industry regulations and legislative requirements

Required skills

Communication skills to record pool water test results and report irregularities

Use of pool water testing apparatus

Visual identification of pool water quality

Resource implications

Physical resources - assessment of this competency requires access to

an aquatic facility

an effectively simulated work environment or industry approved training centre

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit at the level above

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed

through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

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

**KEY
COMPET
ENCIES**

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

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote

the level of
competency
required to
perform the
task:

Use routine
approaches

Select from
routine
approaches

Establish
new
approaches

**Collecting,
analysing
and
organising
informatio
n -**

**Communic
ating ideas
and
informatio
n -**

**Planning
and
organising
activities -**

**Working
with teams
and others
-**

**Using
mathemati
cal ideas
and
techniques
-**

**Solving
problems -**

**Using
technology
-**

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

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

RANGE STATEMENT

CATEGORIES

Pool water quality

refers to

pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels

Public health regulatory requirements

may vary according to state/territory regulations but includes

Health Act

infectious diseases regulations

Dangerous goods Act and Regulations

Poisons Act

metropolitan water supply, sewerage and drainage by-laws

Occupational health and safety Act and Regulations

environment legislation

local government regulations

Routine poolwater tests

may include tests for

free chlorine

total bromine

total chlorine

combined chlorine

pH

alkalinity

cyanuric acid

calcium hardness

total hardness

temperature

Unit Sector(s)

Not applicable.

SRCAQU004B Maintain pool water quality

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the skills and knowledge to maintain the water quality of swimming pools/aquatic facilities according to health standards.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Ensure regular water quality tests are conducted according to regulations	<p>1.1 Monitor routine pool water tests results to ensure they are completed in compliance with public health regulatory requirements and facility procedures</p> <p>1.2 Develop and implement schedules for pool water microbiological testing to meet the public health regulatory requirements</p>
2 Apply principles of pool water quality to adjust disinfectant levels and water balance	<p>2.1 Anticipate bather loading and implement corrective actions to maintain pool water quality</p> <p>2.2 Develop and implement processes for the use of chemicals for maintaining disinfectant levels and chemical balance of pool water to meet public health regulatory requirements</p> <p>2.3 Carry out water treatment procedures in accordance with the aquatic facility's operating plan for the treatment of pool water</p> <p>2.4 Observe safe handling of chemicals</p> <p>2.5 Undertake and meet calculation of the amount of chemical required to correct chemical imbalances in pool water public health regulatory requirements</p> <p>2.6 Use chemical dosing equipment for the treatment of pool water in accordance with the manufacturer's specifications and occupational health and safety requirements</p>
3 Record action taken	<p>3.1 Record pool water test results and corrective actions are recorded to aquatic facility specifications and meet public health regulatory requirements</p>

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

Critical aspects of evidence to be considered

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to

develop and implement processes to ensure regular water quality tests are conducted according to public health regulatory requirements

develop and implement processes for the use of chemicals for maintaining the correct chemical balance of pool water as governed by public health regulatory requirements

implement organisation policy and procedures

correctly anticipate pool water loadings and take appropriate corrective action

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

SRCAQU002B Operate aquatic facility plant and equipment

Required knowledge and skills

Required knowledge

Procedures and processes for water testing and treatment

Pool water chemistry

Relevant occupational health and safety, government and industry regulations and

legislative requirements
Chemical handling procedures
Backwash procedures
Filtration processes
Plant and equipment operation
Plant and equipment manufacturer's specifications
Isolation procedures
Standard of cleaning required
Standard maintenance procedures
Types of supplies available for cleaning and maintenance
Required skills
First aid treatment procedures related to pool water chemical accidents
Communication/interpersonal skills
Identifying hazards/unclean area/pollution
Using cleaning materials and equipment

Resource implications

Physical resources - assessment of this competency requires access to
a real or simulated work environment
appropriate documentation and resources normally used in the workplace
an aquatic facility
an effectively simulated work environment or industry approved training centre
Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above
be current in their knowledge and understanding of the industry through provision of evidence of professional activity

in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment

Context for assessment

This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

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

**KEY
COMPET
ENCIES**

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

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Communicating ideas and

**informatio
n -**

**Planning
and
organising
activities -**

**Working
with teams
and others
-**

**Using
mathemati
cal ideas
and
techniques
-**

**Solving
problems -**

**Using
technology
-**

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

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

RANGE STATEMENT

CATEGORIES

Pool water microbiological testing

may include determinations of
 standard plate count
 coliform count
 pseudomonas aeruginosa
 legionella
 staphylococcus
 cryptosporidium

Pool water quality

refers to
 pool water that is maintained within the limits set by public health regulations for microbiological, disinfectant, pH and clarity levels

Public health regulatory requirements

may vary according to state/territory regulations but includes

Health Act

infectious diseases Regulations

Dangerous goods Act and Regulations

poisons Act

metropolitan water supply, sewerage and drainage by-laws

Occupational Health and Safety Act and Regulations

environment legislation

local government regulations

Routine pool water tests

[all categories]

free chlorine

total bromine
total chlorine
combined chlorine
pH
alkalinity
cyanuric acid
calcium hardness
total hardness
temperature

Water treatment procedures

disinfection with chemicals or procedures including
chlorine gas
sodium hypochlorite
calcium and lithium hypochlorite
electrolytic generation of chlorine
bromine
sodium bromide with hypochlorite or ozone activator
chlorine dioxide
superchlorination
shock dosing
dechlorination
chlorine stabilisation with cyanuric acid
control of algae
ozonation
ultraviolet radiation
ph balance
alkalinity adjustments
calcium and total hardness adjustments
lowering total dissolved solids
pool water filtration and recirculation
backwashing
manual removal of visible contaminant

Unit Sector(s)

Not applicable.

TAADEL501B Facilitate e-learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate learning delivered via electronic media.

Application of the Unit

E-learning encompasses a variety of applications and processes which use available electronic media to deliver vocational education and training more flexibly. E-learning covers any learning that is assisted by information and communication technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-ROMs, videos, handheld computers, mobile phones, teleconferencing and video conferencing.

Facilitating e-learning involves transferring competency in other modes to the e-learning environment where technology is the medium for delivery.

The e-learning facilitator support e-learners work towards the learning outcomes or objectives set out in the learning strategy and/or learning program guiding the e-learning process through planning and developing specific real time and asynchronous interactions with learners, providing support to learners in using e-learning resources and developing and implementing specific e-learning events and activities.

The competency to design and develop e-learning resources is separately addressed in **TAADES503B Research and design e-learning resources** and **TAADES504B Develop and evaluate e-learning resources**. The competency to develop a learning strategy and learning program is also separately addressed in **TAADES501B Design and develop learning strategies** and **TAADES402B Design and develop learning programs**.

E-learning often takes place in conjunction with other modes of delivery, e.g. face-to-face. The competency specified in this unit is typically required by trainers/facilitators, teachers, training consultants working in an e-learning environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish the e-learning environment	<p>1.1 The learning strategy and/or learning program is accessed, read and interpreted to determine learning outcomes or objectives to be met and any e-based delivery requirements</p> <p>1.2 Initial knowledge of group and individual learner styles and learner characteristics is developed to support effective planning to facilitate e-learning using available information</p> <p>1.3 The suitability of e-learning as a delivery mode is considered and appropriate recommendations are made, where required</p> <p>1.4 An e-learning delivery plan is developed to plan, manage and sequence e-learning activities and events to ensure logical progression of learning content and continuity of e-learner progress</p> <p>1.5 Technical requirements for the e-learning environment are confirmed</p> <p>1.6 E-learning resources and materials are trialled and checked for technical glitches</p> <p>1.7 Protocols for the e-learning environment are developed and documented</p> <p>1.8 Specific technical support needs and mechanisms for e-learners are identified and</p>

- organised
- 2 **Introduce e-learning**
 - 2.1 Outcomes of **learner recognition processes** are obtained from **relevant persons** to provide flexible responses to individual e-learner needs
 - 2.2 An effective **induction** to the e-learning environment is provided and objectives and e-learning protocols are discussed, clarified and agreed
 - 2.3 E-learning facilitation relationships are established between trainer/facilitator and e-learners using appropriate **communication tools and skills**
 - 2.4 Relationships between e-learners are initiated to support inclusivity, acknowledge diversity and enable a positive e-learning environment
 - 3 **Guide and facilitate e-learning**
 - 3.1 E-learning is facilitated in accordance with the e-learning delivery plan using relevant **electronic tools and facilitation skills**
 - 3.2 **Good practice in e-learning** is demonstrated to ensure an effective learning experience
 - 3.3 Technical issues are addressed where required using relevant technical support mechanisms
 - 3.4 Opportunities for authentic learning, practice and formative assessment are built into the e-learning experience
 - 4 **Monitor e-learning**
 - 4.1 E-learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
 - 4.2 **Support and guidance** are provided inside and outside the e-learning environment as appropriate
 - 4.3 E-learner interaction with others and participation in e-learning activities is continuously monitored and interventions are made, where necessary to maintain momentum and engagement
 - 4.4 Opportunities are provided for e-learners to reflect and record own learning progress
 - 4.5 E-learner collaboration is encouraged and promoted inside and outside the e-learning

environment to enhance learning experiences

- 4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
- 5 **Review e-learning processes**
- 5.1 A mid-point **review** is conducted to evaluate the effectiveness of e-learning delivery and facilitation
 - 5.2 A further review is undertaken post-completion of the learning program/ course/ qualification
 - 5.3 Time is taken to **reflect on own performance** as an e-learning trainer/facilitator and ways to improve performance are explored
 - 5.4 Recommendations for improvements in facilitating e-learning and appropriateness of e-learning systems, tools and resources are identified and documented, and discussed with relevant personnel for future action

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can successfully facilitate groups of learners in an e-learning environment. This requires high-level organisational and communication skills to work with learners through electronic mediums, for example, email, discussion groups, forums and via e-learning activities.

An e-learning trainer/facilitator must demonstrate the ability to correctly use the electronic medium they are working within. They must also adapt communication skills for use electronically, for example, providing written rather than verbal feedback.

Evidence Requirements

Required knowledge includes:

learning principles, for example:

adults have a need to be self-directing and decide for themselves what they want to learn

adults have a range of life experience and connecting learning to experience is meaningful

adults have a need to know why they are learning something

training must be learner-centred

technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly

technical knowledge needed in using:

chat rooms

forums

bulletin boards

Internet/web site navigation

relevant technologies/tools, including:

those which allow the trainer/facilitator to monitor every entry and movement of the learner

those which allow the trainer/facilitator some information about what the learner is doing

learner/content management system, e.g. WebCT

other electronic methods, e.g. MS Excel and MS Word

Internet search

hyperlinks

relevant learning management systems

structure and content of relevant e-learning resources

vocational/subject matter knowledge of area of delivery

ethics related to e-learning, for example:

duty of care

security of information

plagiarism

responsibility within a public forum

rationale for the use of different learning activities, for example:

use of electronic discussion forums

use of individual activities

use of written material

accessing web sites

cultural sensitivity, particularly in regards to ensuring electronic discussions are culturally sensitive

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, and OHS considerations to include in the design of the e-learning resource, for example:

using technology safely

advising learners on safety issues

Required skills and attributes include:

language, literacy and numeracy skills using electronic media to:

communicate electronically using accepted language and style

communicate with learners or others verbally
establish rapport

give feedback using different mediums, e.g. email

discuss learning issues

encourage learners to get to know each other and to collaborate with each other

manage the content of electronic discussion forums and weblogs

interpret written communication clearly before responding

ensure what is being said is appropriate and understood

facilitation skills using electronic media, for example:

guiding learning activities through setting up questions, issues, scenarios to be addressed in chat, forum or email

observing in forums/chat and intervening when necessary to maintain focus/ momentum/ engagement

knowing when to intervene/when to let learners direct themselves

moderating disruptive, abusive or dominant e-learners

facilitating group work both on and off line

assisting learners in locating, using and evaluating online information

maintaining momentum and motivation of e-learners through ongoing individual contact and feedback

correctly use e-learning tools, for example:

communication tools

learning activity tools

assessment tools

monitoring tools

high-level organisational skills to:

communicate efficiently using a number of mediums

manage learners in a virtual environment

keep up-to-date with each learner's progress

provide prompt feedback

be available for support during established times

technological skills, for example:

in different media

keyboard skills

using relevant hardware and software

Internet skills

identifying technical problems and being able to troubleshoot or know where to get required technical assistance

time management skills to:

ensure e-learning discussions are kept relevant and within time frame

ensure feedback is provided promptly

manage assessment tasks

flexibility in learning approaches, for example:

being able to effectively use a variety of activities or provide directions for different learner needs

interpreting learner needs and directing them to new learning opportunities

Products that could be used as evidence include:

documentation of facilitated learning discussions

documentation produced by monitoring learners

emails

written feedback provided to learners

e-learning activities

Processes that could be used as evidence include:

how the learning techniques specific to e-learning were determined and provided

how learners were assisted to communicate electronically

how and why protocols and boundaries for learning were set up

how appropriate feedback was provided to learners electronically

Resource implications for assessment include:

time for formative assessment
relevant technology
support requirements
time needed for online delivery preparation

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

the facilitation of one or more e-learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAADEL402B Facilitate group-based learning

TAADEL403B Facilitate individual

learning

TAADEL405B Coordinate and facilitate distance-based learning.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

The learning strategy provides: a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer **TAADES501A for more information**)

The learning program provides: a documented guide to support a cohesive and integrated learning process for the learner (refer **TAADES402A Design and develop learning programs**, for more information)

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- level of expertise in using relevant technologies
- level and type of experience in an e-learning environment
- preferred learning styles
- specific needs
- educational background
- language, literacy and numeracy needs
- employment status
- past learning experiences
- age

Available information may relate to:

level of maturity

culture and/or language diversity

length of time resident in Australia

enrolment information

employee/personnel records (confidentiality protected)

surveys of learners to identify specific technology skills and support needs for e-learning

results of organisational training needs analyses

outcomes of RCC/RPL assessments

communication with individual learners

The suitability of e-learning may depend on:

the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills

whether such skills have been designed into the e-learning resources or learning strategy/learning program design

the learning styles and characteristics of the learners and self-assessment of suitability for e-learning

the need for mixed mode to support learning in particular areas/skills

An e-learning delivery plan provides a tool to manage and sequence e-learning and to guide implementation of the learning program. It may include:

individual/group learning objectives or outcomes for the learning program or segment of the learning program to be addressed

number of learners and their specific support requirements

timing, sequence and number of pre-planned e-learning sessions

types of preplanned sessions - synchronous (in real time using conferencing, chat, forum) or asynchronous (not in real time using email, offline forum, bulletin boards)

topics to be addressed in e-learning sessions

learning/activities/events to be addressed in e-learning sessions

e-learning resources and/or web-based course tools to be used

determination of e-learning management tools such as feedback systems and support mechanisms

E-learning activities and events may be synchronous (in real time) or asynchronous (not in real time) and may include:

discussions/debates

questions, problems, brainstorming
games/quizzes

e-based research activities

case studies

role-plays/simulations/scenarios

practical activities
 using the Internet to find information sites
 using materials on CD-ROMs
 working through online modules
 downloading resources including materials/notes/guides from dedicated learning program/course specific web site
 working through e-learning resources such as DEST toolboxes

Technical requirements may include:

technology to be used in delivery
 type of online learning management platform
 time required for setting up and testing equipment/technology
 setting up a specific dedicated web site for the e-learning course/program
 setting up hyperlinks
 liaison with information technology (IT) personnel/specialists

E-learning environment may include the following characteristics:

is independent of a fixed or specific venue or place
 is connected through information communication technology
 the Internet provides the operating learning environment
 learners can determine how, when, and where they learn

E-learning resources and materials may include:

DEST toolboxes for specific Training Packages
 other learning resources and materials that have been specifically designed for the e-learning environment
 CD-ROMs that support printed materials

Protocols for the e-learning environment may include:

boundaries of communication/standards of behaviour in public 'spaces' - email/forums/bulletin boards/chat including abusive/disruptive/ discriminatory/culturally insensitive language
 guidelines for trainer/facilitator and e-learner

interactions, such as:

service levels

email guidelines, times for sending, expected response times, types of questions that are individual or group directed

email access and lists

chat/forum guidelines, when to submit, when to respond, cut-offs

arrangements for technical support

learning activity and assessment requirements and processes

security systems

expectations/requirements of learners, for example:

participation in learning events and activities

time requirements for submitting work

group work arrangements

being self-directed

being motivated to complete activities alone or to seek help

knowing when and how to collaborate with others

ability to work online and offline as required

technical ability

a 'study-buddy' system

technical support from IT

meeting accessibility issues

developing and providing a frequently asked questions (FAQs) service

identifying technology needs in induction

problem solving tools

support with IT literacy

support to help learners become self-directed e-learners

occupational health and safety (OHS)

Technical support needs and mechanisms may include:

	guidelines for computer-based work
Learner recognition process may include:	<p>recognition of prior learning (RPL)</p> <p>recognition of current competencies (RCC)</p> <p>formal qualifications</p>
Relevant persons may include:	<p>self</p> <p>other trainers/facilitators/assessors</p> <p>support personnel administering RPL/RCC arrangements</p>
The induction may be via online orientation, face-to-face, by teleconference and may include:	<p>overview of the qualification/learning program/ course objectives and structure</p> <p>appropriate ice breakers</p> <p>content of e-learning protocols</p> <p>information and discussion on organisational skills and time management in an e-learning environment</p> <p>recommendations for online sites to use</p> <p>information on chat, forums, bulletin boards</p> <p>style of facilitation/level of learner independence expected</p> <p>contact details of trainer/facilitator and learners - posting of photographs</p> <p>practice session working with and navigating through e-learning materials/resources</p> <p>practice session using chat/email facilities</p> <p>identifying opportunities available for group discussions and interaction with other learners including social interactions and collaborative work</p> <p>distribution of learning resources/learning materials relevant to the qualification/course/program</p> <p>checklist completed by all learners to ensure everyone is comfortable with the e-learning navigation, software, e-learning communication tools, media and requirements/expectations</p>
Communication tools and skills may	regular email contact with every individual

- include:
- e-learner
 - being accessible
 - fostering a community of learners
 - providing alternatives e.g. phone access
- Electronic tools may include:**
- those which allow the trainer/facilitator to monitor every entry and movement of the learner
 - those which allow the trainer/facilitator some information about what the learner is doing
 - Learner/Content Management System, e.g. WebCT
 - other electronic methods, e.g. MS Excel and MS Word
 - Internet search
 - hyperlinks
- Facilitation skills may include:**
- guiding learning activities through setting up questions, issues, scenarios to be addressed in chat, forum or email
 - observing in forums/chat and intervening when necessary to maintain focus/momentum/engagement
 - knowing when to intervene/when to let learners direct themselves
 - moderating disruptive, abusive or dominant e-learners
 - facilitating group work both online and offline
 - assisting learners in locating, using and evaluating online information
 - maintaining momentum and motivation of e-learners through ongoing individual contact and feedback
- Good practice in e-learning is evolving and may include:**
- learner focused delivery and support, for example:
 - providing both educational and technical support
 - offering flexible solutions to suit a range of learner needs

providing opportunities for collaboration
guiding and supporting inquiry and
engagement

being flexible to allow for and support a
range of appropriate learner skills, learning
styles and learner characteristics

ensuring options lead to integrated learning

flexible formative assessment options

appropriate use of technology to suit the
learning program and the learner, for
example:

blended delivery

mix of print and web-based resources

using educationally sound and quality
resources, including:

accurate, relevant and current content

sound pedagogical design

appropriate level of challenge and problem
solving in activities for learners

effective usability of resources

immersive and engaging online learning
environments that encourage communication
and collaboration

Support and guidance may include:

support with ICT issues, learning difficulties,
personal problems that impact on learning

using individual facilitation techniques to
address specific needs

referring learner to other e-learners or
support networks

adjusting learning or assessment as
appropriate

Review may include:

feedback from learners, colleagues,
e-learning designers via survey or discussion

identification of issues in
managing/monitoring e-learners and the need

for changes to contact/monitoring processes
identification of issues in using the delivery
plan and the need for changes/modifications
to the plan

effectiveness of the e-learning protocols,
their application and proposed changes

technology effectiveness

Reflect on own performance may include:

asking critical questions about performance,
problems, methods used and success of
learners

listening to and acting on feedback from
learners and others

Unit Sector(s)

Not applicable.

Competency Field
Delivery and Facilitation

TAADES501B Design and develop learning strategies

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to design, develop and evaluate learning strategies.

Application of the Unit

Learning strategies document a framework for the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification. The learning strategy is the umbrella document that outlines the requirements for designing the learning and assessment process at the qualification level.

These requirements include: determining the specific criteria or learning outcomes to be achieved; any recognition and entry requirements (if appropriate); an outline of the areas of learning/content to be addressed; the assessment requirements, the broad sequence of learning, the delivery and assessment methods to be used, the resources required and any other additional information to support a learning and assessment pathway to a qualification. The criteria may already exist if the qualification is part of a Training Package. In this instance the endorsed competency standards packaged within the Training Package qualification constitute the relevant criteria. Alternatively, if the learning strategy takes the form of a course for accreditation, the learning outcomes may need to be developed to reflect an identified industry, enterprise or community need.

This unit addresses the competency requirements for developing a learning strategy relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is fleshed out through the content of specific learning programs. Each learning strategy would require development of a number of learning programs, depending on the design approach of the learning strategy.

The competency of developing learning programs is addressed separately in **TAADES402B Design and develop learning programs**.

In a traineeship or apprenticeship context, this unit should be linked directly to **TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships**, which more closely establishes the learning strategy requirements for that model of training delivery.

The competency specified in this unit is typically required by instructional designers, trainers/facilitators, training consultants and training coordinators/managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine the parameters of the learning strategy	1.1 The purpose of the learning strategy is clarified
	1.2 The likely target groups and their needs for learning are clarified
	1.3 The characteristics of the likely target groups are researched and identified
	1.4 Qualification options for meeting the likely target group needs are researched, and the appropriate option is selected
	1.5 Consultations are carried out to confirm the parameters of the learning strategy with relevant people
2 Develop the framework for the learning strategy	2.1 The learning strategy design reflects the qualification requirements of the selected qualification
	2.2 Industry or organisation documentation is analysed to determine additional and supporting requirements
	2.3 Options for design are researched and analysed, based on likely target groups, their learning needs

- and contexts for delivery
- 2.4 The learning strategy design reflects and is supported by **appropriate learning theories** and **instructional design principles**
 - 2.5 The design approach is determined and broad **content headings** are identified and documented
 - 2.6 Consultations are carried out to confirm the framework
 - 2.7 The review process for the learning strategy is developed
- 3 **Devise the content and structure of the learning strategy**
 - 3.1 Each content heading is elaborated and documented to form an overview of content to be addressed
 - 3.2 The content is sequenced to support learning, and overall timelines are determined within **operating constraints**
 - 3.3 Learning strategy outcomes are expressed to reflect both **generic** and specific learning outcomes to be achieved
 - 3.4 **Pathways** are addressed and documented
 - 3.5 **Appropriate delivery** and **assessment strategies** are identified and documented, taking account of the learning parameters, design framework and learning context
 - 3.6 **Operational requirements** are identified and documented
 - 3.7 The completed learning strategy is checked for completeness
- 4 **Review the learning strategy**
 - 4.1 The learning strategy is reviewed in collaboration with relevant people against **relevant criteria** prior to and post implementation
 - 4.2 A post-implementation review process is documented which includes **measures** for identifying the effectiveness and quality of the learning strategy
 - 4.3 Recommendations/changes based on outcomes of

the review processes are made, where appropriate,
and documented

- 4.4 Modifications are further confirmed with relevant
people, where appropriate

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have designed at least two learning strategies.

The learning strategies provided as evidence must: establish the learning context; identify learner and client needs; identify the units or other criteria which best reflect these needs; outline the learning framework which has been designed and sequenced to maximise learning; be logical, innovative and engaging to the learner group; identify the delivery and assessment arrangements; indicate pathways to, from and within the qualification; identify the operational resources needed to deliver the strategy; and provide a review process both before and after implementation.

Evidence Requirements

Required knowledge includes:

Training Packages, including:

range of current and relevant Training Packages

structure and definition of the endorsable components of Training Packages

content of Training Package/s relevant to learning strategy

availability of relevant noted support materials

relevant accredited courses

relationship to the National Reporting System (NRS)

AQTF including:

standards for Registered Training Organisations (RTOs)

standards for State and Territory Registering/Course Accrediting Bodies

AQF including:

key features of each qualification
guidelines for each qualification title
national guidelines on cross-sector links
issuing a qualification guideline for
qualification title of the learning strategy
guidelines on cross-sector qualification
linkages

industry and enterprise knowledge, for
example:

the names of relevant industry associations
and trade unions

the relevant ISC or state/territory authorities

particular industry or enterprise requirements
relevant to the learning strategy

industry licensing arrangements (where
relevant)

particular regulations and guidelines relevant
to the learning strategy, e.g. immigration,
labour market

a general knowledge of the main branches of
adult learning theory, for example:

behavioural learning theory

information processing theory

cognitive learning theory

andragogy

vocational education and training pedagogy

learning principles, for example:

adults have a need to be self-directing

adults have a range of life experience which
they can connect to learning

adults have a need to know why they are
learning something and its benefits

training needs to be learner-centred to
motivate adults

the learning environment encourages

interaction

instructional learning design, including:

presenting material in a logical order and sequence

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structure of the information is clear, logical

assessment, including:

Training Package Assessment Guidelines requirements

AQTF requirements

the basis and rationale for different assessment methods appropriate to the learning strategy

assessment tool design

appropriate cultural sensitivity, for example:

organisation diversity policies

cultural learning styles, preferences and communication of the indigenous community

cultural learning styles, preferences and communication of other potential target groups

reasonable adjustment principles and practice

sources of information, for example:

National Training Information Service (NTIS)

vocational education and training national bodies - DEST; ISCs; National Centre for

Vocational Education Research (NCVER);
and Australian Qualifications Framework
Advisory Board (AQFAB)

State and Territory Training Authorities
(STAs) and agencies

regulatory agencies

professional associations

relevant policy, legislation, codes of practice
and national standards including
Commonwealth and state/territory
legislation, for example:

security of information

plagiarism

competency standards

licensing

industry/workplace requirements

duty of care under common law

anti-discrimination including equal
opportunity, racial vilification and disability
discrimination

workplace relations

industrial awards/enterprise agreements

relevant OHS knowledge relating to the work
role, and OHS considerations which need to
be included in the learning strategy,
including:

internal policies and procedures to meet OHS
requirements

hazards commonly found in the work
environment to which learning is related

Required skills and attributes:

literacy skills to:

read, interpret and analyse information

develop and revise the content

write the learning strategy in accordance with design requirements

document and record the strategy using appropriate computer software

planning skills to:

set timelines to develop the learning strategy

organise and structure the development process

identify the tasks to be undertaken

identify measures to monitor progress

research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy, for example:

literature and web-based research

interviews

focus groups

communication skills to:

clearly articulate information

collaborate with others on the strategy development

get feedback on the strategy

interpersonal skills to:

manage conflict and problems

negotiate the strategy development

solve problems

Products that could be used as evidence include:

documented learning strategies

documented reviews of learning strategies

	evidence of collaboration that took place during the strategy development
	documentation analysing industry or organisational documentation
	documentation outlining content research
Processes that could be used as evidence include:	how learner characteristics were researched, the methods used and why
	how others were consulted to plan the strategy and why those people were selected
	how Training Package qualification rules were interpreted or how learning outcomes were defined
	how the learning framework was designed and the reasons for the approach adopted
	why the content was sequenced in the proposed order
	how reflection has been built into the learning design process and why it is important
Resource implications for assessment include:	access to industry/organisation documentation
	access to relevant learner information
	access to materials/information to support content outline of learning framework
	time to achieve the unit and meet the evidence requirements
	access to relevant persons
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

a minimum of two examples of a learning strategy designed by the candidate with differentiated design structures in each that reflect the specific qualification requirements, client needs and contexts of application

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAADES401B Use Training Packages to meet client needs.

TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships

TAAASS501B Lead and coordinate assessment systems and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose may be to:

implement a Training Package qualification

meet an identified client, industry or community need

provide learning pathways/career development

provide for apprenticeship/traineeship qualifications

settle in Australia

develop of English language, literacy and numeracy skills

meet regulatory requirements

A learning strategy may apply to:	<ul style="list-style-type: none"> a nationally endorsed qualification from a Training Package or accredited course a traineeship or apprenticeship a course to be accredited with an AQF qualification outcome
Likely target groups and their needs may include:	<ul style="list-style-type: none"> existing industry/enterprise employees school leavers new entrants to the workforce apprentices/trainees individuals learning new skills/knowledge individuals seeking to upgrade skills/knowledge individuals changing careers unemployed individuals and groups learners who have a disability, or are members of target groups such as Aboriginal and Torres Strait Islander communities recent migrants individuals/groups meeting licensing or other regulatory requirements particular class of visa holder
Characteristics of target groups may include:	<ul style="list-style-type: none"> level and breadth of work experience level and previous experiences of formal education skill/competency profile socio-economic background cultural background and needs age specific physical or psychological needs motivation for learning language, literacy and numeracy needs learning styles and preferences as determined by funding body, e.g. residence and length of time in Australia, length of time unemployed specific levels of English language, literacy

and numeracy skill as determined by initial assessment process

Qualification options may include:

selecting a relevant qualification from an endorsed Training Packages

using the packaging guidelines of the Training Package to determine the final mix of units which form the qualification

selecting appropriate existing accredited courses

developing a new accredited course based on combining endorsed units from different Training Packages or developing new competency standards to meet the identified need

Relevant people may include:

enterprise/industry clients

Industry Skills Councils

state/territory industry training advisory bodies

industry associations/employer bodies

trade unions

professional associations

universities

research agencies

regulatory/licensing authorities

subject or technical specialists/experts

previous clients

people working in the roles targeted by training

government agencies and departments, including:

OHS authorities

Department of Education, Science and Training (DEST)

Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)

Qualification requirements may include:

relevant Training Package qualification or

packaging rules

AQF guidelines for qualifications, including:

key features of each qualification

guidelines for each qualification title

national guidelines on cross-sector linkages

issuing a qualification

Australian Quality Training Framework
(AQTF) Standards for State/Territory
Registering/Course Accrediting Bodies

levels and aspects of communication of the
National Reporting System (NRS)

**Industry or organisation
documentation may include:**

workplace policies and procedures

internal competency specifications

existing training or learner support materials

existing course information/curriculum

industry codes of practice, guidance notes
and other industry information on hazard and
risk control

business and risk management strategies

job descriptions

case studies

regulatory requirements related to the job,
including licensing

outcomes of organisational training needs
analyses

documented research relating to potential
content

contextualisation rules of relevant endorsed
industry Training Package/s

relevant Training Package noted support
materials

Options for design may include:

a learning framework that addresses each
unit of competency separately unit by unit
within the qualification

a learning framework that is based on
clustering units into meaningful
combinations to create an integrated learning

framework for the qualification

a learning framework-based on building
from less complex to more complex
tasks/skills/knowledge learning
objectives/outcomes

a learning framework designed around work
structures, work organisation and work
activities

project-based learning models

a learning framework built around
synthesising knowledge and skill
requirements across the qualification

an articulated approach

combinations of the above

**Appropriate learning theories may
include:**

behaviourist

social learning

discovery learning

cognitive learning theory

constructivist

situational

humanistic

action science

applied learning models

Instructional design principles may include:

presenting material in a logical order and sequence

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structuring the information effectively

application of adult learning principles

Content headings may separate learning into:

topics

subjects

modules

units

knowledge components

technical skill sets

work activities

the development of specific English language, literacy and numeracy skills

generic skills

Operating constraints may include:

budget

timelines

availability of support materials

nominal hours

human and physical resourcing requirements

occupational health and safety (OHS) requirements

Generic outcomes may include:

spoken and written communication

team work

numeracy

problem solving

planning and organising work

use of technology
self-management
initiative and enterprise
how to learn
OHS

Pathways may include:

entry and exit
prerequisites/co-requisites
access and equity
RPL/RCC arrangements
credit transfer arrangements
articulation with other qualifications

Appropriate delivery strategies may include:

the focus of delivery, for example:
groups of varying sizes
groups from single context/from multiple contexts
groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
individuals

the context of delivery, for example:
in the workplace
in a simulated work environments
in the training room/classroom
in specialist environments - e.g. laboratory, computer room
through the Internet
at home
in a community setting

the mode of delivery, for example:
face-to-face
technology-based -
electronic/computer-based/
online/audiovisual

experiential

distance resource-based

blended

delivery methods, including:

lock step/learner-paced/mixed

interactive/participative/collaborative

trainer/facilitator-centred/learner-centred

time and place dependent/independent

demonstration

instruction

presentations

guided facilitation

learning activity-based

guided work-based

activities/applications/experiences

tutoring

project-based

individual facilitation techniques - coaching/
mentoring

blended delivery methods

Appropriate assessment strategies may include:

the identification and interpretation of competency standards/other criteria for assessment and for validation

application of Training Packages Assessment Guidelines

arrangements for recognition of existing competency (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence

determination of assessment methods for identified competency standards

selection of assessment tools for identified competency standards

organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership

arrangements, where relevant
nominated quality assurance mechanisms
identified risk management strategies

Operational requirements may include:

infrastructure including facilities,
plant/equipment
staffing requirements including number of
full-time, part-time and sessional
trainers/facilitators
other staffing needs including technical
support, specialist and administrative
personnel
copy/ies of relevant Training Package/s
learning resources
reference lists

Relevant criteria may include:

Training Package requirements
accreditation requirements
curriculum design
OHS implications for delivering the learning
strategy

Measures may include:

learner/participant feedback
feedback from clients and industry bodies
enrolments
completion rates
Statements of Attainment, competencies
achieved, qualifications awarded
return business
development of language, literacy and
numeracy skills as measured by the National
Reporting System (NRS)

Unit Sector(s)

Not applicable.

Competency Field

Learning Design

TLIA2207C Participate in stocktakes

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to participate in stocktakes in accordance with workplace requirements including preparing for stocktakes, conducting stocktakes, counting stock, identifying stock discrepancies, and completing all required documentation.

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the conduct of a stocktake.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant workplace procedures and regulatory requirements when participating in stocktakes as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for stocktake	<p>1.1 Goods to be counted and appropriate inventory systems are identified</p> <p>1.2 Required resources including equipment and record keeping systems are identified</p> <p>1.3 Allocated tasks, zones and work requirements are identified</p> <p>1.4 Sequence work role is planned in a time effective manner</p>
2 Stocktake and count stock	<p>2.1 Stocktaking and cyclical counts are undertaken in accordance with enterprise policies and procedures</p> <p>2.2 Inventory data is interpreted</p> <p>2.3 Inventory data is confirmed to match stock</p> <p>2.4 Stock levels are accurately counted and documented</p>
3 Identify stock discrepancies	<p>3.1 Discrepancies in type, number and quality of stock are accurately recorded and documented</p> <p>3.2 Products stored in inappropriate storage locations are relocated and stock records adjusted</p>
4 Complete documentation	<p>4.1 Inventory data is reconciled to match warehouse stock in accordance with company procedures</p> <p>4.2 Workplace documentation is completed</p>

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Australian codes and regulations relevant to the conduct of stocktakes

Relevant OH&S and environmental protection procedures and guidelines

Workplace procedures and policies for the conduct of stocktakes

Focus of operation of work systems, equipment, management and site operating systems for the conduct of stocktakes

Workplace processes for records management and the production of stocktake reports

Principles of operation and functions of stocktake systems

Housekeeping standards procedures required in the workplace

Site layout and obstacles

Required skills:

Communicate effectively with others when conducting stocktakes

Read and comprehend simple statements in English

Read and interpret instructions, procedures and labels relevant to the conduct of stocktakes

Complete documentation related to the conduct of stocktakes

Work collaboratively with others when conducting stocktakes

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems that may arise when conducting stocktakes in accordance with regulatory requirements and workplace procedures

Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and

environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Select and use relevant communication, computing and office equipment when conducting stocktakes

Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

the underpinning knowledge and skills

relevant legislation and workplace procedures

other relevant aspects of the range statement

Context of and specific resources for assessment

Performance is demonstrated consistently over a period of time and in a suitable range of contexts

Resources for assessment include:

a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or

access to an appropriate range of relevant operational situations in the workplace

In both real and simulated environments, access is required to:

relevant and appropriate materials and/or equipment, and/or

applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

Assessment of this unit must be undertaken by a registered training organisation

As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

Practical assessment must occur:

through appropriately simulated activities at the registered training organisation, and/or

in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	in a range of work environments by day or night
Customers may be:	internal or external
Workplaces may comprise:	large, medium or small worksites
Work may be conducted in:	restricted spaces exposed conditions controlled or open environments
Goods may involve:	special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Inventory systems may be:	automated manual paper based computerised microfiche
Categories or groups of products/stock may include:	small parts perishable goods overseas export dangerous goods refrigerated products temperature controlled stock fragile goods
The characteristics of products/stock may include:	small parts toxicity flammability form weight

	size
	state
	perishability
	fragility
	security risk
Labelling systems may include:	batch code
	bar code
	identification numbering systems
	serial numbers
	symbols for safe handling
	ADG and HAZCHEM Codes
Hazards in the work area may include:	chemicals
	dangerous or hazardous substances
	movements of equipment, goods and materials
	oil or water on floor
	a fire or explosion
	damaged packaging or pallets
	debris on floor
	faulty racking
	poorly stacked pallets
	faulty equipment
Communication in the work area may include:	phone
	electronic data interchange (EDI)
	fax
	email
	internet
	RF systems
	oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures
	enterprise procedures
	organisational procedures
	established procedures

Personal protective equipment may include:	<ul style="list-style-type: none">glovessafety headwear and footwearsafety glassestwo-way radioshigh visibility clothing
Consultative processes may involve:	<ul style="list-style-type: none">other employees and supervisorssuppliers, customers and clientsrelevant authorities and institutionsmanagement and union representativesindustrial relations and OH&S specialistsother maintenance, professional or technical staff
Information/documents may include:	<ul style="list-style-type: none">goods identification numbers and codesmanifests, picking slips, merchandise transfers, stock requisitions and bar codescodes of practice and regulations relevant to the identification, handling and stacking of goodsAustralian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substancesoperations manuals, job specifications and induction documentationmanufacturers specifications for equipmentworkplace procedures and policiessupplier and/or client instructionsdangerous goods declarations and material safety data sheets (where applicable)award, enterprise bargaining agreement, other industrial arrangementsrelevant Australian standards and certification requirementsquality assurance proceduresemergency procedures
Applicable regulations and legislation may	<ul style="list-style-type: none">relevant codes and regulations for the

include:

packaging of goods

Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:

Australian and International Dangerous Goods Codes

Australian and International Explosives Codes

licence, patent or copyright arrangements

water and road use and licence arrangements

export/import/quarantine/bond requirements

relevant state/territory OH&S and environmental protection legislation

workplace relations regulations

workers compensation regulations

Unit Sector(s)

Not applicable.

Competency Field

A - Handling Cargo/Stock

TLID107C Shift materials safely using manual handling methods

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using manual handling methods, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan.

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the manual lifting and movement of loads.

Work is performed under some supervision generally within a team environment.

Work involves the application of the basic principles for the safe lifting and movement of loads when shifting materials using manual handling methods as part of day-to-day work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess risks arising from the relocation of the load	<p>1.1 Products, goods or materials to be relocated are identified</p> <p>1.2 Locations for storage are determined and potential routes to be followed are identified</p> <p>1.3 Effect of load relocation on original load base is predicted</p> <p>1.4 Points of balance are estimated</p> <p>1.5 Required clearances are compared to available space and adjustments made</p> <p>1.6 Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered</p> <p>1.7 Potential risks in route(s) which may be followed are considered</p> <p>1.8 Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods</p> <p>1.9 Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified</p> <p>1.1 Team lifting processes are considered for application</p> <p>1.1 Appropriate personal protective equipment is worn</p>
2 Plan load relocation	<p>2.1 Relocation of the load is planned consistent with the code of practice for manual handling</p> <p>2.2 Process for relocating load is proposed including predicting and planning for potential difficulties</p> <p>2.3 Proposed process is checked against code of practice and workplace procedures for compliance</p>

3 Relocate load

- 3.1 Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and OH&S requirements
- 3.2 Applications appropriate for team relocation of load are identified
- 3.3 Team lifting tasks are coordinated
- 3.4 Planned process and route are followed
- 3.5 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability
- 3.6 Relocation is checked to see that it meets work requirements, with any variance(s) reported

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant OH&S procedures and guidelines concerning the manual lifting and movement of loads

Risks when manually lifting and handling materials and goods and related precautions to control the risk, including: the load on the spine during lifting; controlled actions on a movement during lifting; rotation and side movement of the spine during lifting; postures and positions during lifting; work layout; the type, weight and position of the load; frequency of shifting operations; distance over which load is to be shifted; and time allowed for the shifting of the load

Workplace procedures and policies for the handling of furniture and effects

Housekeeping standards procedures required in the workplace

Site layout and obstacles

Required skills:

Communicate effectively with others when manually lifting and handling materials and goods

Read and interpret instructions, procedures and information relevant to the manual lifting and handling of materials and goods

Interpret and follow operational instructions and prioritise work

Work collaboratively with others when manually lifting and handling materials and goods

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

Promptly report and/or rectify any identified problems that may arise when manually lifting and handling materials and goods in accordance with regulatory requirements and workplace procedures

Implement contingency plans for unexpected situations that may occur when manually lifting and handling materials and goods

Apply precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Apply fatigue management knowledge and techniques

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in loads and materials in accordance with standard operating procedures

Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:

the underpinning knowledge and skills

relevant legislation and workplace procedures

other relevant aspects of the range statement

Context of and specific resources for assessment

Performance is demonstrated consistently over a period of time and in a suitable range of contexts

Resources for assessment include:

a range of relevant exercises, case studies and other simulated practical and knowledge assessment, and/or

access to an appropriate range of relevant operational situations in the workplace

In both real and simulated environments, access is required to:

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Method of assessment

Assessment of this unit must be undertaken by a registered training organisation

As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

Practical assessment must occur:

through appropriately simulated activities at the registered training organisation, and/or

in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The shifting operations may be conducted:	in a range of work environments by day or night
Customers may be:	internal or external
Workplaces may comprise:	large, medium or small worksites
Work may be conducted in:	restricted spaces exposed conditions controlled or open environments
Materials to be shifted may include:	goods equipment and tools cleaning materials components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. materials used in the course of work such as drums of fuel, raw materials, packaging, etc.
Loads to be shifted may be:	irregularly shaped packaged or unpackaged labelled or unlabelled
Hazards in the work area may include exposure to:	chemicals dangerous or hazardous substances movements of equipment, goods and materials
Personnel in the work area may include:	workplace personnel site visitors contractors official representatives
Communication in the work area may include:	phone electronic data interchange

	fax
	email
	internet
	radio
	oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures
	enterprise procedures
	organisational procedures
	established procedures
Personal protective equipment may include:	gloves
	safety headwear and footwear
	safety glasses
	two-way radios
	high visibility clothing
Information/documents may include:	goods identification numbers and codes
	manifests, bar codes, goods and container identification
	manufacturers specifications for equipment/tools
	workplace procedures and policies
	supplier and/or client instructions
	material safety data sheets
	codes of practice including the National Standards for Manual Handling and the Industry Safety Code
	relevant legislation, regulations and related documentation
	award, enterprise bargaining agreement, other industrial arrangements
	standards and certification requirements
	quality assurance procedures
	emergency procedures
Applicable regulations and legislation may include:	relevant state/territory OH&S legislation
	relevant state/territory environmental

protection legislation
workplace relations regulations
workers compensation regulations
licence, patent or copyright arrangements
dangerous goods and air freight regulations
export/import/quarantine/bond requirements
marine orders

Unit Sector(s)

Not applicable.

Competency Field

D - Load Handling